

**NEW HORIZONS**  
*in*  
***Children's Literature***  
**Theory, Representation, and Identity**

**Editor**

Prof. Dr. Esma DUMANLI KADIZADE



© Copyright 2026

*Printing, broadcasting and sales rights of this book are reserved to Academician Publishing House Inc. All or parts of this book may not be reproduced, printed or distributed by any means mechanical, electronic, photocopying, magnetic paper and/or other methods without prior written permission of the publisher. Tables, figures and graphics cannot be used for commercial purposes without permission. This book is sold with banderol of Republic of Türkiye Ministry of Culture.*

<b>ISBN</b>	<b>Page and Cover Design</b>
978-625-362-067-7	Typesetting and Cover Design by Akademisyen
<b>Book Title</b>	<b>Publisher Certificate Number</b>
New Horizons in Children's Literature: Theory, Representation, and Identity	47518
<b>Editor</b>	<b>Printing and Binding</b>
Esmâ DUMANLI KADIZADE ORCID iD: 0000-0002-6882-6234 Mersin University, Faculty of Education	Vadi Printingpress
<b>Publishing Coordinator</b>	<b>Bisac Code</b>
Yasin DİLMEN	LIT009000 EDU029080
	<b>DOI</b>
	10.37609/akya.4191

#### **Library ID Card**

New Horizons in Children's Literature: Theory, Representation, and Identity / ed. Esmâ Dumanlı Kadizade.  
Ankara : Akademisyen Yayınevi Kitabevi, 2026.  
242 p. ; 160x235 mm.  
Includes References and Index.  
ISBN 9786253620677

## **GENERAL DISTRIBUTION**

### **Akademisyen Kitabevi AŞ**

Halk Sokak 5 / A Yenışehir / Ankara

Tel: 0312 431 16 33

siparis@akademisyen.com

[www.akademisyen.com](http://www.akademisyen.com)

## SYNOPSIS

Children's literature extends far beyond a mere genre addressed to young readers; it plays a decisive role in the individual's process of making sense of the world, internalising cultural codes, constructing identity and encountering social values. In recent years, children's literature research has gained an interdisciplinary perspective, interacting with literary theory, sociology, psychology, philosophy, ecology, translation studies, and visual arts, thereby offering a rich ground for scholarly inquiry. This volume aims to bring together current and multidimensional discussions on children's literature within a theoretical and critical frame work.

The book consists of ten chapters organised around four thematic axes.

The first thematic axis: "Theoretical Approaches and Literary Movements" comprises two chapters that interrogate the theoretical underpinnings of children's literature. The opening chapter engages in a theoretical and critical discussion of the complex relationship between children's literature and popularity, examining how the concept of "popular" is perceived within the context of children's literature, its connection with literary value, and the points of convergence and divergence between the two fields. The second chapter presents an original analytical framework for the application of magical realism theory to the study of children's literature, systematically exploring narrative structures in which the boundaries between the real and the unreal become blurred, the characteristic codes of magical realist fiction, and their reflections within the context of children's literature.

The second thematic axis: "Sociopolitical Themes and Representation" comprises three chapters that discuss the relationship between children's literature and social issues. The first chapter focuses on the representations of migration in picturebooks, examining narrative strategies and models of representation across different geographical contexts as well as the impact of these narratives on multicultural learning environments, from a comparative perspective. The second chapter offers a comprehensive framework for the treatment of differences in children's literature - particularly special needs and multiculturalism - evaluating both original and translated works, as well as the relevant literature in a holistic manner. The third chapter addresses the concept of inclusive representation across a broad spectrum ranging from social diversity to body image, discussing

idealised body representations, bodily transformation in fantastic narratives, and the transformation of body image in contemporary children's literature from a multidimensional perspective.

The third thematic axis: "Child Subjectivity and Development" comprises three chapters that interrogate the position of the child within literature and culture. The first chapter discusses the transformation of the representation of the child and forms of subjectivity in children's literature and culture, centring on the concept of agency. It deeply analyses the position of the child within narrative through conceptual tools such as adult authority, control of knowledge, temporary agency, and narratives in which norms are suspended. The second chapter comprehensively presents the role and significance of acquiring reading culture in child development, outlining the theoretical framework of reading, literacy and reading culture, discussing the stages of reading culture acquisition according to developmental periods from 0 to 14 years, and addressing the necessity of multiliteracy skills in the digital age. The third chapter holistically examines the Philosophy for Children (P4C) approach, including its historical development theoretical foundations, the community of inquiry model and practical examples while discussing the profound relationship between children's literature and philosophical inquiry on both ontological and pedagogical levels.

The fourth thematic axis: "Cultural Codes, Nature and Visual Narratives" comprises two chapters that examine the aesthetic and ecological dimensions of children's literature. The first chapter analyses the perception of nature in Turkish children's literature in light of ecocritical theory, revealing the potential of children's literature to foster ecological awareness through thematic headings such as the representation of nature the position of the child, human-nature conflict, reflections of the adult world, and the resolution of conflict. The second chapter discusses the significance of illustrations in children's literature works in terms of identity and cultural codes, evaluating the reflections of cultural transmission through visual narratives and identity construction visual storytelling on the child reader, drawing on range of sources.

This volume aims to create a polyphonic platform that approaches children's literature not merely as an educational field but also in its aesthetic, ideological, political, philosophical and cultural dimensions. Each chapter offers original contributions that question the existing body of knowledge in the field, propose new conceptualisations, and provide practical implications. With its broad perspective ranging from theoretical debates to concrete textual analyses, and from historical transformations to current trends, the work seeks to make a theoretical

*Synopsis*

and practical contribution to academics, teachers, graduate students, editors, publishers and all readers who are devoted to the field of children's literature.

We sincerely thank all the contributing authors for their dedicated work and valuable contributions to the preparation of this volume. We also extend our gratitude to the publisher for their support throughout the publication process. We hope that this work will bring an interdisciplinary and critical perspective to children's literature research and make a meaningful contribution to the international scholarly literature.

Editor

Prof. Dr. Esmâ DUMANLI KADIZADE

# CONTENTS

## 1.Theoretical Approaches and Literary Movements

- Chapter 1 Children’s Literature and Popularity: a Theoretical and  
Critical Discussion..... 3  
*Erhan ŞEN*
- Chapter 2 Childrens Literature and the Theory of Magical Realism in  
Fiction Analysis ..... 19  
*Esma DUMANLI KADIZADE*  
*Mehmet Ali ÖKSÜZ*

## 2. Sociopolitical Themes and Representation

- Chapter 3 Migration in Picturebooks: Representations, Boundaries, and Narrative  
Possibilities..... 43  
*Firdevs KAPUSIZOĞLU*
- Chapter 4 Children’s Literature and Differences..... 65  
*Merve MÜLDÜR*
- Chapter 5 Inclusive Representation in Children’s Literature: From Social Diversity to  
Body Image..... 87  
*Nil Didem ŞİMŞEK*

## 3. Child Subjectivity and Development

- Chapter 6 Agency in Children’s Literature and Culture: The Transformation of the  
Representation of the Child and Forms of Subjectivity ..... 119  
*Emine ULU*
- Chapter 7 The Role and Significance of Reading Culture Acquisition in Child  
Development..... 131  
*Ayşe Özgül İNCE SAMUR*
- Chapter 8 Big Questions at a Young Age: Philosophy For Children (P4C)..... 151  
*Yağmur Özge UĞURELLİ*

## 4. Cultural Codes, Nature, and Visual Narratives

- Chapter 9 Identity And Cultural Codes in Illustrations in Children’s Books..... 183  
*Sedat KARAGÜL*
- Chapter 10 Narrating Nature in Turkish Children’s Literature ..... 201  
*Elif Emine BALTA*

## AUTHORS

**Assoc. Prof. Dr. Elif Emine BALTA**  
Düzce University Faculty of Education  
Department of Turkish Language Education

**Prof. Dr. Esmâ DUMANLI KADIZADE**  
Mersin University, Faculty of Education,  
Department of Turkish Language Education

**Dr. Firdevs KAPUSIZOĞLU**  
Türkiye Maarif Foundation

**Assoc. Prof. Dr. Sedat KARAGÜL**  
İstanbul 29 Mayıs University Faculty of  
Education Department of Turkish Language  
Education

**Assoc. Prof. Dr. Merve MÜLDÜR**  
Suleyman Demirel University Faculty of  
Education Department of Turkish Language  
Education

**Mehmet Ali ÖKSÜZ**  
Metu College Head of The Turkish  
Department

**Assoc. Prof. Dr. Ayşe Özgül İNCE SAMUR**  
Zonguldak Bülent Ecevit University Faculty of  
Education Department of Turkish Language  
Education

**Assoc. Prof. Dr. Erhan ŞEN**  
Van Yüzüncü Yıl University Faculty of  
Education Department of Turkish Language  
Education

**Assoc. Prof. Dr. Nil Didem ŞİMŞEK**  
Süleyman Demirel University, Department of  
Turkish Language Education

**Assist. Prof. Dr. Yağmur Özge UĞURELLİ**  
Yozgat Bozok University Faculty of Education  
Department of Turkish Language Education

**Assist. Prof. Dr. Emine ULU**  
Muş Alparslan University, Faculty of  
Education, Department of Turkish Language  
Education

# Chapter 1

## CHILDREN'S LITERATURE AND POPULARITY: A THEORETICAL AND CRITICAL DISCUSSION

Erhan ŞEN<sup>1</sup>

### Abstract

This study examines the relationship between children's literature and popular literature within a theoretical and critical framework, moving beyond the reductive view that popularity is opposed to literary value. While popular literature is characterized by accessibility, fluency, and broad appeal, children's literature offers a more complex, multilayered structure that incorporates aesthetic, pedagogical, and developmental dimensions. There are clear points of intersection between the two fields in terms of language, narration, and plot. In particular, accessible language, action-oriented narratives, and a focus on reader engagement reinforce these similarities. Nevertheless, children's literature follows a distinct trajectory shaped by the principles of "child appropriateness" and "child reality." While the formulaic structure, logic of mass production, and rapid-consumption orientation of popular literature are notable, these features also tend to reproduce dominant ideology, further differentiating the two fields. At the same time, popular texts play a functional role in fostering reading motivation, enhancing reader engagement, and cultivating reading habits among children. This study approaches the relationship between children's literature and popularity not only through oppositions but also by considering points of intersection, divergence, and transformation, thereby offering a holistic perspective on the literature. In this context, popularity is viewed not merely as a limiting factor but as a functional tool that supports children's participation in reading and facilitates their transition to more sophisticated texts.

**Keywords:** children's literature, popular literature, popularity, reader engagement, literary value

<sup>1</sup> Assoc. Prof. Dr., Van Yüzüncü Yıl University Faculty of Education Department of Turkish Language Education erhansen@yyu.edu.tr, ORCID iD: 0000-0001-7678-812X

In conclusion, the relationship between children's literature and popular literature should be approached not as a matter of definitive judgment, but as a theoretical framework that reveals the field's multilayered nature. For children's literature, popularity represents both a challenge and an opportunity. On the one hand, it carries the risk of limiting aesthetic and critical depth; on the other, it offers significant possibilities for engaging readers and fostering a culture of reading. Rather than framing this relationship through exclusionary oppositions, it is more productive to examine it along the axes of interaction, transformation, and balance.

## REFERENCES

- Afacan, A. (2013). *Yazınsal nitelik açısından ilköğretimde şiir ve eğitimi* (Doctoral dissertation, Ankara University). Council of Higher Education Thesis Center. <https://tez.yok.gov.tr/Ulusal-TezMerkezi/tezDetay.jsp?id=RMNEHVD5K8JbVQIE-rHOnQ&no=T2j3Voehv-O2H52r4Inz-SA>
- Altınbaş-Sarıgül, F. (2019). *Popüler kültür nedir? Ne değildir?* Altınbaş Üniversitesi Yayınları.
- Appleyard, J. A. (1994). *Becoming a reader: The experience of fiction from childhood to adulthood*. Cambridge University Press.
- Barone, D. M. (2011). *Children's literature in the classroom: Engaging lifelong readers*. Guilford Press.
- Bekki, Y. B. (2025). *Dijital anlatılarda toplumsal cinsiyet ve ideoloji: Kadın yazarların Wattpad romanları (2014–2023)* (Master's thesis, Kocaeli University).
- Booth, W. C. (2012). *Kurmacanın retoriği* (B. O. Doğan, Trans.). Metis Yayınları.
- Bruce, S., & Yearley, S. (2006). *The SAGE dictionary of sociology*. SAGE Publications.
- Cinta, C., Putri, A., & Tenriani, A. (2025). Reimagining masculinity through shifts in male identity in contemporary popular culture. *Journal of Social Humanity Perspective*, 3(3), 139–153.
- Colston, H. L., & Kuiper, M. S. (2002). Figurative language development research and popular children's literature: Why we should know "Where the Wild Things Are." *Metaphor and Symbol*, 17(1), 27–43.
- Çıkış, Ş. (2024). *Türk edebiyatındaki grafik romanların popüler kültür bağlamında incelenmesi* (Unpublished master's thesis). Hacettepe University.
- Danesi, M. (2024). *AI-generated popular culture: A semiotic perspective*. Palgrave Macmillan.
- Dilidüzgün, S. (2003). *İletişim odaklı Türkçe derslerinde çocuk kitapları*. Morpa Yayınları.
- Dilidüzgün, S. (2004). *Çağdaş çocuk yazını*. Morpa Kültür Yayınları.
- Glazer, J. I. (1997). *Introduction to children's literature*. Pearson Education.
- Goldman, J. (2018). "I am gonna be somebody," 1930: Gangsters and modernist celebrity. In S. Ortolano (Ed.), *Popular modernism and its legacies: From pop literature to video games* (pp. 79–94). Bloomsbury Academic.
- Grenby, M. O. (2016). General introduction. In J. Briggs & D. Butts (Eds.), *Popular children's literature in Britain* (pp. 1–20). Routledge.
- Gülsoy, M. (2012). Kim korkar popüler edebiyattan? *Notos*, 35–37.
- Gürel, Z., Temizyürek, F., & Şahbaz, N. K. (2007). *Çocuk edebiyatı*. Öncü Basımevi.
- Hunt, P. (2005). Introduction. In P. Hunt (Ed.), *Understanding children's literature* (pp. 1–14). Routledge.
- Keen, S. (2007). *Empathy and the novel*. Oxford University Press.
- Koontz, D. R. (1974). *Writing popular fiction*. Writer's Digest Books.
- Lao, C. Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL: More evidence for the power of reading. *System*, 28(2), 261–270.

- Löwenthal, L. (2017). *Edebiyat, popüler kültür ve toplum* (B. Kejanhoğlu, Trans.). Metis Yayınları.
- Murphy, B. M. (2017). *Key concepts in contemporary popular fiction*. Edinburgh University Press.
- Nikolajeva, M. (2002). *The rhetoric of character in children's literature*. Scarecrow Press.
- Nikolajeva, M. (2014). *Reading for learning: Cognitive approaches to children's literature*. John Benjamins Publishing.
- Nişanyan, S. (2012). *Sözlerin soyağacı: Çağdaş Türkçenin etimolojik sözlüğü*. Everest Yayınları.
- Nodelman, P. (2008). *The hidden adult: Defining children's literature*. Johns Hopkins University Press.
- Ortolano, S. (2018). Of Titanics, wars, downturns, and Downtons: Popular modernism and its legacies. In S. Ortolano (Ed.), *Popular modernism and its legacies: From pop literature to video games* (pp. 1–16). Bloomsbury Academic.
- Parks, T. (2017). *Ben buradan okuyorum: Kitapların değişen dünyası* (R. Hakmen, Trans.). Metis Yayınları.
- Pulimeno, M., Piscitelli, P., & Colazzo, S. (2020). Children's literature to promote students' global development and wellbeing. *Health Promotion Perspectives*, 10(1), 13–23.
- Radway, J. A. (1991). *Reading the romance: Women, patriarchy, and popular literature*. University of North Carolina Press.
- Rowe, J. C. (2023). *Our Henry James in fiction, film, and popular culture*. Routledge.
- Sarland, C. (2005). Ideology. In P. Hunt (Ed.), *International companion encyclopedia of children's literature* (pp. 39–55). Routledge.
- Sawyer, W. E. (2012). *Growing up with literature*. Wadsworth.
- Senemoğlu, N. (2001). *Gelişim, öğrenme ve öğretim*. Gazi Kitabevi.
- Seuling, B. (2005). *How to write a children's book and get it published*. John Wiley & Sons.
- Sever, S. (2023). *Çocuk ve edebiyat*. Tudem Yayıncılık.
- Şen, E. (2024). *Çocuk edebiyatında kurmaca gerçeklik*. Nobel Akademik Yayıncılık.
- Şirin, M. R. (1994). *99 soruda çocuk edebiyatı*. Çocuk Vakfı Yayınları.
- Şirin, M. R. (2014). Çocuk ve ilk gençlik edebiyatında kanon gerekli midir? *Türk Dili Dergisi*, 374–378.
- Tomlinson, G. (2018). *Culture and the course of human evolution*. University of Chicago Press.
- Türk Dil Kurumu. (2025). *Türk Dil Kurumu sözlüğü*. <https://sozluk.gov.tr/>
- Williams, R. (1960). *Culture and society (1780–1950)*. Anchor Books.
- Wolf, S. A. (2004). *Interpreting literature with children*. Lawrence Erlbaum Associates.
- Yalçın, A., & Aytaş, G. (2005). *Çocuk edebiyatı*. Akçağ Yayınları.

## Chapter 2

# CHILDRENS LITERATURE AND THE THEORY OF MAGICAL REALISM IN FICTION ANALYSIS

Esma DUMANLI KADIZADE<sup>1</sup>  
Mehmet Ali ÖKSÜZ<sup>2</sup>

### Abstract

The term magical realism was first used by Novalis in the 18th century, and it took its place in the world of art and literature when Franz Roh defined a painting technique as magical realism in 1925. In literary criticism, magical realism is considered a genre in which the real and the irrelevant are presented together, and the irrelevant is seen as ordinary. In general, magical events that point to a problem are narrated by a secretive narrator with a childlike naivety. The boundaries between the real and the irrelevant become blurred. The reader is uncertain about whether what is happening is real or not. Taking a stance against the rational worldview of the West, magical realism suggests that there will be alternative ways to make sense of the world, such as magic. The heroes of the genre are people outside the authoritarian discourse, who are called the other, and are off-center. Magical realism, which brings together different narrative techniques, genres and cultural elements, exhibits hybrid characteristics. The lack of an examination theory on magical realist fiction was determined in the light of studies conducted in our country and around the world, and in order to contribute to the field, the theory was structured with the content analysis method, and the codes “1-Real world, 2-Existence of the irrelevant in the real world, 3-Violation of real and irrelevant boundaries, 4-Ordinariness of the unreal, 5-Indecision, 6-Narrator attitude, 7-Persons, 9-Space, 10-Postmodern elements and 11-Deep structure” were determined. It was envisaged that the determined codes could be applied to

---

<sup>1</sup> Prof. Dr., Mersin University, Faculty of Education, Department of Turkish Language Education, esmakadizade@mersin.edu.tr, ORCID iD: 0000-0002-6882-6234

<sup>2</sup> Metu College Head of The Turkish Department, moksuz@odtugvo.k12.Tr. ORCID iD: 0009-0008-1731-7473

It is impossible for magical realism, as one of the contemporary literary modes, not to benefit from other contemporary literary modes. Postcolonial literature as well as postmodern literature are literary modes in which magical realism is intertwined. Unlike the persons in any event-based literary genre, the persons of magical realist fictions show similar characteristics. They are off-center with the attitude they take against the dominant worldview, general acceptance and authority, and their racial, class, cultural, social, etc. positions make them the other. These heroes adopt a magical worldview. They may be opposed by heroes from a rational worldview.

In magical realist fictions, time and space constitute the space code. In magical realist fictions, places may show magical features or host magical events. Mostly rural areas, villages and towns far away from the center and authority are the main locations, but cities with marginalized individuals can also be chosen as locations. Cyclical time frequently appears before the reader in magical realist fictions. Through magical elements such as ghosts, which have a connection with past life, the reader is transported to the past time. Past and present blend into each other.

Magical realist fictions are works with a specific ideology. They adopt the view that rational knowledge alone is not enough to make sense of the world. They take a stand against authority. It is the space of giving voice to all the others outside the center. Therefore, they invest in deep meaning rather than surface meaning.

The research aims to construct a theory to be used as a basis for the analysis of magical realist fiction, and offers a perspective on how the codes determined within the framework of the theory are present in both adult and children's literature works. Through these codes, the boundaries of genres that are close to each other but quite different from each other in terms of the basic ideologies they adopt can be easily drawn. Thus, works categorized as genres can be evaluated more accurately within the framework of their basic ideologies

## **REFERENCES**

- Akbulut, Y. (2012). Data analysis techniques. Ali Şimşek (Ed.), *Research methods in social sciences* (pp.163-195). Anadolu University Publications
- Bakhtin, M. M. (2005). *Rabelais and his world*. Detail Publications.
- Bowers, M. A. (2004). *Magic (al) realism*. Routledge.
- Camayd-Freixas, E. (2014). Theories of magical realism. In Ignacio Lopez-Calvo (Ed.), *Critical insights: Magical realism* (pp.3-15).Salem Press.
- Chanady, A. B. (2019). *Magical realism and the fantastic: Resolved versus unresolved antinomy*. Routledge.
- Çetintaş, D. (2018). Postmodern fiction. In Ertan Özgen (Ed.), *40 Soruda postmodern literature* (pp.77-91). Ketebe.

- D'haen, T. (1989). Timothy findley: magical realism and the Canadian postmodern. *Multiple Voices: Recent Canadian Fiction*, 217-33
- Der Standard.(n.d.). Hauptsache du kannst etwas. Der Standard.
- Faris, W. B. (1995). Scheherazade's children: Magical Realism and postmodern fiction. In Zamora, L. P., Faris, W. B. (Eds.), *Magical realism: Theory, history, Community* (pp.163). Duke University Press.
- Faris, W. B. (2004). *Ordinary enchantments: Magical realism and the remystification of narrative*. Vanderbilt University Press.
- Fetz, N.T. (1981) Christine Nöstlinger: children's advocate and social critic ocate and social critic [Unpublished Master's Thesis] University of Monta.
- Fowler, A. (1979). Genre and literary canon. *New literary history*, 11 (1), 97-119.
- Guenther, I. (1995). Magic realism, new objectivity, and the arts during the weimar republic. In Lous Parkinson Zamoro, Wendy B. Faris (Eds.), *Magical realism: Theory, history, Community* (pp.33-73). Duke University Press.
- Gürhan, N. (2017). Peer bullying with every aspect. *Türkiye Klinikleri J Psychiatr Nurs-Special Topics*, 3(2), 175-81.
- Hegerfeldt, A. C. (2005). *Lies that tell the truth: Magic realism seen through contemporary fiction from Britain*. Rodopi.
- Hoffmann, H. (1995). *Struwwelpeter*. Courier Corporation.
- Retrieved from <https://www.derstandard.at/story/1378249058367/hauptsache-du-kannst-etwas>.  
<https://www.deutschlandfunk.de/kinderbuchautorin-christine-noestlinger-ich-sehe-eigen-tlich-102.html>
- Hutcheon, L. (1988) *A poetics of postmodernism: History, theory, practice*.Routledge.
- Korkmaz, Ramazan (2005) The Impulse of Homelessness and Anayurt Otel, *Journal of Scientific Research*, S.23, S.139
- Novy,V.B.(2018,July 13). Zum tod von kinderbuchautorin christine Nöstlinger. Deutschlandfun <https://www.deutschlandfunk.de/zum-tod-von-kinderbuchautorin-christine-noestlinger-vonder-100.html>
- Nöstlinger, C. (2013). Glück ist was für augenblickeanaltır.Residenz.
- Quayson, A. (2009). Magical realism and the african novel. Irele, A. (Ed),*The Cambridge companion to the African novel* (pp.159-164). Cambridge University Press
- Sasser, K. (2014). *Magical realism and cosmopolitanism: Strategizing belonging*. Springer.
- Todorov, T. (1975). *The fantastic: A structural approach to a literary genre*. Cornell University Press.
- Turkish Language Association. (t.y). Gerçek.Sozluk.gov.tr Güncel Türkçe Sözlük in.Access date: 8,August,2024, accessed from <https://sozluk.gov.tr/>.
- Weigman, U. (2018, July 14).Kinderbuchautorin christine nöstlinger. Deutschlandfun.

## Chapter 3

### MIGRATION IN PICTUREBOOKS: REPRESENTATIONS, BOUNDARIES, AND NARRATIVE POSSIBILITIES

Firdevs KAPUSIZOĞLU<sup>1</sup>

#### Abstract

The existence of approximately 50 million children affected by forced displacement worldwide has made migration a central and political theme in children's literature. This book chapter critically examines how migration is represented in picture books from pedagogical, aesthetic, and ideological perspectives. The study demonstrates that contemporary children's literature has moved away from historical clichés such as the “white savior” and the “helpless refugee,” instead reimagining the migrant child as an active social actor within the framework of Homi Bhabha's concepts of “hybridity” and the “third space.” Nevertheless, it has been observed that in many works, migrant identity is still depicted as an “exotic other” defined by categorical rather than personal characteristics, and that this diversity remains superficial due to the influence of Western-centric power dynamics. The chapter presents a comparative analysis based on selected corpora from various national literatures, including those of the Middle East, Scandinavia, Latin America, and Turkey. The study also examines the roles of visual strategies -such as color, line, and space- and metaphors like the suitcase, bird, and water in the semiotic construction of meaning. This visual and symbolic narrative power, which transcends the boundaries of written language, enables picture books to function not only as objects of political and aesthetic resistance for children but also for readers of all ages. Consequently, these works hold significant potential for education in democratic citizenship and social justice; however, the full realization of this potential depends on qualified adult mediation that fosters critical literacy.

**Keywords:** Migration, children's literature, picturebook, hybridity, representation, visual literacy.

<sup>1</sup> Dr., Türkiye Maarif Foundation, fkapusizoglu@turkiyemaarif.org, ORCID iD: 0000-0002-1410-421X

individual and collective narrative traditions, while also showing that countries project their own experiences onto the phenomenon of migration.

In this context, new narrative possibilities extend to multimodal narrative forms focused on global issues and to addressing elements such as age, language, and culture. The transformation of understandings, policies, and ideologies regarding migration, along with formal innovations, has given rise to versions of the same theme told in completely different ways. With so many alternatives available, it is important to consider whether picture books reinforce stereotypes or challenge preconceived notions. At this point, what is decisive is not only the content of the book but also the adult's mediation strategy. With proper guidance, these works will evolve into transformative experiences that enable children to view the world through a critical lens.

## REFERENCE

- Ariès, P. (1962). *Centuries of childhood: A social history of family life* (R. Baldick, Trans.). Jonathan Cape. (Original work published 1960).
- Arizpe, E. (2021). Migrant shoes and forced walking in children's literature about refugees: Material testimony and embodied simulation. *Migration Studies*, 9(3), 1343–1360. <https://doi.org/10.1093/migration/mnz047>
- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
- Bhabha, H. K. (1994). *The location of culture*. Routledge.
- Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. Perspectives: *Choosing and Using Books for the Classroom*, 6(3), ix-xi.
- Botelho, M. J., & Rudman, M. K. (2009). *Critical multicultural analysis of children's literature: Mirrors, windows, and doors*. Routledge.
- Cai, M. (2002). *Multicultural literature for children and young adults: reflections on critical issues*. Greenwood Press.
- Campano, G., & Ghiso, M. P. (2023). Immigrant students as cosmopolitan intellectuals. In S. A. Wolf, K. Coats, P. Enciso, & C. A. Jenkins (Eds.), *Handbook of research on children's and young adult literature* (C. Pamay, Trans., pp. 35-56). Erdem.
- Chambers, I. (2014). *Göç, kültür, kimlik* (İ. Türkmen & M. Beşikçi, Trans.; 3rd ed.). Ayrıntı.
- Cummins, A. (2016) Refugees and immigrants in children's fiction new books to build understanding across borders. *A Journal of the Texas Council of Teachers of English Language Arts*. 46(2).
- Goldstone, B. (2002). Whaz up with our books? Changing picture books codes and teaching implications. *The Reading Teacher*, 55(4), 362-370. <http://www.jstor.org/stable/20205063>
- Gu, X. and Catalano, T. (2022). Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature. *Linguistics and Education*, 71, 101083. <https://doi.org/10.1016/j.linged.2022.101083>.
- Hintz, C., & Tribunella, E. L. (2023). *Reading children's literature: A critical introduction* (2nd ed.). Broadview Press.
- IFLA/UNESCO. (2022). *IFLA-UNESCO halk kütüphanesi manifestosu 2022*. <https://www.ifla.org/units/public-libraries/projects/public-library-manifesto/>
- International Organization for Migration. (2023). *World migration report 2024*. <https://publications>.

- iom.int/books/world-migration-report-2024
- Kapusizoğlu, F. (2024). *Çocuk edebiyatında "göç" teması üzerine çoklu bakış açısı temelli bir araştırma* [A multi-perspective based case study on the theme of "migration" in children's literature] (Publication No. 866919) [Doctoral dissertation, Yıldız Technical University]. Council of Higher Education Thesis Center. <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed.). Routledge.
- Leonard, M. (2016). *The sociology of children, childhood and generation*. Sage Publications.
- Lukens, R. J., Smith, J. J., & Coffel, C. M. (2012). *A critical handbook of children's literature* (9th ed.). Pearson. (Original work published 1976).
- Mathews, G. (1999). *The philosopher's child*. Harvard University Press.
- Nikolajeva, M., & Scott, C. (2001). *How picturebooks work*. Garland Publishing.
- OECD. (2022). *Trends shaping education 2022*. OECD Publishing. <https://doi.org/10.1787/d8f35f8d-en>
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- Portes, A., & Rumbaut, R. G. (2014). *Immigrant America: A portrait* (4th ed.). University of California Press.
- Postman, N. (1995). *Çocukluğun yokoluşu* (K. İnal, Trans.). İmge. (Original work published 1982).
- Rodriguez, N. N. ve Kim, E. J. (2018). In search of mirrors: An Asian Critical Race Theory content analysis of Asian American picture books from 2007 to 2017. *Journal of Children's Literature*, 44(2), 17-30.
- Rundell, K. (2020). *Neden çocuk kitapları okumalıyız?* (Ş. Taş, Çev.). Domingo. (Original work published 2019).
- Said, E. (1990). Reflections on exile. In R. Ferguson, M. Gever, T. T. Minh-ha, & C. West (Eds.), *Out there: Marginalization and contemporary cultures* (pp. 357–363). MIT Press.
- Short, K. G. (2018). Critical content analysis of visual images. In J. Z. Janks & K. G. Short (Eds.), *Critical content analysis of children's and young adult literature* (pp. 161–175). Routledge.
- Sipe, L. R. (2011). The art of the picturebook. In S. A. Wolf, K. Coats, P. Enciso, & C. A. Jenkins (Eds.), *Handbook of research on children's and young adult literature* (pp. 238–252). Routledge.
- Sipe, L. R. (2023). The art of the picturebook. In *Studies in children's literature* (C. Pamay, Trans., pp. 110–135). Erdem Yayınları. (Original work published 2019)
- Strekalova-Hughes, E. (2019). Unpacking refugee flight: Critical content analysis of picture books featuring refugee protagonists. *International Journal of Multicultural Education*, 21(2), 23–44. <https://doi.org/10.18251/ijme.v21i2.1871>
- SuárezOrozco, C., AboZena, M., & Marks, A. (2015). *Transitions: The development of children of immigrants*. New York University Press.
- Turner, V. (1969). *The Ritual Process: Structure and Anti-Structure*. Aldine.
- UNICEF. (2023). Number of displaced children reaches new high of 43.3 million [Press release]. <https://www.unicef.org/press-releases/number-displaced-children-reaches-new-high-433-million>
- Prout, A., & James, A. (2005). A new paradigm for the sociology of childhood? Provenance, promise, and problems. In A. James & A. Prout (Eds.), *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood* (pp. 7–32). Falmer Press.
- PICTUREBOOK REFERENCES
- Alva, A. (2018). *La frontera: El viaje con papá-My journey with papa* (D. Mills, Illus.). Barefoot Books.
- Arias, P. D. (2018). *Mervan's journey* (L. Borrás, Illus.). Edam.
- Aslan, S. (2020). *Galiba hışırđıyorum* (C. Dinç, Illus.). İletişim.
- Barroux. (2020). *Welcome* (Barroux, Illus.). Redhouse Kidz.

- Choi, Y. (2003). *The name jar* (Y. Choi, Illus.). Dragonfly Books.
- Davies, N. (2020). *The day war came* (R. Cobb, Illus.). Ketebe.
- Dubois, C. K. (2018). *Akim court* (C. K. Dubois, Illus.). Ginko Çocuk.
- Gökçeer, G. (2018). *Öteki aslanlar* (H. Sönmezay, Illus.). Masalperest.
- Guridi, R. N. (2020). *Como Meter Una Ballena En Una Maleta* (Guridi, Illus.). Ketebe.
- Hest, P. V. (2017a). *Far from home* (A. Dijkstra, Illus.). Gergedan.
- Kozikoğlu, T. (2020). *Dönme dolap* (H. Sönmezay, Illus.). Doğan Egmont.
- Maclear, K. (2020). *The story of a boat* (R. Kheiriyeh, Illus.). Al Baraka Çocuk.
- Madjidi, M. (2021). *Je M'appelle Maryam* (C. K. Dubois, Illus.). Ginko Çocuk.
- Milner, K. (2019). *My name is not refugee* (K. Milner, Illus.). Arden.
- Naylor-Ballesteros, C. (2019). *The suitcase* (C. Naylor-Ballesteros, Illus.). Pearson.
- Okçu, S. T., Mizuno, M., & Hemels, V. (2017). *Kayıktaki çocuk* (G. Sweet, Illus.). Timaş Çocuk.
- Phi, B. (2017). *A different pond* (T. Bui, Illus.). Capstone Young Readers.
- Qrbeck Nilssen, C. (2010). *Hvor Forer Jed Her?* (A. Düzakın, Illus.). ABM.
- Ruurs, M. (2017). *Stepping stones: A refugee family's journey* (N. A. Badr, Illus.). Nesin.
- Sanna, F. (2016). *The journey* (F. Sanna, Illus.). Taze Kitap.
- Sanna, F. (2018). *Me and my fear* (F. Sanna, Illus.). Taze Kitap.
- Sfakianopoulou, M. (2017). *Mavi çöl develeri* (İ. Samartzi, Illus.). Erdem.
- Sharafeddine, F. (2013). *Bir kuş olsaydım* (A. Karzai, Illus.). Nar.
- Tapola, K., & Chalabee, A. (2020). *Siinä sinä olet* [There you are] (M. Durubi, Illus.). Teos.
- Tonatiuh, D. (2013). *Pancho rabbit and the coyote: A migrant's tale* (D. Tonatiuh, Illus.). Harry N. Abrams.
- Tumanyan, H. (2019). *A drop of honey* (E. Bora, Illus.). Arden.
- Williams, K., & Mohammed, K. (2009). *My name is Sangoel* (C. Stock, Illus.). Eerdmans Books.

## Chapter 4

### CHILDREN'S LITERATURE AND DIFFERENCES

Merve MÜLDÜR<sup>1</sup>

#### Abstract

Children's literature plays a significant role not only in children's linguistic, cognitive, and aesthetic development but also in shaping their understanding of themselves, others, and the diverse social world in which they live. Literary works that address differences enable child readers to encounter various identities, life experiences, cultures, and individual characteristics, thereby supporting empathy, inclusive thinking, identity formation, and social awareness. In this respect, the representation of differences in children's literature should be considered both a literary and a pedagogical issue.

This book chapter examines the representation of differences in children's literature through two major areas: special needs and multiculturalism. First, the chapter discusses the general framework and functions of inclusive children's literature that addresses differences. It then focuses on the representation of individuals with special needs, emphasizing the importance of realistic, multidimensional, and non-stereotypical portrayals. In this context, the chapter considers how children's books can contribute to the visibility, social participation, and identity development of individuals with special needs. Subsequently, multicultural children's literature is examined as a field that makes cultural, ethnic, linguistic, and religious diversity visible and supports intercultural understanding among child readers.

The chapter also presents examples of original and translated children's books published in Türkiye and reviews relevant studies conducted in the Turkish context. Overall, it argues that high-quality children's literature should represent differences as natural and valuable aspects of human experience, avoiding pity-based, exclusionary, superficial, or idealized portrayals. By doing so, children's

<sup>1</sup> Assoc. Prof. Dr., Suleyman Demirel University Faculty of Education Department of Turkish Language Education [mervemuldur@sdu.edu.tr](mailto:mervemuldur@sdu.edu.tr), ORCID iD: 0000-0002-2595-5749

Children's literature focusing on special needs contributes both to children with special needs feeling represented and to other children perceiving differences as a natural and human form of diversity. In this context, high-quality works require a narrative that avoids stereotyping, does not fall into pity-based or heroizing discourse, treats the character multidimensionally, and is constructed with pedagogical sensitivity. While the original and translated works examined offer examples at different levels in line with these criteria, studies in the literature also show that dimensions such as representation, language use, and ideological background should be carefully evaluated.

Similarly, multicultural children's literature contributes to children's development of a pluralistic worldview by making cultural, ethnic, linguistic, and social diversity visible. Texts in which cultural differences are not limited to superficial folkloric elements but are instead addressed together with everyday life practices, value systems, and processes of identity construction offer children the opportunity to develop intercultural understanding. Evaluations based on original and translated works, together with studies in this field, reveal that the multicultural approach should be constructed consistently not only at the level of content but also at the levels of narrative structure and point of view.

## REFERENCES

- Akgün-Giray, D. & Müldür, M. (2023). Özel gereksinimliliğin çocuk edebiyatı eserlerinde temsili: sistematik derleme çalışması. *8th International Baskent Congress On Humanities and Social Sciences*, 04-06 February 2023, Ankara, Türkiye, (s. 244-256).
- APA (2013) *Diagnostic and statistical manual of mental disorders (DSM 5)*. Washington, DC, American Psychiatric Association.
- Azano, A. P., Tackett, M. & Sigmon, M. (2017). Understanding the puzzle behind the pictures: A content analysis of children's picture books about autism. *Aera Open*, 3(2), 1-12.
- Balta, E. E., (2018). Çocuk Kitaplarında mülteciler ve kültürleşme stratejileri, *Gaziantep University Journal of Social Sciences*, 17(2), 487-498.
- Bishop, R. S. (1990). Windows and mirrors: Children's books and parallel cultures [Paper presentation]. California State University Reading Conference: *14th Annual Conference Proceedings*, pp. 3-12. Erişim adresi: <https://files.eric.ed.gov/fulltext/ED337744.pdf#page=11>
- Bista, K. (2012). Multicultural literature for children and young adults. *The Educational Forum*, 76(39), 317-325.
- Demirdağ, S. & Ünlü-Kaynakçı, F. Z. (2019). Review of research on multiculturalism and multicultural education in Turkey: 2000-2018. *International Online Journal of Educational Sciences*, 11(5), 146-158.
- Deveci-Salman, S. (2025). *Göç ve göçmenlik konulu çocuk edebiyatı eserlerinin söz varlığı açısından incelenmesi*. Yüksek Lisans Tezi, Burdur Mehmet Akif Ersoy Üniversitesi, Burdur.
- Dilidüzgün, S. (2003). *Çağdaş çocuk yazını*. İstanbul: Morpa Kültür.
- Dursun, E. (2022). *Göç ve mülteci konulu Türkçe ve çeviri çocuk edebiyatı eserlerinde eğitsel iletilerin incelenmesi*. Yüksek Lisans Tezi, Trabzon Üniversitesi, Trabzon.

- Dyches, T. T. & Prater, M. A. (2005). Characterization of developmental disability in children's fiction. *Education and Training in Developmental Disabilities*, 40(3), 202-216.
- Dyches, T. T., Egan, K., Moss, K., Grow, H., Black, S. & Prater, M. A. (2018). Same but different: Characters with developmental disabilities in current juvenile literature. *DADD Online Journal: Research to Practice*, 5(1), 73-89.
- Dyches, T. T., Prater, M. A. & Leininger, M. (2009). Juvenile literature and the portrayal of developmental disabilities. *Education and Training in Developmental Disabilities*, 44(3), 304-317.
- Kahraman-Güloğlu, F. (2022). Engellilik hakkında kavramsal karmaşanın nedenleri ve Türkiye'deki durum. *Toplum ve Sosyal Hizmet*, 33(1), 291-315.
- Hildreth, B. L., Rademacher, J. A. & Callahan, K. (1997). Using children's literature in the classroom to teach about disabilities. *REACH: Journal of Inclusive Education in Ireland*, 11(1), 22-30.
- Jackson, K. M. (2023). When diversity isn't the point: mirrors, windows, and sliding glass doors in the classroom. *Taboo: The Journal of Culture and Education*, 22(1), 54-63.
- Kapusızoğlu, F. (2024). *Çocuk edebiyatında "göç" teması üzerine çoklu bakış açısı temelli bir araştırma*. Doktora Tezi, Yıldız Teknik Üniversitesi, İstanbul.
- Madigan, D. (1993). The politics of multicultural literature for children and adolescents: Combining perspectives and conversations. *Language Arts*, 70(3), 168-176.
- Malik, K. (2002). Against multiculturalism. *New Humanist-London-*, 117(2), 14-16.
- Maraş, G. (2023). *4. sınıf öğrencilerinin göçmenlere yönelik tutumlarına göç temalı çocuk kitaplarının etkisi*. Yüksek Lisans Tezi, İstanbul Medeniyet Üniversitesi, İstanbul.
- Monoyiou, E. & Symeonidou, S. (2016). The wonderful world of children's books? Negotiating diversity through children's literature. *International Journal of Inclusive Education*, 20(6), 588-603.
- Öztürk, H., Afacan, K., Ceylan, M. & Kırcı, A. (2024). İlk gençlik çağı romanlarında özel gereksinimli karakterlerin incelenmesi. *Özel Eğitim Dergisi*, 25(1), 17-32.
- Prater, M. A. (2003). Learning disabilities in children's and adolescent literature: How are characters portrayed?. *Learning Disability Quarterly*, 26(1), 47-62.
- Rasinski, T. V. & Padak, N. D. (1990). Multicultural learning through children's literature. *Language Arts*, 67(6), 576-580.
- Rieger, A. & McGrail, E., (2015). Exploring children's literature with authentic representation of disability. *Kappa Delta Pi Record*, 51(1), 18-23.
- Temur, M. (2018). *Çocuk edebiyatında göç ve göçmenlik olgusu*. Yüksek Lisans Tezi, Gazi Üniversitesi, Ankara.
- Ulu, E. & Kapusızoğlu, F. (2025). Çocuk Edebiyatında çokkültürlülüğün temsili: dünyanın etrafında dönen resimli hikâye kitapları. *Türk Eğitim Bilimleri Dergisi*, 23(3), 2645-2670.
- URL 1: <https://dollygrayaward.org/>

## Chapter 5

# INCLUSIVE REPRESENTATION IN CHILDREN'S LITERATURE: FROM SOCIAL DIVERSITY TO BODY IMAGE

Nil Didem ŞİMŞEK<sup>1</sup>

### Abstract

This book chapter examines inclusive representation in children's literature through a continuum extending from social diversity to body image. Children's literature is approached not only as an aesthetic field but also as a pedagogical and cultural space where children construct identity, belonging, and perceptions of difference. The study discusses how representation functions through dimensions such as character visibility, language and narrative choices, thematic structures, and genre preferences. It emphasizes that inclusive representation is not limited to the presence of diverse identities, but also depends on how these identities are positioned within the narrative and whether they are presented through equitable, respectful, and non-stereotypical perspectives. Particular attention is given to body image as an often implicit yet highly influential domain of representation. The chapter analyzes how traditional children's literature tends to reproduce normative body ideals associated with obedience, conformity, and physical perfection, whereas contemporary children's literature increasingly normalizes bodily diversity and psychosocial visibility. Through examples from both international and Turkish children's books, body image is examined across physical, developmental, sensory, and emotional dimensions. Fantasy narratives are also discussed as important spaces where bodily transformation enables children to question fixed norms of identity and embodiment. The findings suggest that inclusive representation supports not only children's self-recognition and self-worth but also empathy, social awareness, and respect for diversity. Addressing body image from an inclusive perspective contributes to the development of a

<sup>1</sup> Assoc. Prof. Dr., Süleyman Demirel University, Department of Turkish Language Education, nilsimsek@sdu.edu.tr, ORCID iD: 0000-0002-3494-1971

emotional exclusion, and the search for belonging. This approach suggests that inclusive representation is not limited to depicting bodily differences, but points to a broader understanding of inclusivity that involves the emotional recognition and acceptance of the individual. Accordingly, psychosocial visibility refers to the recognition of an individual's existence at both emotional and social levels.

Bodily differences are a natural part of everyday life; however, children often come to make sense of this diversity through the guidance of an adult, a peer, or a narrative. Accordingly, well-crafted narratives that represent such differences can contribute to the development of empathy in children and help them perceive diversity as a natural condition. Although studies conducted in the Turkish context indicate a growing awareness of inclusive representation, it remains evident that systematic investigations addressing body image as a multidimensional domain of representation are still limited. Yet children's perceptions of the body begin to take shape at an early age and are reinforced through social environments and cultural messages (Birbeck & Drummond, 2006; Dohnt & Tiggemann, 2005).

Addressing body image in children's literature from an inclusive perspective extends beyond contributing to discussions of literary representation. This approach also supports the development of a more inclusive reading culture by shaping how children make sense of difference, their sense of belonging, and their perceptions of self-worth. In this respect, children's literature offers not only an aesthetic narrative space but also a significant cultural and pedagogical domain that fosters social inclusion.

**Statement of Research and Publication Ethics:** This book chapter has been prepared in accordance with the principles of academic integrity and publication ethics. The theoretical content, interpretations, and scientific responsibility of the study belong to the author.

## REFERENCES

- Adam, H., Barratt-Pugh, C., & Haig, Y. (2017). Book collections in long day care: Do they reflect racial diversity?. *Australasian Journal of Early Childhood*, 42(2), 88-96.
- Adam, H. (2021). When authenticity goes missing: How monocultural children's literature is silencing the voices and contributing to invisibility of children from minority backgrounds. *Education Sciences*, 11(1), 32.
- Arıcı, M. R., & Işıtan, S. (2021). Göç ve mülteci konulu resimli çocuk kitaplarının incelenmesi. *Milli Eğitim Dergisi*, 50(1), 683-713.
- Arizpe, E. (2021). Migrant shoes and forced walking in children's literature about refugees: Material testimony and embodied simulation. *Migration Studies*, 9(3), 1343-1360.
- Bacacı Taner, E. (2021). *Benim atım farklı*. Timaş Yayınları.

- Balta, E. E. (2014). Çocuk edebiyatı dairesinde Gülten Dayıoğlu'nun fantastik-bilim kurgusu. *Journal of International Social Research*, 7(31), 59-67.
- Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R. M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, 17(2), 159-163.
- Birbeck, D., & Drummond, M. (2006). Very young children's body image: Bodies and minds under construction. *International Education Journal*, 7(4), 423-434.
- Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3), ix-xi.
- Blaska, J. (2004). Children's literature that includes characters with disabilities or illnesses. *Disability Studies Quarterly*, 24(1).
- Botelho, M. J., & Rudman, M. K. (2009). *Critical multicultural analysis of children's literature: Mirrors, windows, and doors*. Routledge.
- Boutte, G. S., Hopkins, R., & Wakkalsi, T. (2008). Perspectives, voices, and worldviews in frequently read children's books. *Early education and development*, 19(6), 941-962.
- Bozkaplan, D. I. (2010). *1990-2008 arası çocuk edebiyatımızda fantastik ve bilim-kurgu romanlar üzerinde bir inceleme* [Yayımlanmamış doktora tezi]. Dokuz Eylül Üniversitesi.
- Brownell, K. D., & Napolitano, M. A. (1995). Distorting reality for children: Body size proportions of Barbie and Ken dolls. *International Journal of Eating Disorders*, 18(3), 295-298.
- Colby, S. A., & Lyon, A. F. (2004). Heightening awareness about the importance of using multicultural literature. *Multicultural Education*, 11(3), 24-28.
- Çevik, A., & Müldür, M. (2014). Dil eğitiminde çocuk edebiyatı ürünlerinden faydalanma ve çocuk kitapları. *Türk Dili Dergisi*, 593-602.
- Çınaroğlu, A. (2018). *Mavi Balon. Kırmızı Kedi Çocuk*.
- Davies, B. (2003). *Shards of Glass. Children reading and writing beyond gendered identity*. Hampton Pr; Revised edition.
- Davis, A. P., & McDaniel, T. R. (1999). You've come a long way, baby--or have you? Research evaluating gender portrayal in recent Caldecott-winning books. *Reading Teacher*, 52(5), 532.
- Dohnt, H. K., & Tiggemann, M. (2005). Peer influences on body dissatisfaction and dieting awareness in young girls. *British Journal of Developmental Psychology*, 23, 103-116.
- Dursun, E., & Eyüp, B. (2021). Mülteci konulu Türkçe ve çeviri çocuk kitaplarında yer alan empati öğelerinin incelenmesi. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, Ö9, 1-18. <https://doi.org/10.29000/rumelide.981488>
- Dyches, T.T. & Prater, M.A. (2000). *Developmental disability in children's literature: Issues and annotated bibliography*. Arlington, VA: Developmental Disabilities of the Council for Exceptional Children.
- Faragó, F., Savoy, S., Xu, T., & He, Y. (2023). Body weight representation in children's picture-books. *Contemporary Issues in Early Childhood*, 26(2), 189-204.
- Gee, J.P. (2014). *An introduction to discourse analysis: Theory and method*, Routledge.
- Güler, M., & Kurtuluş, G. (2025). Masaldan sinemaya: Kırmızı Başlıklı Kız ve Hard Candy'de özne ve konum. *Folklor/Edebiyat*, 31(122), 567-592.
- Hansen-Krening, N. (1992). Authors of color: A multicultural perspective. *Journal of Reading*, 36(2), 124-129.
- Harlin, R., & Morgan, H. (2009). Review of research: Gender, racial and ethnic misrepresentation in children's books: A comparative look. *Childhood Education*, 85(3), 187-190.
- Hasırcı Aksoy, S., & Baz, M. A. (2023). Fantastik Türk çocuk edebiyatına eleştirel bir bakış: Aslı Der örneği. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 34, 1-17 <https://doi.org/10.29000/rumelide.1316117>
- Henderson, B. (2014). *Girls transforming: Invisibility and age-shifting in children's fantasy fiction since the 1970s*. *International Research in Children's Literature* 7(1), 95-97.

- Herbozo, S., Tantleff-Dunn, S., Gokee-Larose, J., & Thompson, J. K. (2004). Beauty and thinness messages in children's media: A content analysis. *Eating disorders*, 12(1), 21-34.
- Howrey, S. T. & Whelan-Kim, K. (2009). Building cultural responsiveness in rural, preservice teachers using a multicultural children's literature project. *Journal of Early Childhood Teacher Education*, 30(2), 123-137. <https://doi.org/10.1080/10901020902885661>
- Hunt, P. (1993). *Literature for children: Contemporary criticism*, Routledge.
- Iwai, Y. (2015). Using multicultural children's literature to teach diverse perspectives. *Kappa Delta Pi Record*, 51(2), 81-86.
- İşler, N. K., & Dedeoğlu, H. (2019). Multicultural children literature in preservice teacher education: Responses through literature circles. *International Journal of Progressive Education*, 15(4), 130-141.
- Kale, M., Hurşidi, S., & Karaboğa, A. B. (2021). Okul öncesi dönemde beden algısı. *OPUS International Journal of Society Researches*, 17(34), 1408-1435.
- Karataş, E. (2014). Çocuk edebiyatında "karakter" kavramı. *Muğla Sıtkı Koçman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 33, 60-79.
- Keats, E. (1962). *The snowy day*. Penguin.
- Kneeskern, E. E., & Reeder, P. A. (2022). Examining the impact of fiction literature on children's gender stereotypes. *Current Psychology*, 41(3), 1472-1485.
- Kortenhaus, C. M., & Demarest, J. (1993). Gender role stereotyping in children's literature: An update. *Sex roles*, 28(3), 219-232.
- Kuzu Karadağ, S. (2023). Çocuk edebiyatı eserlerinde aile üzerine bir araştırma: aile tipleri, aile içi iletişim ve tutumlar. *Çocuk Edebiyat ve Dil Eğitimi Dergisi*, 6(2), 122-145. <https://doi.org/10.47935/ceded.1345620>
- Lehtonen, S. (2013). *Girls transforming: invisibility and age-shifting in children's fantasy fiction since the 1970s* (Vol. 38). McFarland.
- Mahmood, A. L. W. S. (2020). Fantasy in children literature. *Journal of Arts, Literature, Humanities and Social Sciences*, 59, 452-465.
- Mikkelsen, N. (1989). Remembering Ezra Jack Keats and The Snowy Day: what makes a children's book good?. *Language Arts*, 66(6), 608-624.
- Mutlu, H. H., & Set, G. (2021). Kişiler bakımından çeviri çocuk romanları ile yerli çocuk romanlarının karşılaştırılması. *Ana Dili Eğitimi Dergisi*, 9(4), 1469-1487.
- Nalci, B. (2024). *Çocuğa yönelik yazın çevirilerinde toplumsal cinsiyet öğeleri* [Yayımlanmamış yüksek lisans tezi]. Sakarya Üniversitesi.
- Nikolajeva, M., & Scott, C. (2006). *How picturebooks work*. Routledge.
- Nodelman, P. (2008). *The hidden adult: Defining children's literature*. Baltimore: The John Hopkins University Press.
- Ödabaşı, M. (2025). Breaking stereotypes of disabled characters in children's literature. *Neşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 15(1), 11-23.
- Oğuzkan, A. F. (2013). *Çocuk edebiyatı*. Anı Yayıncılık.
- Oral, F. (2019). *Farklı ama aynı*. Yapı Kredi Yayınları.
- Özbaşı, S., & Kalenderoğlu, İ. (2020). Türkçe eğitimi ve çocuk edebiyatında "toplumsal cinsiyet" üzerine yapılmış lisansüstü tezlerin değerlendirilmesi. *IBAD Sosyal Bilimler Dergisi, Özel Sayı*, 84-94.
- Öztürk, B. K., & Destegüloğlu, B. (2022). Çocuk kitaplarının kültürel aktarım açısından incelenmesi. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 20(2), 214-235.
- Parejo, J. L., Molina-Fernández, E., & González-Pedraza, A. (2021). Children's narratives on migrant refugees: A practice of global citizenship. *London Review of Education*, 19(1), n1.
- Parr, T. (2009). *The family book*. Little, Brown Books for Young Readers.
- Pekşen, S. (2012). Toplumsal cinsiyet rollerini benimsetme aracı olarak çocuk edebiyatı. *Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Dergisi*, 52(2), 151-166. <https://izlik.org/JA22KA98WH>

- Puhl, R. M., & Latner, J. D. (2007). Stigma, obesity, and the health of the nation's children. *Psychological bulletin*, 133(4), 557-580.
- Reese, D. (2018). Language arts lessons: Critical Indigenous literacies: Selecting and Using Children's books about Indigenous peoples. *Language Arts*, 95(6), 389-393.
- Saki Demirel, A. (2025). Can't other fair(y) tales be possible? The Eşit masallar series as feminist retranslation. *Çeviribilim ve Uygulamaları Dergisi*, 39, 174-196. <https://doi.org/10.37599/ceviri.1767241>
- Saxby, G. (2022). Searching for a happily ever after: using fairy tales in primary classrooms to explore gender, subjectivity and the life-worlds of young people. *The Australian Journal of Language and Literacy*, 45(2), 219-232.
- Sever, S. (2013). *Çocuk edebiyatı ve okuma kültürü*. Tudem Yayınları.
- Short, K., & Fox, D. L. (2004). The complexity of cultural authenticity in children's literature: A critical review. In *53rd yearbook of the National Reading Conference* (pp. 373-384). Oak Creek, WI: National Reading Conference.
- Sleeter, C. E., & Grant, C. A. (2008). *Making choices for multicultural education: Five approaches to race, class and gender*. John Wiley & Sons.
- Şen, E., & Karagul, S. (2021). A study of secondary school students' perceptions of fictional characters. *International Journal of Educational Methodology*, 7(3), 433-446.
- Şirin, M. R. (2016). Edebiyat ve çocuk edebiyatı edebiyatın amacı ve işlevi. *Türk Dili Dergisi*, CX 780, 12, 31.
- Tekşan, K., Set, G., & Çinpolat, E. (2019). Çocuk kitapları ve idealist kahramanlar. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 51, 241-261.
- Terrile, V. C. (2022). Scenes from the class struggle in picture books: Depictions of housing and home in books for young children. *Children's Literature in Education*, 53(4), 526-546.
- Thomas, E. E., Reese, D., & Horning, K. T. (2016). Much ado about a fine dessert: The cultural politics of representing slavery in children's literature. *Journal of Children's literature*, 42(2), 6-17.
- Tsao, YL. (2008). Gender issues in young children's literature. *Reading Improvement*, 45(3), 108-114.
- Tunç, A. ve Akın, E. (2020). Miyase Sertbarut'un çocuk kitaplarında fantastik kurgu. *Uluslararası Çocuk Edebiyatı ve Eğitim Araştırmaları Dergisi*, 4(1), 45- 53.
- Ulun, E. B., & Erdal, K. (2026). Çocuk edebiyatında suriyeli mülteci çocukların temsili: empati ve acıma bağlamında karşılaştırmalı bir inceleme. *Uludağ Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 27(50), 147-166. <https://doi.org/10.21550/sosbilder.1768606>
- Ünal, A., & Yılmaz, O. (2024). Çocuk kitaplarının çokkültürlülük bağlamında yaşam biçimleri açısından incelenmesi. *Çocuk Edebiyat ve Dil Eğitimi Dergisi*, 7(1), 76-100.
- Wedwick, L., & Latham, N. (2013). Socializing young readers: A content analysis of body size images in Caldecott medal winners. *Reading Horizons: A Journal of Literacy and Language Arts*, 52(4), 3.
- Weitzman, L. J., Eifler, D., Hokada, E., & Ross, C. (1972). Sex-role socialization in picture books for preschool children. *American Journal of Sociology*, 77, 1125-1150. <http://dx.doi.org/10.1086/225261>
- Yokota, J. (1993). Issues in selecting multicultural children's literature. *Language Arts*, 70(Multiculturalism and the Language Arts), 156-167.
- Zapata, A., King, C., King, L., & Kleekamp, M. (2019). Thinking with race-conscious perspectives: Critically selecting children's picture books depicting slavery. *Multicultural Perspectives*, 21(1), 25-32.

## Chapter 6

# AGENCY IN CHILDREN’S LITERATURE AND CULTURE: THE TRANSFORMATION OF THE REPRESENTATION OF THE CHILD AND FORMS OF SUBJECTIVITY

Emine ULU<sup>1\*</sup>

### Abstract

This chapter examines the historical and theoretical transformation of the concepts of subjectivity and agency in children’s literature and children’s culture. It emphasizes that the child figure has long been represented as passive, in need of protection, and shaped by adult ideologies; however, this representation has been increasingly questioned, particularly following shifts in the understanding of childhood after 1990. The study reveals that the position of the child within narrative is not merely an aesthetic choice but also the result of an ideological and pedagogical construction process. In this context, the concept of *aetonormativity* provides a key framework for explaining how adulthood is positioned as the norm, while childhood is defined through notions of lack and incompleteness. The chapter demonstrates that the agency of the child character is often limited, temporary, and negotiated within adult norms. Even when the child appears to occupy a central role, narratives frequently conclude with the reassertion of adult authority. At the same time, the study highlights contemporary texts in which these norms are suspended, fractured, or made visible, allowing the child’s subjective experience to emerge as a legitimate center of meaning. Furthermore, the representation of the child is shown to evolve historically “from hero to character”, ultimately becoming a multilayered subject with emotional depth, contradictions, and the capacity to produce meaning. In conclusion, the study positions children’s literature not as a fixed field of representation but as a dynamic and critical space that enables the rethinking of childhood.

<sup>1</sup> Assist. Prof. Dr., Muş Alparslan University, Faculty of Education, Department of Turkish Language Education, e.uldu@alparslan.edu.tr, ORCID iD:0000-0002-6836-5589

longer represented as a developmental trajectory leading toward a single correct outcome but as an existential field in which multiple paths remain possible. Children's narratives thus privilege openness over certainty, plurality over a single voice, and ongoing inquiry over narrative closure. In doing so, they offer a critical space not only for thinking about children but also for rethinking the concept of childhood itself.

New forms of subjectivity reveal that the child can become a subject not only through action but also through emotional awareness, silence, vulnerability, and relational experience. Within these processes of subject formation, child characters may simultaneously carry local cultural codes while engaging with global values (Gutierrez, 2012). In contemporary narratives, the child often moves beyond simple conformity to established values and instead assumes a position that questions and reinterprets them. This development calls for a reconsideration and reanalysis of the concept of agency, since power is no longer associated solely with control or achievement but also with the capacity to interpret experience and generate new meanings.

In conclusion, children's literature and children's culture can be understood as dynamic fields in which new forms of subjectivity and alternative possibilities are explored. The agentive child emerges as a subject continually reconstructed through different narrative strategies—one who tests boundaries and opens new spaces of meaning. From this perspective, children's literature should be regarded not only as a pedagogical tool but also as a critical domain for understanding the multilayered experience of childhood

## REFERENCES

- Bakhtin, M. (2001). *Karnavaldan romana*. Ayrıntı Yayınları.
- Beckett, S. L. (2009). *Crossover fiction: Global and historical perspectives*. Routledge.
- Blackford, H. (2011). Consuming agency in fairy tales, childlore, and folkliterature [Review of the book *Consuming Agency in Fairy Tales, Childlore, and Folkliterature*, by S. Honeyman]. *Children's Literature Association Quarterly*, 36(3), 343–346.
- Bishop, R. S. (1994). Review of *language and ideology in children's fiction* (J. Stephens). *Language in Society*, 23(4), 615–618.
- Coats, K. (2011). Review of *power, voice and subjectivity in literature for young readers*, by M. Nikolajeva. *Children's Literature Association Quarterly*, 36(3), 338–341. <https://doi.org/10.1353/chq.2011.0028>
- Enciso, P., Wolf, S. A., Coats, K., & Jenkins, C. (2010). Children's literature: Standing in the shadow of adults. *Reading Research Quarterly*, 45(2), 252–263.
- Faeth, E.M. (2021). Agency, power, and disability: A textual analysis of the silence between us. *Child Lit Educ* 52, 433–448. <https://doi.org/10.1007/s10583-021-09453-w>
- Flynn, R. (2016). Introduction: Disputing the role of agency in children's literature and culture. *Jeu-nesse: Young People, Texts, Cultures*, 8(1), 248–253. 10.1353/jeu.2016.0011

- Gutierrez, A. K. (2012). *Metamorphosis: The emergence of glocal subjectivities*. In J. Stephens (Ed.), *Subjectivity in Asian children's literature and film: Global theories and implications* (pp. 21–38). Routledge.
- James, A., & Prout, A. (1997). *Re-presenting childhood: Time and transition in the study of childhood*. In A. James & A. Prout. (Eds), *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* (pp. 227-246). Falmer Press.
- Kidd, K. B. (2004). Looking Glasses and Neverlands: Lacan, desire, and subjectivity in children's literature [Review of the book *Looking Glasses and Neverlands: Lacan, Desire, and Subjectivity in Children's Literature*, by K. Coats]. *Children's Literature Association Quarterly*, 29(3), 280–283. <https://doi.org/10.1353/chq.0.1568>
- Kornfeld, J., & Prothro, L. (2005). Envisioning possibility: Schooling and student agency in children's and young adult literature. *Children's Literature in Education*, 36, 217–239. <https://doi.org/10.1007/s10583-005-5971-2>
- Mills, A. (2010). Harry Potter: Agency or addiction? *Children's Literature in Education*, 41, 291–301. <https://doi.org/10.1007/s10583-010-9115-y>
- Newland, J. (2009). *Toward a zeroth voice: Theorizing voice in children's literature with Deleuze*. *Jeu-nesse: Young People, Texts, Cultures*, 1(2), 10–34. <https://doi.org/10.1353/jeu.2010.0025>
- Nikolajeva, M., & Scott, C. (2000). The dynamics of picturebook communication. *Children's Literature in Education*, 31(4), 225–239. <https://doi.org/10.1023/A:1026426902123>
- Nikolajeva, M. (2002). *From hero to character*. In *The rhetoric of character in children's literature* (pp. 26–48). Lanham, MD: Scarecrow Press.
- Nikolajeva, M. (2003). Fairy tale and fantasy: From archaic to postmodern. *Marvels & Tales: Journal of Fairy-Tale Studies*, 17(1), 138–156
- Nikolajeva, Maria. (2009). Theory, post-theory, and aetonormative theory. *Neohelicon*, 36(1), 13–24. <https://doi.org/10.1007/s11059-009-1002-4>
- Nikolajeva, M. (2010). *Power, voice and subjectivity in literature for young readers*. New York & London: Routledge.
- Rowe, R. (2020). Review of *Representing agency in popular culture: Children and youth on page, screen, and in between*, edited by I. E. Castro & J. Clark. *Children's Literature*, 48(1), 284–289. <https://doi.org/10.1353/chl.2020.0019>
- Savsar, L. (2018). “Mother Tells Me to Forget”: Nostalgic re-presentations, re-membering, and re-telling the child migrant's identity and agency. *Children's Literature Association Quarterly*, 43(4), 395–411. [10.1353/chq.2018.0046](https://doi.org/10.1353/chq.2018.0046)
- Stephens, J. (2012). *Introduction*. In J. Stephens (Ed.), *Subjectivity in Asian children's literature and film: Global theories and implications* (pp. 1–20). Routledge.
- Wolosky, S. (2013). Foucault at school: Discipline, education and agency in *Harry Potter*. *Children's Literature in Education*, 45, 285–297. <https://doi.org/10.1007/s10583-013-9215-6>
- Zipes, J. (2002). Seven brooms. *Marvels & Tales*, 16(2), 283–289.
- Zipes, J. (2013). *Sticks and stones: The troublesome success of children's literature from Slovenly Peter to Harry Potter*. Routledge.

## Chapter 7

# THE ROLE AND SIGNIFICANCE OF READING CULTURE ACQUISITION IN CHILD DEVELOPMENT

Ayşe Özgül İNCE SAMUR<sup>1</sup>

### Abstract

This study examines the role and significance of reading culture acquisition in child development within a comprehensive theoretical and developmental framework. Moving beyond the conventional view of reading as a technical decoding skill, the study conceptualizes reading as a multilayered cognitive, social, and cultural practice that evolves into a sustained reading culture. It argues that reading culture does not emerge spontaneously but develops through a systematic and continuous process extending from early childhood to adolescence. The study first establishes a conceptual distinction between reading, literacy, and reading culture, and then discusses their social and educational dimensions. Furthermore, it analyzes the developmental stages of reading culture acquisition across the 0–14 age span, emphasizing the critical role of early exposure to books, the formation of reading habits in primary education, and the development of critical reading skills in secondary education. In addition, the study addresses the transformation of reading culture in the digital age within the framework of multiliteracies, highlighting the importance of critical digital literacy. The findings suggest that reading culture is a key determinant not only of academic achievement but also of cognitive development, social participation, and democratic citizenship. Accordingly, fostering reading culture is presented as a strategic educational priority for both individual and societal development.

**Keywords:** Reading culture; Child development; Literacy; Critical reading.

---

<sup>1</sup> Assoc. Prof. Dr., Zonguldak Bülent Ecevit University, Faculty of Education Department Of Turkish Language Education ozgulince7@gmail.com, ORCID iD: 0000-0002-7574-0623

early childhood, transformed into a habit during the primary school years, and enriched with a critical dimension in early adolescence, includes a number of developmental cumulative stages. High-quality literary works, instructive texts, artistic productions, and scientific content function as essential resources that enhance individuals' linguistic repertoire while simultaneously fostering cognitive skills, personal awareness, and social sensitivity.

Within the multilayered textual environment of the digital age, reading culture must be addressed in accordance with critical thinking, media literacy, and ethical awareness. One of the fundamental aims of contemporary education system should be to cultivate individuals who not only consume information but also question, interpret, and reproduce it. In this context, the development of reading culture extends beyond individual academic achievement and encompasses a broad sphere of influence ranging from personal development to societal advancement, thereby constituting an indispensable component of modern educational paradigms.

Accordingly, fostering reading culture should be regarded not only as an educational objective that supports individual academic success, but also as a strategic necessity for strengthening social consciousness, democratic participation, and cultural continuity. Individuals who possess a well-developed reading culture are not only passive consumers of information; rather, they become active agents who question, interpret, and reconstruct knowledge. Such a transformation contributes to enhancing the quality of the education system and, in the long term, supports the emergence of a society characterized by strong intellectual productivity, advanced critical reasoning, and enriched cultural capital.

## REFERENCES

- Akyol, H., & Şahin, A. (Eds.). (2020). *Teaching Turkish: For pre-service and in-service teachers* (2nd ed.). Pegem Akademi.
- Alexander, P. A., & Fox, E. (2011). Adolescents as readers. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research* (Vol. 4, pp. 157–176). Routledge.
- Alvermann, D. E., Gillis, V. R., & Phelps, S. F. (2013). *Content area reading and literacy: Succeeding in today's diverse classrooms* (7th ed.). Pearson.
- Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). Greenwood Press.
- Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Polity Press.
- Bus, A. G., Van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read. *Review of Educational Research*, 65(1), 1–21.
- Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.
- Gee, J. P. (2015). *Social linguistics and literacies* (5th ed.). Routledge.
- Goody, J. (1986). *The logic of writing and the organization of society*. Cambridge University Press.

- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 403–422). Lawrence Erlbaum Associates.
- İnce Samur, A. Ö. (2016). *How to develop a reading culture: Preschool period (0–6 years)*. Anı Publishing.
- Luke, A., & Freebody, P. (1999). A map of possible practices. *Practically Primary*, 4(2), 5–8.
- Manguel, A. (1996). *A history of reading*. Viking.
- McLaughlin, M., & DeVoogd, G. (2004). *Critical literacy*. Scholastic.
- National Endowment for the Arts. (2007). *To read or not to read: A question of national consequence*. Author.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.
- OECD. (2019). *PISA 2018 results*. OECD Publishing.
- Pearson, P. D., & Cervetti, G. N. (2017). The roots of reading comprehension instruction. In S. E. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed., pp. 12–56). Guilford Press.
- Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). Guilford Press.
- Sever, S. (2010). *Children and literature*. Tudem Publishing.
- Snow, C. E. (2002). *Reading for understanding*. RAND.
- Street, B. (2003). What's new in new literacy studies? *Current Issues in Comparative Education*, 5(2), 77–91.
- Unrau, N. J., & Quirk, M. (2014). Reading motivation and reading engagement: Clarifying commingled conceptions and their relations. *Reading Psychology*, 35(3), 260–284.
- Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. HarperCollins.
- Yopp, R. H., & Yopp, H. K. (2006). Informational text as read-alouds. *Journal of Literacy Research*, 38(1), 37–51.

## Chapter 8

### BIG QUESTIONS AT A YOUNG AGE: PHILOSOPHY FOR CHILDREN (P4C)

Yağmur Özge UĞURELLİ<sup>1</sup>

#### Abstract

This chapter examines Philosophy for Children (P4C) as an educational approach that connects children's search for meaning, curiosity, questioning, and dialogic inquiry. It first discusses meaning-making as a fundamental human concern and emphasizes that children, like adults, may experience uncertainty and the need to understand the world. Curiosity is presented as a central developmental force that activates observation, exploration, questioning, and learning. Within this framework, P4C is positioned as a pedagogical model that transforms children's natural curiosity into a structured process of philosophical inquiry. The chapter explains the emergence of P4C through Matthew Lipman's work and situates the approach within Dewey's pragmatist philosophy, reflective thinking, democratic education, and the community of inquiry model. P4C is described as a holistic educational practice that develops critical, creative, caring, and collaborative thinking. In this model, the classroom becomes a dialogic community where children generate questions, justify ideas, listen to others, compare viewpoints, and construct shared meaning. The chapter also discusses the relationship between P4C and children's literature. Literary texts, stories, picture books, and other stimuli make abstract philosophical problems accessible through concrete characters, conflicts, and narrative situations. In addition, the chapter outlines the aims, learning outcomes, session components, and implementation stages of P4C. Two sample practices based on folktales illustrate how P4C can be applied to moral philosophy and philosophy of being. Overall, the chapter frames P4C as a systematic approach that supports children's thinking, meaning-making, and democratic dialogue.

---

<sup>1</sup> Assist. Prof. Dr., Yozgat Bozok University, Faculty of Education Department of Turkish Language Education  
yagmurozge.ugurelli@yobu.edu.tr, ORCID iD: 0000-0001-6645-6156

such as power, contentment, self-worth, identity, and selfhood. Such a closure would help participants recognize that what they have engaged in is not merely an interpretation of a folktale, but a philosophical inquiry into what a human being is, how one makes sense of oneself, and according to what criteria one determines one's value.

## **Conclusion**

The discussion presented in this chapter has shown that the relationship among children's search for meaning, curiosity, and questioning constitutes one of the central foundations of Philosophy for Children (P4C). When considered through Lipman's theoretical framework, Dewey's pragmatist philosophy of education, and the community of inquiry model, P4C emerges not simply as an approach to developing thinking skills, but as an educational practice that connects cognitive, ethical, affective, and social dimensions of children's development. Within this framework, children's literature assumes a particularly important role, as it brings abstract philosophical problems into forms accessible to children's lived experience and opens a dialogic space for reflection, justification, and conceptual exploration. The practice examples discussed in this chapter likewise illustrate that philosophically productive stimuli can support children in moving from immediate responses to more careful, reasoned, and reflective forms of thought. In this respect, P4C may be regarded as an educational approach that strengthens children's culture of thinking, deepens their meaning-making processes, and supports their participation in democratic dialogue.

## **REFERENCES**

- Altan, Z. M. (2024). Öğrenmenin, gelişmenin ve büyümenin temel unsuru: merak. *Disiplinlerarası Eğitim Araştırmaları Dergisi*, 8(19), 256–271. <https://doi.org/10.57135/jier.1596563>
- Berlyne, D. E. (1960). *Conflict, arousal, and curiosity*. McGraw-Hill.
- Cam, P. (2014). Philosophy for Children, Values Education and the Inquiring Society. *Educational Philosophy and Theory*, 46(11), 1203–1211. <https://doi.org/10.1080/00131857.2013.771443>
- Chirouter, E. (2024). Çocuk, edebiyat ve felsefe (D. Pınarbaşı, Çev.). *Sözelti Çocuk ve Gençlik Edebiyatı Dergisi*, (11), 44–66. (Original work published 2015)
- De Marzio, D. M. (2011). What happens in philosophical texts: Matthew Lipman's theory and practice of the philosophical text as a model. *Childhood & Philosophy*, 7(13), 29–47.
- Dewey, J. (1910). *How we think*. D. C. Heath.
- Dewey, J. (1916). *Democracy and education*. Macmillan.
- Dewey, J. (1934). *Art as experience*. Minton, Balch & Company.
- Dewey, J. (1938). *Experience and education*. Kappa Delta Pi.
- Engel, S. (2011). Children's need to know: Curiosity in schools. *Harvard educational review*, 81(4), 625–645. <https://doi.org/10.17763/haer.81.4.h054131316473115>

- Fisher, R. (2017). Philosophy with children: A global perspective. In S. Naji & R. Hashim (Eds.), *History, theory and practice of philosophy for children: International perspectives* (pp. 185–196). Routledge.
- Frankl, V. E. (2022). İnsanın anlam arayışı (Ö. Yılmaz, Çev.; 134. baskı). Okuyanlar Yayınevi.
- Green, L. (2017). Philosophy for children and developmental psychology: A historical review. In M. R. Gregory, J. Haynes, & K. Murriss (Eds.), *The Routledge International Handbook of Philosophy for Children* (pp. 37–44). Routledge.
- Gregory, M. (2008). *Philosophy for children: Practitioner handbook*. Institute for the Advancement of Philosophy for Children.
- Gregory, M. (2017). *Philosophy for children: Where are we now?* In S. Naji & R. Hashim (Eds.), *History, theory and practice of philosophy for children: International perspectives* (pp. 207–221). Routledge.
- Gregory, M. R., Haynes, J., & Murriss, K. (Eds.). (2017). *The Routledge international handbook of philosophy for children*. Routledge.
- Haynes, J. (2008). *Children as philosophers: Learning through enquiry and dialogue in the primary classroom (2nd ed.)*. Routledge.
- Hurwich, T. (2022). P4C and the philosophical community of inquiry: Making meaning by learning to question. *Novel Impressions*. <https://timnahurwich.com/2021/10/17/the-philosophical-community-of-inquiry-making-meaning-by-learning-to-question/>
- Kashdan, T. B., Rose, P., & Fincham, F. D. (2004). Curiosity and exploration: Facilitating positive subjective experiences and personal growth opportunities. *Journal of Personality Assessment*, 82(3), 291–305. [https://doi.org/10.1207/s15327752jpa8203\\_05](https://doi.org/10.1207/s15327752jpa8203_05)
- Kilby, B. (2025). Philosophy for/with Children: A Meta-Analysis. *International Journal of Contemporary Educational Research*, 12(1), 26–38. <https://doi.org/10.52380/ijcer.2025.12.1.703>
- Lipman, M. (1988). *Philosophy goes to school*. Temple University Press.
- Lipman, M. (2003). *Thinking in education (2nd ed.)*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511840272>
- Lipman, M. (2017). The Institute for the Advancement of Philosophy for Children (IAPC) program. In S. Naji & R. Hashim (Eds.), *History, theory and practice of philosophy for children: International perspectives* (pp. 3–11). Routledge.
- Lipman, M., Sharp, A. M., & Oscanyan, F. S. (1980). *Philosophy in the classroom*. Temple University Press.
- Litman, J. A. (2005). Curiosity and the pleasures of learning: Wanting and liking new information. *Cognition and Emotion*, 19(6), 793–814. <https://doi.org/10.1080/02699930541000101>
- Loewenstein, G. (1994). The psychology of curiosity: A review and reinterpretation. *Psychological Bulletin*, 116(1), 75–98.
- Murriss, K. (2016). *The posthuman child: Educational transformation through philosophy with picturebooks*. Routledge.
- Murriss, K. (2017). *P4C and picture books*. In S. Naji & R. Hashim (Eds.), *History, theory and practice of philosophy for children: International perspectives* (pp. 81–85). Routledge.
- Özdemir, Ö. (2018). Dünyada çocuklar için felsefe: Tarihçe ve güncel çalışmalar. *Arkhe-Logos Felsefe Dergisi*, (6), 149–165.
- Ricoeur, P. (1992). *Oneself as another* (K. Blamey, Trans.). University of Chicago Press.
- Rosenblatt, L. M. (1978). The reader, the text, the poem: The transactional theory of the literary work. Southern Illinois University Press.
- Sasseville, M. (2017). Showing that children can do philosophy. In S. Naji & R. Hashim (Eds.), *History, theory and practice of philosophy for children: International perspectives* (pp. 89–101). Routledge.
- Suvaroğlu, A. S., Peker, B., Peker Antepe, N., & Tavuş, Ö. (2022). *Uygulama el kitabı 1: Okul öncesi-ilkokul-ortaokul-lise çocuklarla topluluklarla felsefe*. Mela Yayıncılık.

- Sutcliffe, R. (2017). *The difference between P4C and PwC*. In S. Naji & R. Hashim (Eds.), *History, theory and practice of philosophy for children: International perspectives* (pp. 56–62). Routledge.
- Şahinkaya, A. (2024). P4C'ye farklı yaklaşımlar. *Temaşa Felsefe Dergisi*, (21), 6–22.
- Trickey, S., & Topping, K. J. (2004). Philosophy for Children: A systematic review. *Research Papers in Education*, 19(3), 365–380. <https://doi.org/10.1080/0267152042000248016>
- UNESCO. (2007). *Philosophy: A school of freedom*. UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

## Chapter 9

# IDENTITY AND CULTURAL CODES IN ILLUSTRATIONS IN CHILDREN'S BOOKS

Sedat KARAGÜL<sup>1</sup>

### Abstract

This study aims to examine the role of illustrations in children's literature in identity formation and the transmission of cultural codes from a multi-dimensional perspective. Based on the decisive influence of visual perception on cognitive, affective, and social development during childhood, the interaction between text and visuals in picture books and their contribution to the child reader's meaning-making processes is discussed in detail. It is emphasized that illustrations are not merely an aesthetic element; they are also a powerful narrative tool that supports the child's participation in the socialization process, makes cultural values visible, and guides identity construction. The study discusses how visuals in children's books concretize cultural codes through character representations, spatial arrangements, objects, and daily life practices. Furthermore, the contributions of illustrations to children's national and universal identity development processes are analyzed through selected examples of works. In this context, it is concluded that high-quality illustrations enable children to both recognize their own culture and understand, compare, and interpret different cultures. In addition, the contribution of visual narratives to the development of aesthetic sensitivity and visual literacy skills in children is also evaluated. The study also offers guiding suggestions for educators and content creators. In conclusion, the study reveals the pedagogical, aesthetic, and cultural functions of illustrations in children's literature through a holistic approach, and emphasizes the necessity of designing these visual elements from a conscious, sensitive, inclusive, and multicultural perspective.

**Keywords:** Children's literature, children's book, illustration, identity, cultural code.

---

<sup>1</sup> Assoc. Prof., Dr., İstanbul 29 Mayıs University, Faculty of Education Department of Turkish Language Education sedatkaragul@gmail.com, ORCID iD: 0000-0003-1829-2809

One of the important functions of illustrations in children's literature is their contribution to children's identity formation processes. The characters, settings, events, manners, etc., presented through visuals in children's books allow children to understand themselves and their environment; they support the processes of identification, role modeling, and internalization of social values. In this respect, illustrations are noteworthy as an effective tool not only in the construction of individual identity but also in the development of national and universal identities.

Illustrations in children's literature have the potential to contribute to a child's understanding of their own culture and the development of awareness towards different cultures by concretizing cultural codes such as traditions, lifestyles, architectural elements, and daily practices in society. In this respect, it can be said that illustrations are an important external structure that offers children the opportunity to understand both themselves and the world.

Illustrations structured with artistic sensitivity in children's books are fundamental components that play an active role in identity formation and cultural transmission processes. Therefore, it is of great importance that the illustrations in children's literature are structured with a high-quality, realistic, pluralistic, and culturally sensitive approach. In this context, all visual content in children's literature should not be careless and haphazard; it should be consciously designed in accordance with educational, cultural, and literary criteria.

## REFERENCES

- Akkaya, N. (2022). Çocuk edebiyatının tanımı, mahiyeti, temel ilkeleri ve amaçları. Ş. Şimşek, F. Bulut (Eds.), *Çocuk edebiyatı* (s. 1-16). Ankara: Akademisyen Kitabevi.
- Akman, Ş. (2021). Çocuk hikâye kitaplarında illüstrasyon ve interaktif hikâye kitabı uygulaması. [Yayımlanmamış yüksek lisans tezi]. Selçuk Üniversitesi.
- Alhashem, E. H. (2024). A content analysis of illustrations in children's folklore picture books: Depicting Middle Eastern cultures, characters, and visual storytelling trends across time. [Unpublished master's thesis]. University of North Carolina.
- Arifoğlu, G. (2026). Visual codes and meaning production in children's literature: A study with Barthes's semiotic analysis model. *The Turkish Online Journal of Design, Art and Communication*, 16 (1), 205-218. Doi: 10.7456/tojdac
- Bassa, Z. (2017). Çocuk kitaplarında resimleme. M. Gönen (Ed.), *Çocuk edebiyatı* (s. 179-223). Ankara: Eğiten Kitap.
- Creany, A. D., Couch, R. A., & Caropreso, E. J. (1993). Representation of culture in children's picture books. *Visual literacy in the digital age: Selected readings from the annual conference of the international visual literacy association* (s. 188-194). U.S.: Educational Resources Information Center.
- Cronbach, L. S. (1963). *Educational psychology*. New York: Harcourt, Barace and Company.
- Çetinkaya, F. Ç., & Durmaz, M. (2020). Çeviri resimli çocuk kitaplarının kültür aktarımı açısından incelenmesi. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 20 (2), 945-959. Doi: 10.17240/aibuefd.2020..-567554

- Dean, J. (2000). *Improving childrens learning*. London: Routhledge.
- Dedeođlu, H., İnce, N. B. ve Ulusoy Ünlü, A. (2021). Türkiye'de yayımlanmış resimli çocuk kitapları üzerine kültürel bir analiz. *Ana Dili Eğitimi Dergisi*, 9 (2), 561-576. Doi: 10.16916/aded.852848
- Demiryürek, A. (2022). İktidar ideolojisinin çocuk dergilerine yansımaları: Türk Çocuđu (1944-46) dergisinin incelenmesi. [Yayımlanmamış yüksek lisans tezi]. Ankara Hacı Bayram Veli Üniversitesi.
- Durukan, Ş. (2024). Gürbüz Türk Çocuđu dergisindeki şiirlerde idealize edilen çocuk ve ebeveyn tipi üzerine bir inceleme. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 48, 208-243. Doi: 10.14520/adyusbd.1584848
- Erkan, E., & Ođuz Namdar, A. (2023). Sara Şahinkanat'ın resimli çocuk kitaplarının biçimsel, içerik ve resimleme özellikleri açısından incelenmesi. *ODÜ Sosyal Bilimler Araştırmaları Dergisi*, 13 (2), 1727-1750. Doi: 10.48146/odusobiad.1150839
- Eslen-Ziya, H., & Erhart, I. (2013). Dengeli, ölçüllü, yetinen ve tek tip Türk çocuđu: Resimli çocuk kitaplarında kimlik inşası. *Sosyoloji Araştırmaları Dergisi*, 16 (1), 47-73.
- Gander, M. J., & Gardiner, H. W. (2001). *Çocuk ve ergen gelişimi* (Çev.: A. Dönmez, N. Çelen, B. Onur). Ankara: İmge Kitabevi.
- Güven, B. (2024). Türkçe öğretmenlerinin ortaokul öğrencilerine tavsiye ettikleri kitapların millî, cinsiyete dair ve dinî unsurlar bağlamında kimlik ve kişilik gelişimi açısından incelenmesi. [Yayımlanmamış doktora tezi]. Gazi Üniversitesi.
- Kalaycıođlu, A. (2012). 36-72 aylık Türk ve yabancı çocukların ebeveyn ve öğretmenlerinin resimli çocuk kitabı seçme ölçütlerinin incelenmesi. [Yayımlanmamış yüksek lisans tezi]. Hacettepe Üniversitesi.
- Kaminski, W. (2016). *Çocuk ve gençlik edebiyatına giriş* (İkinci baskı). Ankara: Millî Eğitim Bakanlığı Yayınları.
- Karagül, S. (2020). Çocuk edebiyatı ve temel nitelikleri. S. Karagül, E. Şen (Eds.), *Çocuk edebiyatı (Okuma kültürünün temelleri)* (s. 1-26). Ankara: Nobel Akademik Yayıncılık.
- Karagül, S. (2025). *Açıklamalı çocuk edebiyatı sözlüğü*. İstanbul: Efe Akademi Yayınları.
- Karakoç Öztürk, B., & Destegülođlu, B. (2022). Çocuk kitaplarının kültürel aktarım açısından incelenmesi. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 20 (2), 214-235. Doi: 10.18026/cbayarsos.1056023
- Kılıç, A. (2021). Çocuk kitabı illüstrasyonları ve dijital kolaj illüstrasyon tekniđi üzerine bir değerlendirme. *Journal of Arts*, 4 (2), 79-85. Doi:10.31566/arts.4.2.03
- Koçer, D. N. (2020). 'İdeal çocuk'tan 'küresel tüketici'ye: Türkiye'de çocuk dergileri ve çocuk imgesi. *Motif Akademi Halkbilimi Dergisi*, 31, 1218-1237.
- Külük, C. Ş. (2013). Resimli çocuk kitaplarının nitelik sorunsalı ve çocuđun sanat eğitimi sürecindeki yeri: "Deliođlu'nun resimlediđi yapıtlar üzerine bir inceleme". *Amasya Üniversitesi Eğitim Fakültesi Dergisi*, 2 (2), 393-417.
- Mert, H., & Kuş, Z. (2023). Turkish children's construction of identities through illustration in life sciences textbooks. *Bulletin of Education and Research*, 45 (2), 43-66.
- Lukens, R. J., Jacquelin, J. J., & Coffel, C. M. (2016). *Çocuk edebiyatına eleştirel bir bakış* (Çev.: C. Pamay). İstanbul: Erdem Yayınları.
- Nikolajeva, M., & Scott, C. (2006). *How picture books work?* New York: Routledge.
- Norton, D. (1991). *Through the eyes of a child*. New York: Macmillan.
- Öztekin, H. (2019). Tek parti dönemi çocuk dergilerinde 'ideal Türk çocuđu'nun inşası: Yavrutürk ve Cumhuriyet Çocuđu dergileri üzerine bir inceleme. *Erciyes İletişim Dergisi*, 6 (2), 1229-1254. Doi: 10.17680/erciyesiletisim.547979
- Öztürk, B. (2021). Çocuk ile yetişkini buluşturan okuma kültürünün ilk basamađı: Resimli çocuk kitapları. B. Öztürk, F. Bulut, Ş. Şimşek (Eds.), *Çocuk ve okuma kültürü* (s. 55-62). Ankara: Akademisyen Yayınevi.
- Piaget, J. (1928). *Judgment and reasoning in the child*. New York: Harcourt, Barace and Company.
- Serafini, F. (2024). The complex relationship of words and images in picturebooks. *Journal of Visual Literacy*, 43 (3), 233-249. Doi: 10.1080/1051144X.2024.2394338

- Sever, S. (2000). Çocuk kitaplarında dilsel ve görsel duyarlık. S. Sever (Ed.), *1. Ulusal Çocuk Kitapları Sempozyumu: Sorunlar ve çözüm yolları* (s. 631-646). Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi ve TÖMER Dil Öğretim Merkezi Yayını.
- Sever, S. (2013). *Çocuk ve edebiyat* (İkinci baskı). İzmir: Tudem Yayınları.
- Sipe, L. R. (2023). Resimli kitap sanatı. S. A. Wolf, K. Coats, P. Enciso, C. A. Jenkins (Eds.), *Çocuk edebiyatı incelemeleri* (s. 110-132). İstanbul: Erdem Yayınları.
- Taşdelen, V. (2025). *Basitin poetikası (Çocuk edebiyatı ve teorisi)*. Ankara: Türkiye Diyanet Vakfı Yayınları.
- Ural, S. (2017). Okul öncesi çocuk kitaplarının tanımı. M. Gönen (Ed.), *Çocuk edebiyatı* (s. 33-56). Ankara: Eğiten Kitap.
- Ülger, K. (2024). Jean Piaget'in çocuğun bilişsel gelişim evreleri ile Viktor Lowenfeld'in çizgisel gelişim aşamalarının alanyazında karşılığı ve karşılaştırılması üzerine bir inceleme. K. Kökten, S. Seydoşoğlu (Eds.), *Sivas International Conference on Scientific and Innovation Research-III* (s. 201-212). Adıyaman: İksad Yayınevi.
- Wee, S. J., Park, S., & Choi, J. S. (2015). Korean culture as portrayed in young children's picture books: The pursuit of cultural authenticity. *Children's Literature in Education*, 46, 70-87. Doi: 10.1007/s10583-014-9224-0
- Wu, Y. (2024). Conveying Chinese traditional visual culture with picturebooks – An empirical study based on practice. [Unpublished doctoral thesis]. Ulster University.
- Yalçın, A., & Aytaş, G. (2017). *Çocuk edebiyatı*. Ankara: Akçağ Yayınları.
- Yıldırım, H. E. (2025). Erken çocukluk dönemine seslenen değerler eğitimi odaklı çocuk edebiyatı yapıtlarında görsel-metin uyumunun incelenmesi. [Yayımlanmamış yüksek lisans tezi]. İstanbul 29 Mayıs Üniversitesi.
- Yılmaz, R. (2024). Sanatçı üsluplarının özgün baskı yöntemi ile çocuk kitabı illüstrasyonu olarak kullanılması. [Yayımlanmamış yüksek lisans tezi]. Ordu Üniversitesi.

## Referenced Children's Books

- Sayın, B. (2020). *5 çocuk 5 İstanbul*. (26. Baskı). İstanbul: Günışığı Kitaplığı.
- Akal, A., & Delioğlu, M. (2012). *Açıl maske açıl*. (2. Baskı). İzmir: Uçanbalık Yayınları.

## Chapter 10

# NARRATING NATURE IN TURKISH CHILDREN'S LITERATURE

Elif Emine BALTA<sup>1</sup>

### Abstract

Through experiencing nature during childhood, humans make sense of it on both cognitive and emotional levels. In this process, children's literature presents nature not merely as a physical environment but also as a culturally constructed space. In this way, it contributes to the shaping of children's perception of nature and plays a significant role in the development of ecological awareness. In this section, representations of nature in contemporary Turkish children's literature are examined through an eco-critical approach. The study explores how nature is constructed in selected works of children's literature, how child characters approach environmental issues, and the reflections of the human-nature relationship in these narratives. The texts were evaluated within five thematic categories in line with the fundamental approaches of eco-critical theory. These categories are structured under the headings of the representation of nature, the child's position, human-nature conflict, reflections of the adult world, and the resolution of conflict. These categories were used to reveal common thematic patterns and trends regarding the human-nature relationship in the texts. The analysis revealed that the representation of nature in children's literature is not homogeneous; rather, it exhibits a multi-layered structure that includes both anthropocentric tendencies and nature-centered approaches.

**Keywords:** Turkish children's literature, eco-criticism, nature, ecology

---

<sup>1</sup> Assoc. Prof. Dr, Düzce University, Faculty of Education Department of Turkish Language Education  
elifkucuk@hotmail.com, ORCID iD: 0000-0001-8958-4628

is linked to conscious and attentive engagement with the natural world, and hope is shaped through the adoption of protective and sustainable human attitudes.

## Conclusion

The findings indicate that the representation of nature in children's literature is not homogeneous; rather, it reflects a multilayered structure in which anthropocentric tendencies coexist with ecocentric approaches. Although the six texts address different ecological issues within diverse contexts, they collectively emphasize that human activity constitutes the primary cause of environmental degradation. Most child characters are constructed as subjects who recognize environmental problems, question them, and participate in the process of resolution. This suggests that children's literature not only fosters a sense of appreciation for nature but also functions as a medium that promotes ecological awareness and a sense of ethical responsibility in children. However, these representations do not always lead to similar outcomes at the narrative level.

The analysis reveals a certain tension between ecological awareness and narrative resolutions. Although child characters are positioned as initiators of environmental awareness and action, conflicts are predominantly resolved through individual efforts, coincidental developments, or external intervention. This suggests that environmental problems are addressed within certain limitations in the narrative framework. Furthermore, the construction of children as ecological subjects is not consistently sustained throughout the narrative. While children often emerge as agents who initiate the process, adult authority or external forces tend to play a decisive role in the resolution. This points to the existence of differing approaches to the positioning of child characters. In this respect, the findings demonstrate that representations of nature in children's literature simultaneously reveal both the potential for fostering ecological awareness and the limitations of this potential.

## REFERENCES

- Ak, B. (2024). *Bülbüllerin şarkı söylediği yer*. İstanbul: Günışığı.
- Aslan, C. (2015). Çocuk edebiyatı yapıtlarının çevre sorunlarını yansıması bağlamında incelenmesi. *International Journal of Human Sciences*, 12(2), 1818-1852. doi:10.14687/ijhs.v12i2.3482.
- Bookchin, M. (1996). *Ekolojik bir topluma doğru*. A. Yılmaz, (Trans.). İstanbul: Ayrıntı Yayınları.
- Buell, L. (2011). Ecocriticism: Some emerging trends. *Qui Parle: Critical Humanities and Social Sciences*, 19(2), 87-115. <https://doi.org/10.5250/quiparle.19.2.0087>.
- Bulut, D. (2005). Çevre ve edebiyat: Yeni bir yazın kuramı olarak ekoeleştiri. *Littera*, 17, 79-89.
- Çakman, K. A. (2012). *Almarpa'nın gizemi*. İzmir: Tudem.
- Çelikıran, A. (1995). İnsan, çevre, eğitim. *Kuram ve Uygulamada Eğitim Yönetimi*, 4(4), 569-572.

- Çüçen, A. (2011). Derin ekoloji. *International Symposium on Kazdağları*, 05- 07 Mayıs 2011, (pp. 260-270).
- Erten, S. (2004). Çevre eğitimi ve çevre bilinci nedir, çevre eğitimi nasıl olmalıdır? *Çevre ve İnsan Dergisi, Çevre ve Orman Bakanlığı Yayın Organı*. 65/66. 2006/25.
- Garrard, G. (2016). *Ekoeleştiri ekoloji ve çevre üzerine kültürel tartışmalar*. E. Genç, (Trans.). İstanbul: Kolektif Kitap.
- Gemalmaz, M. (1986). Bir insan hakkı olarak çevre hakkı ve Türk düzenlemesi. *Journal of Istanbul University Law Faculty*, 52(1-4), 233-278.
- Glotfelty, C. (1996). Literary studies in an age of environmental crisis Glotfelty, C., & Fromm, H. (Eds.). *The ecocriticism reader: Landmarks in literary ecology*. University of Georgia Press.
- Ismail, H. M. (2024). Ecocriticism and children's literature: Dr. Seuss's The Lorax as an Example. *World Journal of English Language*, 14(3).
- Kaminski, W. (2016). *Çocuk ve genlik edebiyatına giriş*. Y. Baş, (Trans.) Ankara: MEB Yayınları.
- Kırışık, F. (2013). Ekolojik sorunların çözümünde derin ekoloji yaklaşımı. *International Journal of Economic & Social Research*, 9(2).
- Kışlaloğlu, M. & Berkes, F. (2020). *Çevre ve ekoloji*. İstanbul: Remzi Kitabevi.
- Maltaş, A. (2015). Ekoloji ekseninde insan-doğa ilişkisi ve özne sorunu. *Karamanoglu Mehmetbey University Journal of Social & Economic Research*, 17(29).
- Massey, G., & Bradford, C. (2011). Children as ecocitizens: Ecocriticism and environmental texts. K. Mallan & C. Bradford, (Eds.). *Contemporary Children's Literature and Film*. 109–126. London: Palgrave.
- Naess, A. (1973). The shallow and the deep. Long-range ecology movement. A summary. *Inquiry*, 16, 95-100.
- Naess, A. (1995). Self-realization. An ecological approach to begin in the world. G. Sessions (Ed). *Deep ecology for the twenty-first century*. Boston and London Shambala. (pp.225-239).
- Naess, A. (2019). The deep ecology movement. S. L. Foy (Ed). In *Problems of International Justice* (pp. 144-148). New York: Routledge. <https://doi.org/10.4324/9780429303111>.
- Nikolajeva, M. (2012) Guilt, empathy and the ethical potential of children's literature, *Barnboken*, 35,1, 18081. <https://doi.org/10.14811/clr.v35i0.139> .
- Özdağ, U. (2017). *Edebiyat ve toprak etiği*. Ankara: Ürün Yayınları.
- Özer, M. A. (2001). Derin ekoloji. *Çağdaş Yerel Yönetimler*, 10(4), 61-79.
- Pitcher, E. G. (1969). Values and issues in young children's literature. *Elementary English*, 46(3), 287-294.
- Safiye, S. (2025). *Büyük uyku*. İstanbul: Günışığı.
- Sertbarut, M. (2024). *Koşkent'in kayıp çocukları*. İstanbul: Altın Kitaplar.
- Şahan, G. (2017). *Martı ve savaşı*. İzmir: Tudem.
- Toska, S. (2025). Çevreci anlatılar: Teoriden pratiğe ekolojik dönüşüm. H. Bozyer (Ed.). *Edebiyat ve Ekoloji*. İstanbul: Vakıfbank Kültür Yay.
- Türksoy, Ö. (1991). Çevre duyarlılığı eğitiminde bilişsel yaklaşım: Çocuk ve temel çevre özellikleri. *Education and Science*, 15(80), 15-23.
- Violetta E. K. (2021). Çocuk ve masal: Çocuk edebiyatına psikolojik bakış açısı. *Sözelti Çocuk ve Gençlik Edebiyatı Dergisi*, 3, 72-93.
- Yaşar, S. (2022). *Küçük toplayıcının büyük macerası*. İzmir: Tudem.
- Yavuz, Y. (2019). Edebiyat ve ekoeleştiri: Latife Tekin'in Manves City ve Sürüklenme adlı romanları, *Edebî Eleştiri Dergisi*, Eleştiri Kuramları Özel Sayısı 3(3), 245-259 <https://doi.org/10.31465/eed-er.567368>.
- Yıldırım, Y. A. D. (2025). Oylum Yılmaz yazını ve Ağaçları Rüyası'nı ekoeleştiri ile yorumlamak. H. Bozyer (Ed.). *Edebiyat ve Ekoloji*. İstanbul: Vakıfbank Kültür Yay.