This book is the result of understanding literature as a central part of children’s education. Fiction and non-fiction literary works constitute a source to open young minds and to help them understand how and why people - themselves included - live as they do, or to question through critical lenses whether they could live otherwise. By integrating philosophical, cultural, and pedagogical inquiries, Thinking through Children’s Literature in the Classroom approaches the use of literature as a crucial factor to motivate students not only to improve their literacy skills, but also to develop their literacy competence, one that prepares them to produce independent and sensible interpretations of the world. Of course, the endeavor of forming young readers and fostering their ability to think begins primarily by having well-read teachers who are enthusiastic about teaching and, secondly, by having students who are willing to learn. To encourage and sustain them through the critical turns of their own thinking processes, educators must surely display a sound pedagogic knowledge apart from deep literary expertise.

“The present volume addresses a range of issues, both theoretical and practical, around children’s reading and education. From wider theoretical questions exploring the boundaries of teaching, education and children’s literature, it moves to interdisciplinary approaches, addressing imaginative writing as the perfect resource for students to gain literacy competence and develop their cognitive ability to think critically. The contributions then take us into the classroom in practical hands-on ways, bringing reading and foreign language teaching together, and finally spread out to a wider social and cultural context, linking children’s literature and other spheres of culture.”

— Professor John McRae, University of Nottingham

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