

The fictional hero in children's literature and his apprehension by students according to the feminist theory

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Abstract. The narrative character's sex carries significant weight in the approach and thorough understanding of literary texts, examined from a re-visited perspective. This research paper examines whether human sex is a significant factor, which influences and affects significantly the notions perceived by a child-reader during the process of emitted meaning reception, and consequently the relation between the child-reader's sex and the way the sex assigns meaning to the literary context. Within the research methodology process, the literary preferences of students attending the last two grades of Primary School and the first two grades of Junior High-school (K5-K8 levels) were investigated via questionnaires. On the basis of the research findings, the conclusion was drawn that sex is a critical variable affecting literary readings, whereas place of residence (urban, suburban, rural residence) as well as education level are not significant stakeholders as regards to attitudes towards children's and teen literature employed by readers. Moreover, students are not particularly interested in the literary character's, the author's or the implied reader's sex, whilst they seem to prefer action heroes or heroines.