

Effect of Interaction on Adolescents Reading Motivation

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Abstract

Adolescents working individually are more likely to acquire misconception and limited knowledge on a subject than adolescents in open interaction. Based on the above the study investigated the effects of interaction on adolescents reading motivation in Ethiopie-east local government area of delta state. Three research questions were formulated for the study and item mean scores was used in answering the research questions and any item that scored above 2.5 was considered accepted. The three null hypotheses was tested using t- test at a significant level of 0.05. the designed was a quasi experimental. The population of the study consist of senior secondary school in Ethiopie east LGA, there are three thousand five hundred and sixty two (3562) students in the area. Sixty sample of senior secondary school student were selected from two school using simple random sampling techniques, thirty males and thirty females. They were splicted into two groups known as the experimental group and control groups with each group having thirty each. A questionnaire titled *Effects of Interaction on Adolescents' Reading Motivation (ELARM)*. Was administered at the end of the eight week to the experimental and control groups. Based on the findings, it revealed that interaction has great effect on adolescent reading motivation. Recommendation were made that student should be encouraged to exchange ideas with their fellow students as no man is self made or island of its own.

Keywords: Adolescents reading motivation, Quasi experimental etc.

1. Introduction

Background of the study

Reading has become an area of concern among the Nigerian culture in the past decade. The amount of time that the Nigerian adolescents spend reading is declining swiftly; this is due to the surge of electronic Medias such as: internet, Video games, and portable digital device and these new trends have affected their reading motivation in a pessimistic manner. Reading is not a technical skill acquired once but rather it is a developmental process. Mckool's (2007) research has found that there is a "strong relationship between the amount of out of school reading adolescents engaged in and his or her success in school. It has been found that adolescent academic levels do not remain the same with no growth, but there academic levels actually drop if they do no read in their free time."

Elementary pupils tend to be more motivated to read than adolescence, who lose motivation as they progress through junior and senior school. To achieve competence of adolescent reading motivation, adolescent must be motivated to engage in interaction with one another, so as to improve their proficiency as readers and writers.

Addressing these challenges is the key to enhancing adolescent reading motivation. Many researchers have explored the richness, competence and depth of adolescence's out of school reading and interaction (Alvermann,2008). The motivation for adolescent to read and interact about academic work seem to be threefold: the topic need to be something they feel important to communicate with , the topic need to be something they feel strongly about or are interested in and the reading needs to take place when they want to do it or just in time".

Adding to this there should be a feeling of competence with the language, topic, and multiple authentic opportunities for interaction, feedback and practice, and these condition produce situations in which adolescent s are highly engage in interaction, thus motivating adolescent to read. Adolescent reading motivation is essential, because its' engagement that lead to sustained interaction, coaching and feedback become essential to ensure that adolescent develop good reading habits and increase their proficiency. Increased competence typically leads to motivation to engage in a cycle of interaction among adolescent. It is especially important to motivate adolescents to engage in

interaction, who pass to junior and senior school with history of failures as readers. Adolescence is the period between age of 12 and 18, and is a time of rapid psychological and neurological development during, which they develop morally (truly understanding the consequence of their actions), cognitively (problem-solving, reason, remembering), and socially (responding to feelings, interaction, cooperation). All three types of development have influenced to a varying degree on the development of literacy skills (Shagoury,2008). In recognition of the unique psychology and neurology of adolescence distinct for the literacy development of adolescence, the International Reading Association (IRA) has outlined guiding principles. According to these guiding principle, adolescent require the following to be motivated lifelong readers : access to a wide variety of reading materials that appeal to adolescent interests , instruction that builds the skills and desire to read increasingly complex materials (Alvermann,2008).

Reading motivation is the motivational drive to read an area of interest in the field of education. Studying and implementing the conditions under which adolescents are motivated to read is important in the process of teaching and fostering learning. Reading motivation is the process to put more effort on reading activities (Alexander,1998). Different strategies can be used to enhance interaction of adolescent to booster their reading culture. Although incentives are good motivator, further interest in reading will come from intrinsic wants and needs. Instead of rewarding reading with gifts, relate reading competition should be organised to increased reading competency and accomplishment. Researcher s have identified a number of factors important on the effect of interaction on adolescent reading motivation, including self-concept and value of reading, choice, time spent talking about books, types of text available and the use of incentives. Research confirmed that adolescent interaction is a key factor in successful reading (Gambrell & Marinak,2009).

Adolescents are social being and this is apparent both in and out of the classroom situation. Just as they crave for social interaction on the playground, when in the classroom, discussion and collaboration are natural part of adolescents learning and developmental and student will readily embrace collaboration with peer as a reason to read (MacRae & Guthree,2009). Teachers who support the need for interaction by allowing adolescent's to share ideas and build knowledge together, a sense of belonging to the the classroom community is established, and the extension and elaboration of existing knowledge is facilitated (Rich, Kaveri, & Guadalupe2012). Students gain knowledge of the others while interacting on topic in the classroom, and sharing their initial views. Students who work together on a reading task are combining their background knowledge and skills, learning from each other and building a shared understanding of the material/textbook(Chim, Anderson &Waggonetr,2001).

In a study by Almasi(1995), fourth grade students who were averaged and below average readers were observed and interviewed. Students were place in either peer-led or teacher-led groups and given stories to read based on student's interest and reading level. The result revealed that discussions between students in the peer-led discussion were more elaborate than the interaction that was led by the teacher. In the peer-led groups, adolescents shared their opinion and background knowledge, leading to new interpretation of the text. The students in the teacher -led group were not actively engaged in discussing incongruities in the text, as the teacher was the dominating member of the group and posed explicit questions , guiding students throughout the analysis of the text. Student s engagement is supported when student s are encouraged to read aloud together, create questions together and extract meaning from text together(Chinn,Anderson &Waggoner,2001).

In another study of adolescents reading motivation and interaction among Caucasian and African- American student s, it was found from multiple experimental studies that African -American student benefit from collaboration structure for interacting with text more than Caucasian student s. Not only do African American prefer interaction to individual learning but their text comprehension is enhanced relatively higher in interactive learning activities (Gulthree, Rueda,Gambell &Morrison, in press). Even sharing prior knowledge is motivating for students, when they are allowed to find common experiences with their peers, making them feel a sense of belonging within the classroom community.

Furthermore, when an adolescent learns that a classmate has experienced something that they have never seen or even thought of before, this creates a respect for and curiosity among fellow students. Once this kind of rapport is established and interaction has taken place about a given topic, students are more likely to engage in reading text, communicating and recall the resulting knowledge as seen in a study of African-American adolescent (Dill & Boykin,2000). Grouping adolescents of varying reading levels can also be motivating as the struggling students gain perspective from more experienced readers and the advanced readers clarify their own understanding through explaining concepts and reading strategies to their peers (Sikorski,2004). Adolescent working individually may be more likely to acquire misconceptions and hold limited knowledge on a text than adolescent in an open interaction. This also reduced their dependency on the teacher, and students feel a greater sense of independence when creating meaning with peer instead of always receiving help from authoritative figure (McRae & Guthrer,2008).

Statement of the Problem

Within the past ten years, the amounts of social network sites available to the public have greatly increased as well

as the number of adolescents using them. Majority of adolescents in Nigeria could spend significant time watching home -video with parent or friends, playing computer game (play- station, x man, batman) but spend insignificant time or no time at all interacting with academic work. This modern trend of social network (face book, 2go, narialand) have not only halt adolescents interaction with school work but also reduced their reading motivation, it is a serious mess the adolescent have found themselves in not knowing the consequences. Several source report a high proportion of adolescent s with social media account of 73 % of 12-17 years ,68 % of teens text everyday (Reich, Kaveri &Guadahipe , 2012).

The engagement of adolescent in interaction is also influenced by many factors such adolescent like for group interaction, his or her interest in the topic to be discussed during the course of interaction, the adolescent personality make-up. These factors mentioned above will go a long way to motivate adolescent to either engage in interaction or not to.

Purpose of the Study

The essence of this study is to determine the effect of interaction on adolescents reading motivation. Specifically the study will aim at the following

Determine the effect of interaction on adolescents reading motivation.

Determine the effect of interaction on male adolescents reading motivation

Determine the effect of interaction on female adolescents reading motivation

Significance of the Study

The finding from this study will be of benefit to the adolescents, school teachers, counsellors, psychologists and parents of adolescents. The outcome of the research will help adolescents to see the need to embrace interaction as a way of stimulating their reading motivation, which will have a positive impact on their academics.

The outcome of the study will also be benefiting to educators, teachers will encourage students to interact with one another. The teachers will also see the need to adopt a teaching process that gives rooms for interaction among adolescents/students.

Scope of the Study

This study is restricted to adolescent sin senior secondary school in Ethiope -East local Government Area.

Research Questions

The study was guided by three research questions.

1 what are the mean scores of interaction on adolescents reading motivation?

2 what are the mean scores of interaction on male adolescent s reading motivation?

3 what are the mean scores of interaction on female adolescent s reading motivation?

Research Hypothesis

Three research hypotheses guided the study.

1. There is no significant difference between adolescent’s interaction and their reading motivation at 0.05 levels.

2. There is no significant difference between male adolescent s interaction and their reading motivation at 0.05 levels.

3. There is no significant difference between female adolescent s interaction and their reading motivation at 0.05 levels.

Method

The design for this study was quasi experimental design. Two groups were used for the study; one experimental group and one control group. The experimental group was exposed to interaction as treatment g, while the control group was not given any treatment.

Table 1: diagrammatic representation of the experimental design

Group	Experimental Variable	Post test
E ₁	x ₁	o ₁
C		0

C = Control group

E = Experimental group

O = Post test measure

Area of the Study

The study was carried out in Ethiope –East Local Government Area of Delta State.

Population of the Study

The population of the study cover all senior secondary school students, in Ethiope –East Local Government Area of Delta State. There are about three thousands five hundred and sixty two (3562) senior secondary students.

Sample and Sampling technique

Erhimu secondary school, Abraka town and Ovu Grammer school both in Ethiope-East local government area was selected for the study. A sample of 60 respondents, were selected consisting of 30 male senior secondary student and 30 female senior secondary students using simple random sampling techniques.

Instrument for Data Collection

A questionnaire developed by the researchers titled “Effect of Interaction on Adolescent Reading Motivation” (EIARM), and was used data collection in this study. The questionnaire consists of two (2) sections (A&B). Section A requires the bio-data information of the respondents, while section B consist of 12 statement on the effects of interaction on adolescents reading motivation, to be responded to with strongly agree, agree, disagree and strongly disagree. The instruments have both face and construct validity.

Validation of the Instrument

There instrument was validate by two expert in measurement and evaluation department, Nnamdi Azikiwi University Awka, Anambra State. The correction were taken into consideration in producing the final copy of the instrument. The reliability of the instrument was established using the test retest method. An equivalent of sample of 50 students from one of the secondary schoolin Ethiopie-west local government area outside the research area was administered with EIARM. After the interval of two weeks the test were re-administed to the subjects. The reliability coefficient was 0.85.

Method of data analyses

The item mean analysis was used to answer the three research questions and 2.5 mean scores was considered

accepted and t-test was used to test the three null hypotheses at 0.05

Experimental procedure

The subjects of this study were assigned to two groups- Experimental group received interaction treatment, while the control group was not given any treatment. The experimental was given treatment for a period of eight weeks.

Method of data Collection

The study was carried out in the Examination hall of Erhimu secondary school, with help from the teachers, and thirty students were selected from S.S1 and were used as the experimental group while in Ovu Grammer School, thirty students were also selected and used as the control groups. The first group was known as the experimental group and the other called control group.

The experimental group was given orientation of what is expected of them in the group and in the subsequent weeks were introduction to interaction. By the end of the eighth week, a questionnaire was administered to them likewise the control group that did not received any treatment. The test scores of the experimental group were compared against the control group.

Research Question 1: what are the mean scores of interaction on adolescents reading motivation?

Table 2: Mean scores of adolescents interaction and their reading motivation Instrument for Data Collection

S/N	Item	Experimental mean scores	Remark	Control Mean scores	Remark
1	I check on topic discussed with my peer at home?	3.36	Accepted	2.36	Rejected
2	I find out the meaning of new Word, I got from peer interaction?	3.46	Accepted	2.40	Rejected
3	Talking to friends about school work, Inspire me to do further reading.	3.26	Accepted	1.86	Rejected
4	I like chatting with friends after school About school work?	3.56	Accepted	2.26	Rejected
5	For me to meet up my peer, I do extra reading At home, after chatting with them?	3.30	Accepted	2.36	Rejected
6	Peer interaction have booster my zeal for Reading?	3.43	Accepted	2.06	Rejected
7	peer interaction have help me, find it easy to read subject, I consider difficult?	3.53	Accepted	2.23	Rejected
8	interaction with peers has Rejected help me to cultivate Reading habit at home.	3.40	Accepted	2.06	Rejected
9	without peer interaction, the zeal I have for reading Will decline?	3.23	Accepted	1.9	Rejected
10	peers interaction does not contribute to	3.13	Accepted	2.33	Rejected

	Adolescent Reading motivation?				
11	I find it difficult to read, but peer interaction has Motivate me, to be reading now?	3.40	Accepted	2.13	Rejected
12	Peer interaction have help me to appreciate the Importance of reading during free periods?	3.53	Accepted	1.8	Rejected
Total	Grand mean score	3.38		2.14	

Table2 shows the grand mean scores of experimental group to be 3.38 and 2.14 for the control group of adolescents' interaction and their reading motivation. The grand mean of the experimental group is above the accepted mean scores of 2.5, while the grand mean scores of the control group fell below it.

Research Question 2: what are the mean scores of interaction on male adolescents reading motivation?

Table 3: Mean scores of male adolescents interaction and their reading motivation

S/N	Item	Experimental mean scores	Remark	Control Mean scores	Remark
1	I check on topic discussed With my peer at home?	3.33	Accepted	1.90	Rejected
2	I find out the meaning of new Word, I got from peer interaction?	3.0	Accepted	2.26	Rejected
3	Talking to friends about school work, Inspire me to do further reading.	3.06	Accepted	1.86	Rejected
4	I like chatting with friends after school About school work?	2.93	Accepted	2.06	Rejected
5	For me to meet up my peer, I do extra reading At home, after chatting with them?	3.26	Accepted	2.20	Rejected
6	Peer interaction have booster my zeal for Reading?	2.93	Accepted	1.93	Rejected
7	peer interaction have help me, find it easy to read subject, I consider difficult?	3.33	Accepted	1.66	Rejected
8	interaction with peers has help me to cultivate Reading habit at home.	2.86	Accepted	2.20	Rejected
9	without peer interaction, the zeal I have for reading Will decline?	2.66	Accepted	2.06	Rejected
10	peers interaction does not contribute to Adolescent Reading motivation?	3.06	Accepted	2.26	Rejected
11	I find it difficult to read, but peer interaction has Motivate me, to be reading now?	2.73	Accepted	2.33	Rejected
12	Peer interaction have help me to appreciate the Importance of reading during free periods?	2.80	Accepted	1.50	Rejected
Total	Grand mean score	2.99		1.83	

Table 3 shows the grand mean score of experimental group to be 2.99 and 1.83 for the control group of male adolescents' interaction and their reading motivation. The grand mean of the experimental group is above the accepted mean scores of 2.5, while the grand mean scores of the control group fell below it.

Research Question 3: what are the mean scores of interaction on female adolescents reading motivation?

Table 4: Mean scores of female adolescents interaction and their reading motivation

S/N	Item	Experimental mean scores	Remark	Control Mean scores	Remark
1	I check on topic discussed With my peer at home?	3.40	Accepted	2.33	Rejected
2	I find out the meaning of new Word, I got from peer interaction?	3.13	Accepted	2.40	Rejected
3	Talking to friends about school work, Inspire me to do further reading.	2.80	Accepted	1.46	Rejected
4	I like chatting with friends after school About school work?	3.0	Accepted	2.06	Rejected
5	For me to meet up my peer, I do extra reading At home, after chatting with them?	3.30	Accepted	2.20	Rejected
6	Peer interaction have booster my zeal for Reading?	2.9	Accepted	1.93	Rejected
7	peer interaction have help me, find it easy to read subject, I consider difficult?	3.53	Accepted	1.73	Rejected
8	interaction with peers has Rejected help me to cultivate Reading habit at home.	3.0	Accepted	2.26	Rejected
9	without peer interaction, the zeal I have for reading Will decline?	3.33	Accepted	2.06	Rejected
10	peers interaction does not contribute to Adolescent Reading motivation?	3.20	Accepted	2.20	Rejected
11	I find it difficult to read, but peer interaction has Motivate me, to be reading now?	3.06	Accepted	2.20	Rejected
12	Peer interaction have help me to appreciate the Importance of reading during free periods?	3.33	Accepted	1.5	Rejected
Total	Grand mean score	3.16		2.02	

Table 4 shows the grand mean score of experimental group to be 3.16 and 2.02 for the control group of adolescents' interaction and their reading motivation. The grand mean of the experimental group is above the accepted mean scores of 2.5, while the grand mean scores of the control group fell below it.

Research Hypotheses 1: there is no significant difference between adolescents interaction and their reading motivation at 0.05 levels.

Table 5: T-test of the difference of adolescents interaction and their reading motivation

Source of Variation	N	SD	X	T-cal	df	α	T-crit	Decision
Experimental group	30	157.47	18.13	17.26	58	.05	1.96	ejected
Control Group	30	90.4	9.8					

The result in table 5 shows that the calculated t- value at 58 degree of freedom and 0.05 levels of significance is 17.26. Since the calculated value is greater than the critical table value of 1.96, the null hypothesis of no significant difference is therefore rejected.

Research Hypotheses 2: there is no significant difference between male adolescent interaction and their reading motivation at 0.05 levels.

Table 6: T-test of the difference of male adolescents interaction and their reading motivation

Source of Variation	N	SD	X	T-cal	df	α	T-crit	Decision
Experimental group	15	68.05	16.66	12.88	28	.05	2.048	Rejected
Control Group	15	19.88	8.8					

The result in table 6 shows that the calculated t- value at 28 degree of freedom and 0.05 levels of significance is 12.88. Since the calculated value is greater than the critical table value of 2.048, the null hypothesis of no significant difference is therefore rejected.

Research Hypotheses 3: there is no significant difference between female adolescents’ interaction and their reading motivation at 0.05 levels.

Table 7: T-test of the difference of female adolescents interaction and their reading motivation

Source of Variation	N	SD	X	T-cal	df	α	T-crit	Decision
Experimental group	15	67.63	17.86	12.20	28	.05	2.048	Rejected
Control Group	15	41.17	10.66					

The result in table 7 shows that the calculated t- value at 28 degree of freedom and 0.05 levels of significance is 12.20. Since the calculated value is greater than the critical table value of 2.048, the null hypothesis of no significant difference is therefore rejected.

Discussion

From the analysis given in the above tables, it is evident that interaction have a lots of positive influence on adolescent reading motivation such as; adolescents chatting with friends after school about school work, peer interaction have help adolescents to find it easy to read school subjects, they consider difficult before, they also find the meaning of new words they got through peer interaction, and peer interaction have also help them to cultivate reading habit at home. The finding from this study agrees with Alamsi (1995), that ... the peer –led interaction were more elaborate than interaction that was lead by a teacher. In the peer-led group, adolescents shared their opinion and background knowledge leading to new interpretation of the materials they are learning. Adolescents interaction is supported when they are encourage to read together, create questions together and extract meaning from the material together (Chinn, Anderson & Waggoner,2001).

Also, the findings from the study is in support of Sikorski, (2004), that grouping adolescent of varying reading levels can also be motivating as the struggling students gain knowledge from more experiences students and the advance readers clarify their own understanding through explaining to others. Adolescent who work independently may be more likely to acquire misconception and hold limited knowledge on a subject

than adolescent in an open interaction. They feel a great sense of independence when interacting with peers about school work, instead of always receiving help from authoritative figure (McRae, A., & Guthrie,2009).

Lastly, three null hypotheses were rejected, which shows that there is a great significance of adolescent reading motivation via interaction.

Conclusion

The study examined the effects of interaction on adolescent reading motivation in Ethiopie –East Local Government Area, Delta state. The findings revealed that adolescents interaction enhance their reading motivation.

Recommendation

Based on the finding of this study, the following recommendations are made:

1. Teacher s in schools should adopt a teaching method that will create room for student/adolescent to interact in and outside the classroom setting, so as to motivate them to read.
2. The school counsellor should organised group activities that will be of great help to student/adolescent, such as ; reading club where adolescent could share their experiences and also gain new ones.
3. Students should also be encouraged to learn to exchange ideas with their peers, because no man is self made.
4. Parent should be informed through the Parent Teacher’s Association (P.T.A), to allow their children

interact with other children in the neighbourhood about academic work.

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