

Using Marketing Research Methods in Order to Improve Teaching -Case Study Romanian Literature

Raluca Ecaterina Brandabur

The Bucharest University of Economic Studies
raluca.brandabur@mk.ase.ro

Mihaela Moisa Danaila

Doctoral School of Tiraspol University - Kishinev subsidiary
moisamihaela25@yahoo.com

Crina Ramona Antip

Doctoral School of Tiraspol University - Kishinev subsidiary
crinaantip@yahoo.com

Monica Maria Mihaila

Doctoral School of Tiraspol University - Kishinev subsidiary
moni160876@yahoo.com

Abstract

Designed as a case study, this paper explores the opportunity to use marketing research tools (eg., secondary data collection, experiment, descriptive research) in order to improve teaching methods even in less typical marketing areas, like Romanian language and literature. Three series of studies using marketing research methods applied to elementary school pupils, revealed many opportunities for Romanian language teachers in order to improve their professional skills and, more important, to increase young people interest in reading books.

Keywords: marketing research, teaching Romanian language, case study, teacher performance.

JEL classification: M30, M31, A2.

1. Introduction

Every teacher is responsible for finding the stimulating methods and the development of his students creativity, which triggers the usage of an artistic-literary language, because depending on the availability of adaptation, playing and implication of the teacher, you can achieve classes where the students overcome any stage fright and they don't feel constrained by the barriers of a school curriculum which can be reached in a different way other than traditional.

To this end, this paper aims to demonstrate that the usage of modern teaching Romanian literature methods can improve significantly the degree of knowledge, interest and participation of the preteens and teenagers in "Romanian language and literature" discipline.

In three middle schools there have been projected and applied marketing experiments using specific techniques (ethnographical study, case study, role play), by means of which it has been demonstrated the causal link between the used teaching method and the level of students knowledge and interest.

2. State of the art

Avermann (2002): "Despite the work of conscientious teachers, reading supervisors,

curriculum coordinators, and principals in middle schools and high schools across the country, young people's literacy skills are not keeping pace with societal demands of living in an information age that changes rapidly and shows no sign of slowing."

A successful comprehension requires, by early adolescence, the integration of multiple linguistic and cognitive processes (Cain & Oakhill, 2012; Cromley & Azevedo, 2007).

Reading motivation refers to an individual's attitudes, beliefs, values and goals related to reading (Conradi, Jang, & McKenna, 2014; Guthrie & Wigfield, 2000; Unrau & Quirk, 2014).

Reading motivation significantly decreases as students move through the early years of schooling and into adolescence (McKenna, Kear, & Ellsworth, 1995; Unrau & Schlackman, 2006), a pattern that particularly affects boys (De Naeghel et al., 2014; Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002; Kelley & Decker, 2009; McGeown, Duncan, Griffiths, & Stothard, 2015), students from low-income families (Guo, Sun, Breit-Smith, Morrison, & Connor, 2015) and African American and Latino students (Guthrie & McRae, 2012; Ryan & Deci, 2000a, 2000b). Refinements in reading sub-skills, however, are not enough for a profound comprehension. Adolescents need to be effectively exposed to complex texts and reading tasks that are open-ended enough to support sophisticated reasoning.

The successful instruction for the adolescents using written language (like studying various scientific texts, or understanding an online weather map, reading a travel guide, etc) occurs in concrete places and times as a component of societal practices (formal schooling, searching the internet, travelling).

Book reading is privileged in middle and high school classrooms, as a typical case. This privileging emphasizes the importance and value of academic reading but in the same time tells teachers little about their students' everyday uses of language and literacy.

Effective instruction grows on components of both formal and informal literacies. It takes into account students' needs and interests while at the same time attending to the challenges of living in an information-based economy during a time when the bar has been raised significantly for literacy achievement. (Savvidou, 2004, Baumann, Hooten & White, 1999).

Reading engagement contributes to growth in students' reading skills (Guthrie, Wigfield, Klauda, 2012; Guthrie & Klauda, 2014). The building of engagement has been defined as "involvement, participation, and commitment to some set of activities" (Guthrie et al., 2012, p. 601). Engaged reading incorporates behavioural, emotional, and cognitive processes (Fredricks, Blumenfeld, & Paris, 2004; Unrau & Quirk, 2014), such as reading involvement, interest, and active problem solving. In addition, recent research has suggested that "agentic engagement," such as "students' constructive contribution into the flow of organized discussion," may also contribute to student achievement (Reeve & Tseng, 2011; Reeve, 2013). There is growing evidence that reading engagement is a key mechanism underlying the effects of innovative reading programs.

Last but not least, beyond the issues related to teaching and learning the subject of study, there are a variety of related problems such as student behaviour or effective learning.

A large variety of strategies is provided by effective teaching for students to use before, during and after reading for constructing meaning, because ineffective instruction focuses mainly only on isolated skills and written practice. Most of the teachers do not always teach students how to learn but they take responsibility for what students know and what they do not know.

Many struggling pre-and adolescent readers hide behind, uncommon behaviours like apathy or rebellion. During the classes, behaviours such as sleeping, texting, or not completing assignments are common characteristics of struggling older readers. Experience and studies have shown that these students rarely ask for assistance and avoid participation in class, and,

consequently, teachers mistake their struggles with reading for behavioural problems. To this end, using innovative teaching methods may bring constructive solutions for these problems.

Paris, Wasik, & Turner (1996) explain in details what are the main strategies that readers need to develop, showing that there are strategies that can be used before, during and after reading and how important it is for the student to select well which one to use in each circumstance. They also discuss how the teacher can help the students to develop reading strategies by direct explaining them to the students by describing them, explaining the benefits of using them, how to use them, when they should be used as well as evaluating their use of the strategies. They also discuss the importance of peer interactions and the classroom climate, defending a multidimensional classroom that “avoid normative evaluations and stratification of students by abilities” and that “provide meaningful literacy tasks, employ a variety of instructional methods, apply multiple performance standards, and afford all students opportunities for success”.

Behaviours and thoughts can define learning strategies in which learner will engage and which are meant to influence the encoding process of the student. In this way, the purpose of any particular strategy of learning may be to affect the way in which the student selects, organizes and acquires or integrates new knowledge. An effective teaching includes the means through the students could learn, remember, think and motivate themselves (Weinstein, Mayer, 1983)

All these problems, previously exposed, have found solutions both in the specialized literature, but especially in practice, being proposed a multitude of strategic solutions to improve the reading and comprehension techniques, as illustrated by the figures below (1 and 2).



Figure no 1



Figure no 2

Source: Mr. Roy's Grasso Tech Resource Site. Source: TeachThought - We grow teachers
<https://sites.google.com/a/cths.org/mr-roy-s-grasso-tech-r> <https://www.teachthought.com/literacy/25-reading-resource-site/reading-strategies-strategies-that-work-in-every-content-area/>

During the reading that improves comprehension, a multitude of reading strategies involving mental actions are applied. These are also defined by teachers, part of the deliberate efforts for understanding and remembering the read content. They also help readers overcoming the problems in text comprehension and compensate for weak textual knowledge. Every strategy should be easy to implement and keep the learners engaged in the learning to read process.

According to Bent Flyvbjerg (2006) "in a teaching situation, well chosen case studies can help the student achieve competence, while context-independent facts and rules will bring the student just to the beginner's level".

3. Marketing research

3.1 Research methodology and context

The chosen investigation method was the marketing experiment one. For this approach, the following resources involved:

- 3 teachers
- 3 gymnasiums
- 18 groups (6 groups of 5th/6th graders and 7th graders) - 9 experimental groups, 9 control groups. 6 groups (3 experimental, 3 control groups) for each used method.

Timing: 3 months (April to May 2019)

Research scope: Experiments used in order to identify methods of improving students' reading appetite and comprehension

Main research objectives:

- identifying the causal relationship between the teaching method (modern versus traditional) and the acknowledgement level of the students

Secondary Research objectives:

- evaluating the degree to which modern methods of teaching influence students' capacity of understanding literary texts;
- evaluating the degree to which Romanian language teachers manage to meet the proposed educational objectives
- evaluating the degree to which teachers manage to meet the educational curricula objectives;

Research context:

The current educational curricula dynamic highlights a continuously high number of case studies, which could become the reasoning for thorough studies, integrated in the students training system (Cerghit, 2006).

Considering the Romanian literature and language classes in the gymnasium, literature could be placed as under-privileged, due to having only one third of the total of hours dedicated to studying this subject, which is why developing and stimulating students' creativity and their interest in using a literary artistic language could be considered a difficult, but not impossible process, having a basis of the theoretical robust foundations that respect the characteristics of each individual student (Parfene, 1980). Despite this possible impediment, a devoted teacher is able to harness the few dedicated classes to work up an interest (where there is none) or to develop the interest for reading, and even to advance the basic reading process to create something new with their students, even innovative, converting them to readers that possess critical thinking and perspective (Secieru, 2004, Parfene, 1999). All these aspects become possible only after each student manages to achieve a literary-artistic speech and possesses a large compendium of literary terminology.

Among the utilized methods that improve the communication and implicitly stimulate the development of literary-artistic language with gymnasium students, the following are to be mentioned: the cube method, the thinking hats method, the I know - I would like to know - I learnt method, the literary trial (Pavelescu 2010).

The case study can be used as a knowledge source, especially preferred for discovery tasks and as a practical method to applied tasks. Stake's research studies, cited by Cerghit (2006) show that: contextualists appreciate the value of case studies due to the fact that their

drafting requires additional attention to physical contexts, temporal and historical ones, as well as social, political, economical and aesthetic ones.

The case study elevates the knowledge, similar to “Miorita”, which can serve as a preparatory knowledge starting point, from particular to general, from acquiring some general conclusions, but also the reverse, as a basis of deductive knowledge from general to particular, to catalyzing an idea, a general manner of applying knowledge or acquired skills to new situations, for example learning new information about the history and civilization of the Romanian culture, such as: transhumance, relationships between sub-cultures, the spatial-temporal perception.

Ethnographic research is a qualitative method where researchers observe and/or interact with a study’s participants in their real-life environment. Ethnography was popularized anthropology, but is used across a wide range of social sciences. For the chosen subject, “Amintiri din copilărie” (Memories from my childhood), written by Ion Creanga, ethnographic research is the most relevant approach, due to the fact that it allows students to identify some elements still available in the Romanian country-side lifestyle. While this method has its flaws, such as observing and analyzing forgotten customs, these could be redeemed through the collaboration with other classes, where different activities were conducted, e.g.: during History classes, students attended different workshops that evoked Romanian peasants unpaid mandatory work required in feudal era.

3.2 Role play - experiment

The literary process is a active-participative method centered on the student, the only role of the teacher being to conduct the didactic activity from the shadow. The correspondent of the literary process in the marketing research technique is the role play combined with the brainstorming.

In the method of teaching literature, the literary process is a role play which has a general character and it is assuming an extreme positions debate: the prosecution and the defense, of some problematic issues met in the literature works. Being a modern method, it has both advantages and disadvantages. The student may be put into difficulty if this method was not used in the class, but if the student is familiar with the phases and the specialized specific terms, this may be quite an achievement.

This method was applied on terminal classes of the middle school, both on the classes where they studied “Baltagul” by Mihail Sadoveanu and on the reception of the message from “O scrisoare pierdută” by I.L. Caragiale. On the first class where we applied this method there were difficulties, as the students felt insecure and unusual with the terms: “your honor”, “the prosecution”, “the defense”, “counts”, used in such classes and they had stage fright when they were holding their opinions, situation in which they decided ad-hoc the realization of a directed literary process in order not to compromised the class. Thus, the teacher and the students have formulated together the questions brought to the prosecution and to the defense, after which the students would work on groups and prepare pleadings for a future meeting, and the judge would reach a verdict based on what he had heard.

Regarding the applying of tis method on the dramatic text by I.L. Caragiale, “O scrisoare pierdută”, the success was assured by the fact that the students knew the method and they were familiar with the terms and the conditions of realization, thus it was not necessary another prior class. When the teacher made sure the students know well the message of the text, the characters and everyone’s role, I challenged them to judge Zoe Trahanache, accusing her of: feminist movement promoting and the changing of the political decisions (woman involving in political life of that age). In order to avoid the subjectivity, the teacher prepared in prior 22 tickets such as: on one ticket was written “judge”, on another one was written “registrar”, on

other 10 tickets “the prosecution” and on the last 10 tickets “the defense”.

The students drew straws and so the class split as the organizing necessities in order to realize the literature work. The registrar was given a card with the counts (he supposed to present the counts in front of the class), each group was given a page of a flipchart in order to note their point of view/pleading pro or con. They were given 10 minutes to work, time for each group to sustain their opinion with arguments brought based on the entire text in front of them. After the time expired they nominated a lawyer who presented the group opinions regarding the incriminated character, opinions from the direct contact with the literary text. After completion of the presentation, the judge made a decision and dictated it to the registrar, who noted it in a voucher.

During the class dedicated to Zoe Trahanache trial the students were more active, more open, more implicated and more vehement arguing the opinions than the other situation, fact that determined the teacher to conclude that the students like to be creative, innovative and implicated in the didactic approach.

3.3 Case Study - experiment

According to Silistraru (2011), the case study method represents a real or hypothetical problem, with representative value for a problematic situation, possible to solve by debating in a group. Practically, the case study applied as a teaching technique of the Romanian language, is circumscribed in the finding and implementation routes of approach for training to the real-life model, such as practical, social or productive actions. The application of this method ensures the learners are closer to real-life and the potential problems which he can be confronted with; it favors the development of mental capabilities for critical analysis to take decisions and to resolve the case promptly, it offers opportunities in the realization of the link between theory and practice; it cultivates the spirit of responsibility and accelerates the socio-moral maturity.

Referring to the rules governing this method, this particular case is considered, “Balada Miorita”. According to Opera (2009), for a situation to be able to be considered and analyzed like a case, it needs to fulfill certain conditions: it needs to be authentic and significant in relation to the prior objective; it needs to have instructive value in respect with the professional, scientific and ethical competences; it needs to have an exciting nature, motivating participants to solve it; it seeks active participation of all of the students in obtaining solutions.

The role of the professor in the case of using the case study method was to present the ballad “Miorita” - “case study”, to organize and to conduct the process to analyze the present situations (e.g., transhumance, interpersonal relations, human-animal relation, conflicts), to conduct with ability and competence the debates, to allay possible conflicts in the practical application of the cases.

The conduction of a case analysis requires the knowledge of the methodical model after which students are to work. The methodic model suggests the stages that lead to the adopting of the optimal decision for the presented case.

At the end of every contextual study the analysis and the evaluation of activities carried out, the work groups presented their results, they realized an exchange of information and opinions and they formulated conclusions.

The case study presents a big advantage by the fact that it closes the distance between students and the complex problems of practical problems, of situations similar to those they will face in everyday life (Petrovski, 2014). In this sense, analysis from multiple perspectives of some similar situations leads to useful and necessary lessons being learned. Thus, they created habits in: putting together an analysis, finding alternative solutions, adopting decisions and arguing them. In this hypostasis, the case study “Miorita” is used not for completing their

knowledge with new acquisitions (e.g., transhumance, the conflict are notions already known), but for creative valuation of some experiences already acquired (e.g., possible conflict resolution, understanding of the human nature) under new conditions and in new combinations imposed by the new problem.

3.4 Ethnographic study – experiment

“Once upon a time there was. Because if there wouldn’t be, it wouldn’t have been told”... This way started, invariably, all of the stories of the Romanian childhood. Childhood is culturally inspired by fairy tales, riddles, superstitions, subsequently rediscovered in different forms in national literature. In its essence, Smaranda Creangă - main character from “Amintiri din copilărie” - author I. Creanga, proves to be an important preserver of traditions, customs and rituals of the Romanian orthodox nation, as they were reflected in real life for the simple people from the Moldova region.

This situation makes possible a parallel between the traditions from “Amintiri din copilărie” and the places around the city where the school is located (Bacau).

If folklore represents all artistic, literary, musical and plastic creations, customs and traditions of a country or region, ethnographic research is one of the most used methods in its field research. Vulcanescu (1976) concluded that "The investigation (n.a. “Cercetarea etnografică”) was carried out, up to the twentieth century, in an empirical, accidental-subjective, oral way, without a prior theme, by improvised, amateur or fantasy researchers. Under the general impulse of the systematization of the scientific methodology, in the nineteenth century, the investigation began to become programmed, objective, carried out by small groups or research groups, which exercised a rigorous control of the results obtained on the basis of a previous topic and with auxiliary tools. of recording (questionnaires, video cameras etc.). In ethnography and, by extension, in literature, direct observation and interview “they complement each other and, through them, one can reach a good record of the folklore from a certain locality” (Birlea, 1969).

In this perspective, we have organized hours of field documentation, in the perimeter of the villages in the vicinity of the city of Bacau, to gather testimonies about the various customs and to record them considering elements of religion, superstitions, mysticism, literature.

The results of the ethnographic research are very valuable, but this is made difficult by the fact that these habits are no longer practiced and can no longer be observed on the spot, on their own ground, as they once were.

Fortunately, some of them could be observed in their current form, such as the reel, the goat or the little plough, and the rest were simulated - the corvée or the quilting bee - in educational projects that took place at the school where this research project was conducted. On the other hand, the photos that surprised some customs from Ion Creangă's native places, were taken during the shows / parade of folklore customs - occasioned by the winter holidays in the city where the students study (Bacău), being archived and discussed / taken into account in our project, only those that are related to the customs of this calendar time of the year.

Thus, the teacher found that the students liked from the beginning the idea of going on the field, with the camera and recorder in hand, to do different interviews and to understand better both Creangă's work, as well as our own traditions.

One first and essential observation was that the students involved in the project discovered that their ancestors always knew how to have fun, work, but also how to perpetuate spiritual habits and values, which today are admired by those from present, foreign. In the same time, they could also notice the fact that a number of habits ended up being forgotten.

4. Main findings

A real challenge is the way in which a literary work reaches the child's soul. In this purpose, the teachers of the Romanian language and literature involved in the project used a number of modern methods, whose efficiency has been clearly demonstrated in relation to the traditional teaching-listening methods.

While the control groups were subjected to the classical teaching and learning methods, their responses to the pedagogical process were easily integrated into the general pattern presented in the first part of the research (eg, low interest in reading / learning, reduced applicability to daily life, lack of methods of analysis / interpretation of the text), the reaction to modern learning techniques was different.

The first method applied to the literary process (role play combined with brainstorming) proved to be a success and the result encouraged the teacher to use it during other classes. The biggest disadvantage of this method was that it requires a greater resource of time and the hours allocated to the study of each literary work do not always allow its successful application.

It has been proven to be a particularly applicable method for literature lessons in which it is thus possible to check students' creativity and spontaneity by conducting classes in which students have entered the skin of a judge, defenders and, implicitly, those who accuse.

The second method was that of the literary survey / ethnographic study, carried out directly, on the field, where it was demonstrated, using the modern and classic methods of investigation, that the students showed availability and increased interest in learning and discovering the fundamental patterns of Romanian civilization and folklore. From the beginning, the students liked the idea of going on the field, with the video camera and recorder in hand, to do different interviews and to better understand both Creangă's work and his own traditions.

In the third experimental situation, the case study method mediates a direct confrontation with a real life situation. Such concrete problem cases, taken as typical representative and significant examples for certain more general working conditions, may be subjected to careful analysis in all aspects until the students reach a complex understanding of the given problem and its solution, by making an optimal decision. The "case" chosen deliberately from a multitude of realities, condenses into itself the essential and thus its understanding makes it possible to a deeper comprehension of that reality, as well as of the similar cases of a category or class of objects or phenomena. The comparison of several cases between them (Miorita, Bubico, Toma Alimos, etc.) subsequently have led to a qualitative study, at a higher level.

The level of knowledge and involvement of the students who participated in the marketing experiments through the 3 methods (ethnographic study, case study and role play) is significantly higher than those who were exposed to the classical teaching style, that students being now better trained on: Supporting analysis and drawing inferences from a text by citing various evidences; Determining the meanings of words and phrases, including figurative, connotative, and technical meanings; Combining and integrating information from different sources (like charts and articles); Describing how a plot of a story spreads out in episodes; Contrasting and comparing different forms of text (like poetry and drama) that cover the same subject; Determining a number of central ideas in a text and explain their evolution; Comparing and contrasting audio and multimedia exposition and interpretation of a text; Analyzing the reasoning of authors and the proofs supporting their claims; Comparing fictional and nonfictional facts from the same time period; Analyzing the components of poetry, drama, and multimedia presentations; Demonstrating mastering of the conventions of standard Romanian grammar and usage during writing and speaking; Analyzing the use of comparisons, analogies, or categories inside a given text; Analyzing the rhetorical purpose of different sentences and

the structure of a paragraph; Analyzing texts based on the same topic that present conflicting information; Contrast classic and modern stories having similar themes.

The way in which these aspects were established was the classic knowledge level verification, oral / written test, the final grade being an average of 2 smaller points in control groups, on the scale from 1-10.

Each teacher is responsible for finding ways to stimulate and develop the creativity of his students, which entails the use of a literary-artistic language, because depending on the availability of adaptation, play and involvement of the teacher can be achieved in a few hours. course in which students overcome any traceability and do not feel constrained by the barriers of a school program, which can be covered in a different approach than the traditional one.

5. Conclusions

All three categories of teaching methods implicated in the marketing experiments carried out were revealed the fact that, without a doubt, using modern teaching methods substantially improved the process of acquisition of the information and the degree of interest for the studied school material. Adolescent struggling readers need to work on both basic reading skills and the skill that underlie deep comprehension: academic language, perspective-taking and critical reading. Peer talk about text can develop these three reading skills. Texts need to engage students with issues in their lives and in the world.

6. Study limitations

This study doesn't offer a complete solution to any marketing issue as there are many dominant variables between research conclusions and pupils/children response. Marketing research is not an exact science though it uses the techniques of science. Thus, the results and conclusions drawn upon by using marketing research are not very accurate. Te results aren't a complete solution to any teaching issue as there are many dominant variables between research conclusions and children/pupils response. To conduct marketing research systematically is a luxury. On real basis, authors need money for research design, data collection, data analysis, interpretation, and report preparation. Also, to be noted when human being is involved, a completely bias-free response or result is not possible, especially when teaching involved.

The contribution on research project depends not only on quality and reliability alone, but also the proper use of information. Many times, such marketing research reports remain just a formality for schools management. Recommendations are neither considered seriously nor implemented fully.

References

- Alvermann, D.E. (2002). Effective Literacy Instruction for Adolescents, *Journal of Literacy Research*, v34 n2, 189-208;
- Baumann, J. F., Hooten, H., & White, P. (1999). Teaching comprehension through literature: A teacher-research project to develop fifth graders' reading strategies and motivation. *The Reading Teacher*, 53(1), 38.;
- Bent Flyvbjerg, (2006), "*Five Misunderstandings About Case-Study Research*" *Qualitative Inquiry*, vol. 12, no. 2, April pp. 219-245;
- Birlea O., (1969), *Metoda de cercetare a folclorului*, Editura pentru literatură, București, 65;
- Cerghit I., (2006), *Metode de învățământ*, Ed.Polirom, Iași, 232-235;
- Cromley, J. G., & Azevedo, R. (2007). Testing and refining the direct and inferential mediation model of reading comprehension. *Journal of Educational Psychology*, 99(2), 311;
- De Naeghel, J., Valcke, M., De Meyer, I., Warlop, N., Van Braak, J., & Van Keer, H. (2014). The role of teacher behavior in adolescents' intrinsic reading motivation. *Reading and*

- Writing*, 27(9), 1547-1565;
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59;
- Guo, Y., Sun, S., Breit-Smith, A., Morrison, F. J., & Connor, C. M. (2015). Behavioral engagement and reading achievement in elementary-school-age children: A longitudinal cross-lagged analysis. *Journal of Educational Psychology*, 107(2), 332;
- Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, 49(4), 387-416;
- Guthrie, J. T., & McRae, A. (2012). Motivations and contexts for literacy engagement of African American and European American adolescents. *Adolescents' engagement in academic literacy*, 216;
- Guthrie, J. T., Wigfield, A., & Klauda, S. L. (2012). Adolescents' engagement in academic literacy. *University of Maryland, College Park*;
- Guthrie, J., Wigfield, A., & You, W. (2012). Instructional contexts for engagement and achievement in reading. In S.L. Christenson, A. L., Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 601-634). New York, NY: Springer Science;
- Jacobs, J. E., Lanza, S., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2002). Changes in children's self-competence and values: Gender and domain differences across grades one through twelve. *Child development*, 73(2), 509-527;
- Kelley, M. J., & Decker, E. O. (2009). The current state of motivation to read among middle school students. *Reading Psychology*, 30(5), 466-485;
- McGeown, S. P., Duncan, L. G., Griffiths, Y. M., & Stothard, S. E. (2015). Exploring the relationship between adolescent's reading skills, reading motivation and reading habits. *Reading and writing*, 28(4), 545-569;
- McKenna, M. C., Kear, D. J., & Ellsworth, R. A. (1995). Children's attitudes toward reading: A national survey. *Reading research quarterly*, 934-956;
- Negreț Dobridor I., (2008) *Teoria generală a curriculumului educațional*, Ed.Polirom, Iași,
- Oakhill J., Cain K (2012) The Precursors of Reading Ability in Young Readers: Evidence From a Four-Year Longitudinal Study, *Scientific Studies of Reading*, 16:2, 91-121;
- Oprea C.L., (2009), *Strategii didactice interactive.Repere teoretice și practice*, Ed.Didactică și Pedagogică,București, 220;
- Parfene, Constantin, (1980) *Compozițiile în școală, Aspecte metodice*, București, E.D.P.;
- Parfene, Constantin, (1999) *Metodica studierii limbii și literaturii în școală. Ghid teoretico - aplicativ*, Iași, Editura Polirom, 1999;
- Paris, S. G., Wasik, B. A. and Turner, J. G. (1991) The development of strategic readers. In R. Barr, M. L. Kamil, P. B. Mosenthal, P. D. Pearson (eds) *Handbook of Reading Research* (Vol 2). New York, NY: Longman, 609±640;
- Pavelescu, Marilena, (2010) *Metodica predării limbii și literaturii române*, Editura Corint, București;
- Petrovski N, (2014), *Didactica istoriei în educația postmodernistă*, Chișinău, 92;
- Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. *Journal of educational psychology*, 105(3), 579;
- Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257-267;
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67;
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic

- motivation, social development, and well-being. *American psychologist*, 55(1), 68;
- Savvidou, C. (2004). An integrated approach to teaching literature in the EFL classroom. *The Internet TESL Journal*, 10(12), 1-6;
- Secieru , Mihaela, (2004), *Didactica limbii române*, Botoșani, Editura Ovi-art, 78;
- Silistraru N., (2011), *Vademecum în pedagogie*, Chișinău, 75;
- Stokes, S. (2002). Visual literacy in teaching and learning: A literature perspective. *Electronic Journal for the integration of Technology in Education*, 1(1), 10-19;
- Stover, K., O'Rear, A., & Morris, C. (2015). Meeting the Needs of Struggling Adolescent Readers. *Texas Journal of Literacy Education*, 3(2), 60-68;
- Underwood, T., & Pearson, P. D. (2004). Teaching struggling adolescent readers to comprehend what they read. *Adolescent literacy research and practice*, 135-161;
- Unrau, N. J., & Quirk, M. (2014). Reading motivation and reading engagement: Clarifying commingled conceptions. *Reading Psychology*, 35(3), 260-284;
- Vulcănescu R. (1976,), *Dicționar de Etnologie*, București, Ed. RSR, 17;
- Weinstein, C. E., & Mayer, R. E. (1983). The teaching of learning strategies. In *Innovation abstracts*, Vol. 5, November, No. 32;
- <https://sites.google.com/a/cthss.org/mr-roy-s-grasso-tech-resource-site/reading-strategies>
- <https://www.teachthought.com/literacy/25-reading-strategies-that-work-in-every-content-area/>