

Total: 4054words

Title: Can Reading for pleasure at home promote a love of books for children in settings?

Abstract:

This research investigated whether the joy of reading at home can promote a lifelong love of books in children. The home environment plays a vital role in shaping children's reading attitudes, with parental involvement and book reading being key determinants of reading habits. By analysing and evaluating evidence from a variety of studies, this research aimed to identify effective strategies for fostering a love of reading in children within the home environment and the setting environment. Methodological considerations for this research topic are set through questionnaire surveys combined with observation of children's reactions in the setting environment. The significant impact of reading activities on children's literacy development and long-term appreciation of books. This research highlights that home reading activities can positively influence children's attitudes toward books, thereby contributing to their overall literacy and educational success. Ethical considerations are at the core of this research, emphasising informed consent, data confidentiality, and mitigating potential risks to children, parents, and the university. Strengthen early years educators to encourage parents and children to cultivate happy reading habits together to support children's overall well-being and development.

A literature review:

Reading for pleasure is widely recognised as a fundamental activity in nurturing a child's love for books and literacy development (Clark, *et. al.*, 2006). When children engage in reading activities at home, they not only enhance their literacy skills but also foster a love for books that can last a lifetime (Sénéchal, *et. al.*, 2002). The home environment plays a pivotal role in shaping children's attitudes toward reading, with parental involvement and access to books being key determinants of reading habits (Bus, *et. al.*, 1995). This literature review by comparing and contrasting different findings, aims to analyse and evaluate the evidence to understand the significance of reading for pleasure in fostering a love for books among children within family homes and the setting (Mol, *et. al.*, 2011).

The Importance of Reading for Pleasure

Reading for pleasure has numerous benefits beyond academic achievement. Reading for pleasure is not only an enjoyable pastime but also a crucial factor in children's cognitive and emotional development. Research has consistently shown that children who engage in regular reading for pleasure tend to have better literacy skills, vocabulary, and comprehension abilities compared to their peers who do not read for pleasure (Clark, *et. al.*, 2006). A study by Mol, *et. al.*, (2011), also agrees that children who engage in leisure reading at home develop stronger reading skills, vocabulary, and comprehension abilities compared to those who do not. Reading for pleasure has been linked to improved academic performance across various subjects (Mol, *et. al.*, 2011). Moreover, reading for pleasure has been linked to enhanced empathy and social understanding, as well as reduced levels of stress and anxiety (Krashen, 2004). Therefore, fostering a love of reading from an early age is vital for children's overall lifelong learning and holistic child development.

The Role of Home Environment

The home environment plays a pivotal role in shaping children's attitudes towards reading. The home environment serves as the primary context where children first encounter books and reading. A study by Sénéchal, *et. al.*, (2002) found that parental involvement in reading positively correlates with children's reading achievement and attitudes toward reading. When children observe adults engaging in reading for pleasure, they are more likely to emulate this behaviour. Furthermore, the availability of books within the home creates opportunities for spontaneous reading exploration, encouraging children to develop a genuine interest in literature (Sénéchal, *et. al.*, 2002). Establishing a print-rich environment at home is essential for nurturing a love of books in children.

There are different approaches to promoting this behaviour among children, some researchers advocate for structured reading programs or interventions aimed at encouraging parents to read with their children regularly (Mol, *et. al.*, 2011). These programs often provide parents with resources and strategies to make reading a fun and engaging activity for the whole family.

In contrast, other researchers emphasise the importance of creating a print-rich environment at home, where books are readily available and easily accessible to children (Sénéchal, *et. al.*, 2002). By surrounding children with books and other reading materials, parents can cultivate a culture of reading in the home and encourage children to explore books independently.

Benefits of Reading Aloud

Reading aloud to children is a powerful tool for promoting the love of books. Through shared reading experiences, children not only develop language and literacy skills but also forge emotional connections with stories and characters (Bus, *et. al.*, 1995). Reading aloud allows caregivers to instill a sense of joy and wonder in children, creating positive associations with reading that extend beyond the home environment (Wasik, *et. al.*, 2001). Moreover, the interactive nature of shared reading cultivates familial bonds and strengthens parent-child relationships (Sénéchal, *et. al.*, 2008). Thus, incorporating regular read-aloud sessions into family routines can significantly impact children's attitudes toward reading.

Influences on Reading Practices

While structured reading programs have been effective in increasing parent-child reading interactions and improving literacy outcomes in some cases (Mol, *et. al.*, 2011), they may not always be sustainable or practical for all families. A comparative study by Evans, *et. al.*, (2014) explored how cultural background impacts children's attitudes toward reading, highlighting the importance of culturally relevant literature in fostering a love for books. On the other hand, creating a print-rich environment at home requires less time and effort on the part of parents but may be less effective in promoting sustained engagement with books, especially among children from disadvantaged backgrounds (Sénéchal, *et. al.*, 2002). Children from disadvantaged backgrounds often face barriers to accessing books at home, limiting their exposure to reading for pleasure (Alexander, *et. al.*, 2014). In addition to the home environment, school resources play a crucial role in promoting the love of books in children. Furthermore, partnerships between schools facilitate access to reading resources and promote a culture of literacy (Davenport, *et. al.*, 1999). Thus, collaborative efforts between families and schools are essential for fostering a lifelong love of books in children.

In conclusion, reading for pleasure at home is a powerful tool for promoting the love of books in children that significantly influences children's attitudes toward reading and literacy development. Through parental involvement, creating print-rich environments, and collaborative efforts between families and schools, caregivers can cultivate a lifelong love for books in children. By analysing and evaluating the evidence from various studies, we can gain insights into the most effective strategies for fostering a lifelong love of reading in children.

Methodological considerations:

To study the impact of reading for pleasure at home on children's love of books within a preschool setting, we can use a mixed-method approach combining questionnaire surveys for parents and direct observations of these children's reactions in the nursery by written observe report. Here's a breakdown of the methodological considerations: The sample size consists of 20 families with children aged 3-5 years in the nursery, drawn from diverse socioeconomic backgrounds. We hope this research can be carried out in 3 year's time frame. We will invite all Preschool 1 and Preschool 2 parents and their children to complete this research. After 3 years, we can get objective and neutral research feedback.

Data Collection Methods:**1. Questionnaire Surveys**

The target of the questionnaire survey is to gather insights from parents regarding their reading habits with their children and the perceived impact on their love for books. The process of the questionnaire survey in this research should design a questionnaire with a mix of open-ended questions and closed-ended questions.

Using open-ended questions can be included to gather parents' insights, experiences, and attitudes towards reading for pleasure at home and its perceived impact on their children's love of books by qualitative aspect. Open-ended questions can be included to gather parents' insights, experiences, and attitudes towards reading for pleasure at home and its perceived impact on their children's love of books which are the qualitative aspect. For example, "How often do you read to your child at home?", "What types of books do you typically read together?", and "Have you noticed any changes in your child's interest in books since starting to read for pleasure at home?". This enable researchers to delve deeper into participants' attitudes, behaviors, and perceptions, providing nuanced understanding beyond predefined response options (Rubin, et. al., 2012).

Using closed-ended questions can be used to collect quantitative data on reading habits and perceptions by quantitative aspect. For example, "On average, how many times a week do you read to your child?", "Rate your child's interest in books on a scale of 1 to 5 before and after introducing reading for pleasure at home.". This makes data analysis simpler and more efficient, as responses can be easily categorised and summarised (Babbie, 2016).

According to Creswell (2014), using open-ended questions in data collection allows for qualitative analysis, capturing rich, detailed insights into parents' perspectives, experiences, and opinions. Creswell (2014) notes that open-ended questions encourage respondents to provide comprehensive responses, offering a deeper understanding and context to the issues being explored. This qualitative approach

enables researchers to uncover nuances, complexities, and unexpected themes within parental feedback, providing valuable insights for decision-making and policy development in educational settings. On the other hand, closed-ended questions in data collection offer a quantitative approach, allowing for systematic analysis and measurement of specific variables or constructs. Creswell (2014) highlights that closed-ended questions provide structured responses, facilitating statistical analysis and comparison across different groups or time points. This quantitative method enables researchers to identify patterns, trends, and correlations within parental feedback, supporting evidence-based conclusions and recommendations in educational research.

Electronic administration allows for efficient collection and analysis of data while minimising the risk of breaches in confidentiality. Anonymity safeguards the identity of respondents, fostering honest responses without fear of repercussion, thereby enhancing the reliability of the data obtained (Finlyson, *et. al.*, 2019).

Indeed, relying on self-reported data from parents in data collection methods can introduce several weaknesses. Firstly, self-reported data are susceptible to bias, as respondents may provide inaccurate or exaggerated information based on their own perceptions, beliefs, or motivations. Social desirability bias, in particular, may lead parents to respond in a manner they believe aligns with societal expectations or norms rather than expressing their true opinions or experiences. This phenomenon can distort the validity and reliability of the data obtained. Furthermore, the interpretation of responses from parents may vary depending on individual perspectives, experiences, and interpretations. Creswell (2014) discusses how researchers' own biases and preconceptions may influence the analysis and interpretation of qualitative data, potentially leading to subjective conclusions or misrepresentations of parental feedback.

2. Observation with Children's Reactions in the Setting

To directly observe the behaviour and reactions of children in the nursery setting during reading activities by using written observation (a running record).

The process should conduct structured observations during designated reading times in the nursery. Document children's engagement levels, expressions, interactions with books, and any observable changes in behaviour before and after reading sessions. Utilise a halo effect approach, focusing not only on direct reactions to reading but also on potential indirect effects such as increased interest in storytelling or enhanced vocabulary usage. This involves observing how children's positive reactions to reading for pleasure at home might spill over into their behaviors and attitudes towards books in the nursery setting.

Observational data collection methods, particularly focusing on children's reactions in educational settings, offer several benefits in understanding their behaviours, interactions, and experiences. Firstly, observations provide researchers with direct and unfiltered access to real-time events and behaviours, allowing for the capture of rich and detailed information that may not be easily elicited through self-report measures (Creswell, 2014). For example, observing children's reactions during classroom activities, social interactions, or learning tasks can reveal valuable insights into their engagement levels, emotional responses, and peer dynamics. One of the key advantages of observational data collection is its ecological validity, as it allows researchers to study children's behaviours in their natural context, without relying on artificial stimuli or hypothetical scenarios. This ecological approach enhances the external validity and generalisability of the findings, enabling researchers to draw meaningful conclusions about children's reactions in real-world educational settings (Pianta, 2001). Furthermore, observation provides researchers with the opportunity to capture nonverbal cues and subtle nuances in children's reactions that may be overlooked in self-reported data. For example, researchers can observe facial expressions, body language, gestures, and interactions with peers or teachers to infer children's emotional states, social skills, and levels of involvement in learning activities (Pianta, 2001).

Observational data collection methods, while offering valuable insights into children's behaviours and experiences, are not without their weaknesses. One significant limitation is the subjectivity inherent in observation, which can be influenced by the observer's biases, preconceptions, or interpretations (Creswell, 2014). Observers may inadvertently project their own beliefs or expectations onto the observed behaviours, leading to biased or skewed interpretations of children's reactions. Additionally, it may be challenging to capture all relevant behaviours or contextual factors that contribute to children's experiences through observation alone (Creswell, 2014). The complexity of educational settings, coupled with the dynamic nature of children's behaviors, interactions, and environments, can make it difficult for observers to comprehensively capture every relevant aspect. Certain behaviors or contextual factors may go unnoticed or underreported, resulting in an incomplete or inaccurate portrayal of children's experiences.

To mitigate these weaknesses, researchers should employ rigorous data validation techniques, such as triangulation with multiple data sources, to corroborate findings and enhance the trustworthiness of the research outcomes. Triangulation enables researchers to explore divergent or contradictory findings, facilitating a more nuanced and robust interpretation of parental data. By comparing and contrasting insights from various sources, researchers can identify convergent themes, identify potential biases or limitations, and generate more reliable conclusions. Overall, triangulation with multiple data sources serves as a powerful methodological strategy to mitigate the weaknesses associated with self-reported data in parental research, enhancing the validity, reliability, and rigor of the study outcomes (Krause, *et al.*, 1989).

Exploring alternative methods such as interviews with children or longitudinal studies tracking reading habits and attitudes over time can offer valuable insights into children's development and educational experiences. For instance, interviews with children provide opportunities for direct engagement and in-depth exploration of their thoughts, feelings, and perspectives on reading, which may complement observational data (Clark, *et. al.*, 2001). Longitudinal studies allow researchers to track changes and patterns in children's reading habits and attitudes over an extended period, offering insights into developmental trajectories and the effectiveness of interventions (Mol, *et. al.*, 2011). However, implementing these methods in a nursery setting with young children may present practical challenges such as obtaining informed consent, ensuring confidentiality, and maintaining children's engagement and cooperation over time (Clark, *et. al.*, 2001). Additionally, longitudinal studies require substantial resources and logistical planning to ensure data collection continuity and minimize attrition rates (Mol, *et. al.*, 2011). Therefore, this was not a good methodological consideration in this research study.

Ethical considerations:

Ethical considerations in research are fundamental to ensuring the rights, dignity, and well-being of participants are respected. This is particularly crucial when the research involves children, as they are a vulnerable population. In the context of studying whether reading for pleasure at home can promote a love for books among children, ethical guidelines ensure that the research is conducted responsibly and transparently. According to the UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR), researchers must handle personal data with care, ensuring confidentiality and the protection of participants' privacy (Information Commissioner's Office, 2018). Additionally, the United Nations Convention on the Rights of the Child (UNCRC) Article 3 emphasizes that the best interests of the child should be a primary consideration in all actions concerning children (UNCRC, 1989). This section will discuss ethical considerations related to gaining consent from participants, data collection methods, confidentiality and anonymity, risk mitigation, and participants' rights, referencing guidelines such as the UWTSD Research Integrity Policy and BERA guidelines.

Gaining Consent from Participants:

Informed consent is a cornerstone of ethical research, requiring researchers to provide participants with comprehensive information about the study, including its purpose, procedures, risks, and benefits. Prior to collecting data through questionnaire surveys with parents and observations of children's reactions in the setting, obtaining informed consent is essential. American Psychological Association (2017) stated consent should be voluntary, informed, and obtained without coercion. Researchers must clearly explain the purpose, procedures, risks, and benefits of the study to participants, ensuring they understand what participation

entails (American Psychological Association, 2017). Moreover, participants should be informed of their right to withdraw from the study at any time without consequence (World Medical Association, 2013).

American Psychological Association (2017) points out that to gain consent from participants, researchers can provide written consent forms detailing the study's objectives, methods, potential risks, and confidentiality measures. For research involving children, obtaining informed consent typically involves both parental consent and the child's assent. Parents and guardians of children participating in the study should provide informed consent on behalf of their children. This can include checkboxes or signature lines on consent forms indicating agreement to participate. Researchers must also respect participants' right to decline participation or withdraw from the study at any stage without facing coercion or repercussions. Additionally, researchers should be prepared to answer any questions or concerns raised by participants to ensure full understanding and voluntary participation. Article 3 of the UNCRC reinforces the need to prioritize the child's best interests, which includes respecting their autonomy and right to make informed decisions about their participation (UNCRC, 1989).

Data Collection and Confidentiality Storage:

Confidentiality and anonymity are critical in protecting the privacy of research participants. Confidentiality involves safeguarding participants' data and ensuring that identifiable information is not disclosed without permission. Data collection and storage should prioritise the protection of participants' confidentiality and anonymity. Anonymity, on the other hand, means that the participants' identities are not linked to the data they provide, making it impossible to trace information back to researchers should adhere to the principles outlined in the UWTSD Research Integrity Policy and guidelines from professional bodies like the British Educational Research Association (BERA). All data must be securely stored, with access restricted to authorised personnel only. Personal information should be pseudonymized or anonymised whenever possible to minimise the risk of identification (University of Wales Trinity Saint David, 2022).

British Educational Research Association (2018) provides principles and guidelines for ethical research conduct. When dealing with sensitive information, such as parental views on reading habits or children's reactions, researchers should take additional precautions to safeguard confidentiality. In research involving children, maintaining strong confidentiality and anonymity protocols is particularly important to protect their privacy and personal information. This includes utilizing data encryption, password protection, and secure file storage systems to prevent unauthorised access. Data should be stored securely, and any publications resulting from the research should not include identifiable details that could lead to the identification of the child or their family (British Psychological Society, 2021). Moreover, sensitive data should be stored in password-protected electronic files or locked cabinets accessible only to authorised personnel. Any audio or video recordings should be securely encrypted and stored on password-protected

devices. Researchers should also have contingency plans in place to address security incidents promptly, considering the potential implications of data breaches (British Psychological Society, 2021).

Risk Mitigation:

To mitigate risks for participants, researchers, and the university, thorough risk assessments should be conducted before commencing the study. The University of Wales Trinity Saint David (2022) emphasises the importance of these assessments, noting potential risks such as breaches of confidentiality, emotional distress for participants, or reputational damage to the university. For children, risks include psychological distress or discomfort during participation. Researchers should implement safeguards to minimise these risks, such as providing adequate support services for participants, obtaining ethical approval from relevant review boards, and adhering to data protection regulations. For parents, the primary concern is often the protection of their child's welfare and the assurance that their child's participation will not expose them to harm. Clear communication and the ability to withdraw their child from the study at any point are crucial. Conducting risk assessments allows researchers to implement appropriate safeguards and ensure the ethical conduct of their research (University of Wales Trinity Saint David, 2022).

Additionally, researchers should establish clear protocols for handling and disposing of data in compliance with legal requirements and institutional policies. Regular training on research ethics and data management should be provided to all members of the research team to ensure compliance and mitigate potential ethical breaches. Adherence to legal requirements and institutional policies regarding data management helps mitigate risks associated with data breaches and ensures compliance with ethical standards (National Institutes of Health, 2018). Universities involved in this research have the responsibility to provide ethical oversight, ensuring that studies adhere to ethical standards and legal requirements, and that there are mechanisms for addressing any ethical issues that arise during the research process (British Educational Research Association, 2018).

Participants have the right to access their personal data collected during the research process, as outlined in the General Data Protection Regulation (GDPR) 2018 and the Data Protection Act (DPA) 2018. Researchers should inform participants of their rights to access and request copies of their data upon request.

Additionally, participants may inquire about the purpose of the study, how their data will be used, and who will have access to the information (REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL, 2016). Researchers should design studies to minimise these risks and have protocols in place to address any issues that arise. For parents, the primary concern is often the protection of their child's welfare and the assurance that their child's participation will not expose them to harm. Clear communication and the ability to withdraw their child from the study at any point are crucial. Researchers should provide clear and transparent explanations of data handling procedures and reassure participants of their commitment to protecting confidentiality and anonymity. Any requests from participants to access their

data should be promptly addressed, and measures should be in place to verify the identity of the requester to prevent unauthorised access (legislation.gov.uk, 2018). Ethical considerations are essential in research on promoting reading for pleasure at home among children. By obtaining informed consent, ensuring data confidentiality, mitigating risks, and respecting participant rights, researchers can conduct studies that contribute to knowledge while upholding ethical standards and guidelines. Universities involved in this research have the responsibility to provide ethical oversight, ensuring that studies adhere to ethical standards and legal requirements and that there are mechanisms for addressing any ethical issues that arise during the research process (British Educational Research Association, 2018).

Mitigating risks associated with research is crucial to safeguard participants. Below are potential risks for different stakeholders:

Risks to Children: Participation in the study could potentially cause stress or discomfort, especially if children feel pressured to read or fear judgment based on their reading abilities (Clark & Rumbold, 2006). They are ensuring that personal data and responses are kept confidential to prevent misuse or unauthorised access (British Psychological Society, 2021).

Risks to Parents: Parents may be concerned about the confidentiality of their family's personal information and data security (Information Commissioner's Office, 2018). Participation might require time and resources from parents, which could be burdensome (Sénéchal, *et. al.*, 2002).

Risks to the University: Universities must ensure that the research complies with ethical guidelines and legal requirements, maintaining high standards of research integrity (British Educational Research Association, 2018). Any ethical breaches or negative outcomes could harm the university's reputation and credibility (Allington *et. al.*, 2013). The university must ensure robust data protection measures to prevent data breaches and comply with GDPR (Information Commissioner's Office, 2018).

In conclusion, ethical considerations are integral to researching the promotion of reading for pleasure at home and its impact on children's love for books. By obtaining informed consent, collecting and storing data responsibly, mitigating risks, and respecting participants' rights, researchers can uphold ethical standards and contribute to the advancement of knowledge in a manner that prioritises the well-being and rights of all involved parties. Adhering to ethical principles not only fosters trust and integrity in the research process but also contributes to the advancement of knowledge in the field. Following to guidelines and legislation such as GDPR and DPA helps to protect the rights and well-being of participants and uphold the principles of research integrity.

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