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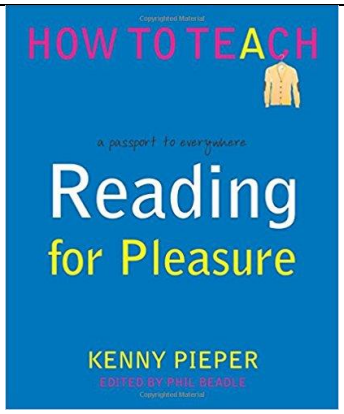
Reading for Pleasure: a passport to everywhere **(2016)** Kenny Pieper Series: How to Teach, editor: Phil Beadle Independent Thinking Press Carmarthen, Wales UK. 2016 ISBN 978-178135267-0 Pages 147 Price: £12.99 *Reviewed by Dr. Celine Kamhieh* American University of Madaba, Jordan	

This book speaks directly to teachers, both those who are keen to develop readers and, more importantly, those who do not see it as their responsibility. The former will find many strategies that work, based on Pieper's own experience, as if to say, "If I can do it you can, too, and this is how." The latter cannot but be moved and inspired by Pieper's passion which resonates long after the pages in our left hand outnumber those in our right (p. 127), and his inescapable, probing question: "If not us then who?" (p. 50).

Chapter 1 contextualizes the book, starting with his awakening, during his Glasgow childhood, to the idea that books can be talked about on air; they are important and can give joy. He wants for his students what he acquired, a love of reading. However, it is "a process" (p. 5) which needs time. He sees a dire need for this book because reading "changes lives" (p. 7), so that young people may pull themselves out of the continuing cycle of poverty and engage in political life as informed citizens and as readers, not merely graduated test takers. We fail our students if they do not see themselves as readers.

Ten minutes a day is all it takes, chapter 2 tells us, while chapter 8 gives us the theoretical explanation. Pieper gets his students to read a book of their choosing at the start of every lesson. Their cue is seeing him reading his own book as they enter the classroom, the routine is the same every day and the rewards (if student and book are well matched) are discovered in the reading itself. These exemplify Duhigg's (2012) three theoretical steps to forming a habit, in this case a reading habit. Having one reading lesson a week does not suffice.

Chapter 3 lauds the work of librarians and emphasizes the importance of having library contents appealing to young would-be readers (we must not label students non-readers). Students need guidance when visiting a library. Chapter 4 extols the benefits of using a reading dialogue journal in which "our little schemers" (p. 50) (er, students) may respond to their reading in a written conversation with the teacher. This removes chances of them feigning reading.

Chapter 5 looks at digital reading. The e-reader will never replace the book because a love of reading is synonymous with a love of "proper" books (p. 69). These give "the visual pleasure of rows and rows of spines" (p. 65), the weight of them in our hands and the opportunity to revisit a book by flicking through its pages. On an e-reader it is easy to forget what we have read and the huge number of books it can hold is a distraction, so that we may end up reading bits of many but not completing one and never reading most. "The more I download the less I read" (p. 64) applies also to our use of the Internet and should help us understand the challenges faced by our students. The information superhighway (p. 67) has changed the way we read so that we use selective attention rather than focused attention which distracts from deep reading. Similar to Jacobs (2011), however, Pieper identifies some of the benefits of reading on a screen and even allows his students to do so, if that is their preference. "I just want them to read" (p. 73).

Chapter 6 elucidates the benefits of talking about reading and offers five fun activities to facilitate students discussing their reading choices, claiming "There is no greater book recommendation than from a friend" (p. 76) or a teacher who reads aloud to students. "When you read out loud the words come alive" (p. 132) in "the intimacy of the moment, the electricity of the dramatic scene" (p. 133). This is what my students in a Middle Eastern university demanded when they insisted I read aloud a text during what I had planned as Silent Reading.

In contrast, Chapter 7 looks at the reading-writing connection and cautions against presuming that reading automatically makes one a writer or that we should justify giving students time to read by insisting that they write about it. The "horror of the book review" (p. 89) may interfere with, rather than enhance, the development of a reading habit. More attractive and successful ideas would be to have students write tweets or blogs (and *maybe* posters, although Pieper is not convinced of their merit) so that there is an emphasis on the conversational aspect of such responses, also found in the reading dialogue journals mentioned earlier.

Chapter 9 warns us that, because boys lag behind girls in reading, our failure to turn them into readers will have far-reaching consequences. Reading fiction helps them reflect and develop empathy. Young people like to read about a world free of adults but inhabited with others their own age, something the Harry Potter books provide in spades. Their success depends on "clever writing which respects the intelligence of teens" (p. 113). If we are to recommend books to students we should read them first.

In chapter 10, Pieper indulges in a daydream of how his day might look if reading – not the curriculum - were his sole focus, presumably implementing Pennac's (2006) ten readers' rights, which he describes. We must bring periods of silence into our classrooms as "the only way anyone develops a real love of reading is by sitting quietly with a book", and ensure that we keep libraries as quiet reading spaces, not turn them into information centres or cafes. If reading is not enjoyable at school students will not read when they leave.

How many of us read an academic book in its entirety these days? This "little cracker" (p. 127) is one you will have no problem finishing because of its size, Pieper's friendly, conversational tone, his engaging self-deprecating honesty, and a wealth of scholarly references

which also make it a major contribution to the literature on promoting reading. Pieper uses a liberal sprinkling of popular references to demonstrate many points. While some are helpful, others, however, may be less familiar to many readers (Debbie Harry and E-bow the reader, for example). Also, in his effort to praise the work of primary teachers, Pieper makes a clear distinction between learning to read and enjoying reading, whereas primary teachers will agree that the two are inextricably linked. It is my duty (and pleasure) to recommend this book to all teachers and researchers who have any interest in the reading habits of students.

REFERENCES

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