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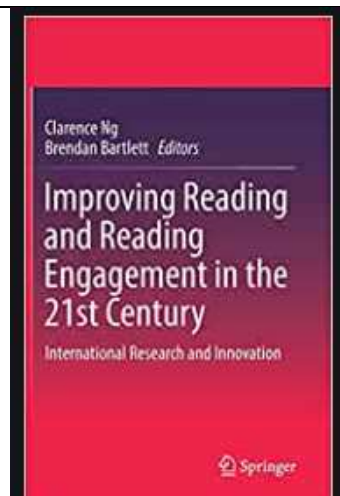
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In “*Improving Reading and Reading Engagement in the 21st Century: International Research and Innovation*”, Ng and Bartlett, the editors start their book by emphasizing the importance of reading in life. They also highlight the purpose and the rationale of their work as an opportunity for researchers, teachers, and all those associated with the educational field to have a comprehensive idea about the effective instruction, the innovations, and critical issues regarding students’ engagement and reading improvement in the 21st century. The book has 15 chapters distributed into four parts including reading engagement, new literacies, reading motivation, and reading intervention respectively. The book has international importance, it is pivotal resource for researcher as it connect the research with the practice, and educators since all the authors of the 15 chapters tried to include accounts that are pertinent to the empowering of classroom innovations. It has a unique arrangement that help the reader to choose the specific area. Further, it is easy to read, and is a cause of enjoyment and enrichment.

Part I includes two chapters that focus on improving reading engagement from an international view in the 21st century: the first concentrates on the results of the Program for the International Students Assessment (PISA) that becomes an international large scale assessment to the participated countries to which they connect, measure and identify their local status of reading and reading engagement level to the universality. According to the rank of the country, an educational reform must be designed to better prepare students for life challenges and international competition (Sahlberg, 2011). Chapter 2 discusses and describes the new context-mega-context- of the 21st century in terms of the trending investigations in reading motivation, new literacies and reading engagement, emphasizing the need to develop reformative reading practices to cope with the digital era. It also highlights the challenges resulted from the digital and sociocultural change. The authors agreed with Lee, (2001) that the text can be understood correctly in its’ context and when the milieu changed, new reading practice required to be promoted.

The main focus in Part II is on the new literacies and critical reading. Chapter 3 outlines three interconnected paths of a study conducted in USA to promote reading engagement. Take full advantage of the idea of learning by contextualizing reading instruction in a knowledge society through engaging students in personal inquiry practices during which they investigate, collaborate, participate, and create and reflect. However, there are some challenges that encounter the online readers especially when judging the quality of the information. Furthermore, guiding students to engage in an intellectual argumentation associated with questioning, evaluating, synthesizing, then share the information to foster classroom inquiry culture is very challenging. Chapter 4 concerns with the ways in which the students' evaluation skills regarding the quality of the printed and digital resources can be promoted. The authors reviewed and suggested guidelines that help students to evaluate and judge the credibility of the source and its significance to the inquired content. Further, identify the issues that may impact the improvement of such skills through designing interventions to advance them. Chapter 5 introduces the view of image-language comprehension that understanding the text is not limited to the meaning- negotiation of the wording but exceeds to the interpretations of the illustrations attached to it which is considered a new context of the 21st century reading improvement. Currently, international assessment like PISA allocate scores for various types of text: language only (continuous text); tables, graphs, diagrams (non-continuous text) or mix of them. Therefore, students are to be developed in multimodal reading comprehension, and attention should be paid to school literacy education and the assessment procedure of reading. Chapter 6 uses evidence-based approaches to focus on the connection between literacy and technology, the majority of research considered this intersection as a tool for reading comprehension and writing improvement rather than practicing new form of communication (Merchant, 2013). In this respect, the distinction between reading and writing becomes difficult when it comes to digital texts while we choose the search engine or a link to trace, reading turn to be more writerly. Accordingly, a framework should be set to plan the children's lives in school, after school, and in any context that seems to be essential to them to encourage them acting critically and creatively in open-ended paths during their developing repertoire of literacies.

Part III includes five chapters evolve around the idea of how strategy instruction can motivate and improve reading. Chapter 7 introduces a Finnish study entitled the (Joy of Reading) a program that is related directly to the core curriculum of Finland which mainly focus on multiliteracies aiming to increase the students' desire to read and create texts. Chapter 8 explores the role of the reading instruction in Chinese language classes and its influence on the reading motivation and strategy use of the Chinese students. The author's review of empirical literature indicated that reading motivation and strategy use affect students' Chinese reading proficiency and reading instructions enhanced students' reading motivation. Chapter 9 is a descriptive narration of how a teacher-student relationship and other environmental factors supported an Australian students' reading improvement and development of her self-esteem and reader's identity. While chapter 10 introduces a case study that examines how collective activity procedure can lead to deeper engagement and aspiration. The author uses a framework that conceptualize the cultural-historical theory to create an engaging context in a coherent and meaningful reading instruction based on problem-solving activities in a Japanese primary school. Chapter 11 illustrates the use of the top-level structuring (T.L.S) procedure that highlight the salient pieces of information that help the students to remember and understand a text. Conceptually, T.L.S are mainly cognitive frameworks that enhance the readers sense of how reading works, subsequently, knowing about the text structure and about their deconstructing ability.

Part IV includes four chapters that focus on the idea of partnership and intervention. Chapter 12 introduces a practice-based project designed for the four-year bachelor student teachers Strathclyde University to boost their response fluency in real time teaching. The project is built upon an innovative notion of assessing and collecting information about children in terms of cultural and social aspects, cognitive knowledge and abilities to create a learning blend to meet each child's learning needs. Chapter 13 focuses on the gap in reading achievement between students in terms of their socio-economic status. A collaboration among the university, poverty schools and the community to carry out an intervention initiative called (Write to Read project) to promote the students' achievement and motivation in reading and writing, however, there were no quick results noticed and context-specific solutions were needed. Chapter 14 The faculty of education in Hong Kong university developed a resource package of the good practices from 57 quality education funds projects to disseminate them through teacher-teaching- teachers model, teachers contributed in developing the model and highlight the challenges that might be encountered in shaping future teaching strategies. Finally, chapter 15 a quantitative, meta-analysis was made to collect and assess previous results of studies drawing on three theoretical models of reading and writing relationship (shared knowledge, functional views, and rhetorical relationships) to examine whether writing instruction can enhance students' reading skills. Further purpose is to explore whether reading instruction support students' writing performance.

Overall the book is very useful internationally, as its focus on critical issues in the 21st century that counts for reading, reading engagement, and intervention. It is an important and rich resource for people who are interested in global issues of education. The language of the book is clear and straight forward that broaden the base of readers to include all natives and non-natives.

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