

**TOPPING, K., DURAN, D. y VAN KEER, H. (2016). *Using Peer Tutoring to improve Reading Skills. A practical guide for teachers*. New York. Routledge. ISBN: 978-1-138-84328-8**

Learning to cooperate and becoming a skilful reader is essential for actively participate in today's information society.

«Using Peer Tutoring to Improve Reading Skills» is a practical guide written by Keith Topping, David Duran and Hilde Van Keer, three renowned European researchers in the field of cooperative learning. The book offers useful strategies for all teachers who want to improve the reading skills of their students through the practice of peer tutoring, a cooperative learning method to manage the diversity of levels in a way that all the students can teach and learn from each other.

The book is divided into three parts. In the first part, we can find an introduction to locate and acquire basic knowledge regarding reading literacy (definition, stages of development and learning) and peer tutoring (origin, definition, types, theoretical and empirical justification) and both aspects (practical and empirical evidence of a peer tutoring to improve reading skills).

In the second part of the book, the authors present three interesting programs to improve reading skills with concrete guides for its implementation using different types of peer tutoring. The programs «Paired Reading» and «One book for two» propose an organisation using a fixed role of tutoring between students of different ages; «Reading in Pairs» instead, proposes the use of both types of tutoring, fixed and reciprocal, including students of equal or different ages, and introduces also the family involvement in the program. All of them offer concrete and clear tools to effectively structure the interaction between tutor and tutee promoting the cooperation and learning in both roles. In addition, the book is complemented by a website where we can find the specific materials and resources described in each program. Some of the common points of the three peer tutoring programs are for example: the importance of teacher's program planning, the initial students training in the roles of tutor and tutee, the teaching of reading strategies; explicitly or from the program activities, the importance of tutors in motivating and giving time to their tutee to correct errors, among many other aspects. At the end of each chapter, authors detailed the scientific empirical evidences of each program. Overall, these programs stand out

for their positive results. They have shown evidence on improving students reading fluency, increasing reading comprehension strategies and reader self-concept in both roles tutor and student. It is important to remember that all of these results are highly relevant for becoming a skilful reader.

Finally, in the third part of the book, there is a useful reflection about practical and relevant aspects for implementing an effective peer tutoring strategy. It highlights some important aspects such as: the need to adapt materials into the characteristics of each context; the relevance of the teacher's role in peer tutoring which differs considerably from a traditional teacher's role; the evaluation in peer tutoring and finally, strategies to incorporate and maintain over time the peer tutoring program.

In short, a very interesting and practical book which is written in clear language and well-structured that offers many guidelines and resources on how to effectively implement peer tutoring to improve reading skills.

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