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In an article titled ‘You Don’t Read as Many Books as You Think You Do,’ Emmarie Hodge, on 24th February 2021, explores the disparity between how people imagine they read and possibly the way they truly read. Hodge suggests that most of the people who claim they are bookworms do not know how much they actually are, and are not living like a reader. While the writing in the article is interesting and data driven, it does not address a few important factors like the emotional and psychological barriers to reading, the impact of distraction in the modern world, and also the value of quality over quantity when reading.

The argument of Hodge is extensively analysed in this critical analysis of its advantages and disadvantages, in terms of assessing its evidence and the broader consequences of its conclusions to current readers. It also analyzes key worries like are there any fallacies in the text, was the author’s opinion backed with facts, is her opinion universal or context specific, does her opinion matter now and in the future, and what opponents would have something to say about the issues that have been raised.

Hodge’s challenge to fellow bookworms via the title of her article contemplates whether they in fact read as much as they claim to do. The Pew Research Center data she cites show the average American reads only 12 books each year, and half the people read four or fewer books a year. A UK survey also demonstrates that only 34 percent of adults read more than 10 books a year. Reading a book lasts an average adult about 7.5 hours, writes Hodge, and compares it to the amount of time that is devoted to watching TV, implying that most readers could read much more if they prioritized it. She gives practical advice about how to form a habit of reading, by giving formulas to figure out how many books one can read in one day or week should reading be done daily or weekly. The book ends with Hodge’s call to readers to read, while keeping the money and personal preference in mind.

Hodge’s article presents an engaging argument, supported by statistical data and relatable observations. However, while her core message is valid, several aspects of her argument deserve closer scrutiny.

The article relies on statistical evidence combined with survey findings to construct an absorbing argument. The primary points in her argument are valid though more examination should be applied to the supporting elements. The empirical data Hodge uses stands as her article's greatest strength when demonstrating typical reading behaviors of American and British citizens. Research conducted by the Pew Research Center and UK-based surveys helps Hodge validate her information with numerical evidence. The analysis of data presented by Hodge fails to establish its detailed meaning. The widespread truth that people do not engage in extensive reading does not establish that book lovers intentionally misrepresent their reading behavior. The pleasure of reading remains high among people who face challenges to find reading time because of their work and family duties and other commitments.

Reading includes more than quantitative measurements because she fails to consider its essential qualitative dimensions. Book count quantity annually does not represent the complete extent of how people interact with literature. Different readers prefer either elaborate and slow-digesting works or poetry and academic literature which these book count measurements do not show. The author disregards written content beyond books which supports intellectual development although she fails to consider them in her study.

Several broad statements appear in Hodge’s argument concerning the reasons that drive people to collect books. She claims that numerous people acquire books solely to display intellectual reputation although they lack true reading passion. Her statement ignores the multitude of reasons people acquire books because it applies only to a limited number. People collect books either to appreciate their artistic value or to have different reading options for later use. Home libraries serve as status indicators in her viewpoint although they fail to capture the strong personal bond people establish with their reading materials.

The comparison made by Guist about reading time versus television watching time acts as a simplistic approach to the entire problem. It might appear logical to switch television watching time with reading sessions yet the situation proves complex in reality. People often use television as their relaxation method because it consumes less mental exertion than reading does. The extended time at work leaves people more attracted to TV programs which require less focus than reading through a book. Several television shows including documentaries and literary adaptations provide intellectual value to viewers. Equating TV consumption to wasted time fails to understand different patterns of media interaction among people.

The approach to promote systematic reading that Hodge presents shows excellence. Her article contains concrete methods to add reading routines into normal everyday activities helping people establish sustained reading habits. The way she divides reading slots between weekdays and weekends assists readers who wish to make attainable targets. Her approach regarding book budgeting offers essential financial advice that allows readers to explore library usage and used books as affordable alternatives.

Her method operates under the assumption that every book enthusiast follows set timing for reading and specific time-based protocols. Typically people experience reading as a natural process which responds to their present feelings together with their areas of interest and surrounding conditions. Strict reading schedules that people set for themselves might convert reading from an enjoyable activity into an obligation which reduces the enjoyment level of reading. The reading method of her book fails to accommodate the unique reading needs of different books since some require longer dwell time for contemplation and re-reading.

The primary basis of Hodge’s argument stems from American and British cultural perspectives. Varying reading habits exist between cultural communities because these groups encounter divergent education systems and economic conditions as well as their differing cultural values about literature. People in countries where both books and reading materials remain scarce should not face the same expectation of reading activity as audiences do within literate societies. The methods through which people read literature get shaped by their literacy levels along with the number of languages they speak and their use of digital reading formats.

The argument fails to address changing reading patterns because of audiobooks and digital platforms like eBook readers. People use audiobooks to listen during their travel time and while doing housework although these activities fall outside conventional reading yet they count as literary interaction. Hirsh's analysis remains incomplete because she fails to consider emerging digital reading formats that have emerged since her research phase.

Overall, Hodge examines through his article how self-claimed book enthusiasts neglect meaningful interactions with their personal book collections. Unprompted she supplies statistical evidence together with specific guidelines to prompt readers into better reading habits and regular comprehension. The strength of her position diminishes through excessive simplifications and generalized statements as well as limited scope on reading commitment. The recommended reading strategies presented by the author work for readers wishing to improve their reading practices but lack universality among all book lovers. Reading remains a unique activity between individuals because everyone experiences it differently than others through their distinct personal choices. The article creates a positive starting point for discussions which helps readers assess their reading habits through its understanding that true reading pleasure emerges from deep literary interactions.