The “Read & Share@MyBookShop” project seeks to cultivate in primary students the enthusiasm for and habit of reading physical Chinese language (CL) books for leisure, and to motivate them to share their views on those CL books they have read with their teachers and peers. Students form their reading habit by regular immersion in a conducive environment for individual silent reading during curriculum time. They get to talk about the books they read in class, and recommend books using multimedia representations on an online platform where they actively create and consume knowledge in a fun and engaging virtual environment.

Reading is a source of comprehensible input\(^1\) which may contribute significantly to a general language competence that underlies both spoken and written performance (Krashen, 1989). Reading helps learners to acquire language naturally, rather than learn it consciously. If students read more and enjoy it, they will become better readers (Gardiner, 2005).

However, it is challenging to promote the reading of CL books among students in Singapore due to changes in the home language environment. The proportion of ethnic Chinese students with English as their most frequently used language at home rose from 28% in 1991 to 59% in 2010 (MOE, 2010), and this has had an impact on CL learning. A recent survey affirmed teachers’ observations that students prefer reading English language (EL) books to CL books for leisure.\(^2\)

Some schools implement “Undisturbed Sustained Silent Reading” (USSR), wherein regular time is set aside (usually 10-15 minutes for 2-3 days per week before the flag-raising ceremony) for students to individually read in silence to promote the habit of CL reading. However, the success of such programmes is very limited, possibly due to a lack of meaningful follow-up activities that appeal to students. Students simply regard reading CL books and submitting book reviews as tedious assignments that they have to complete.\(^3\)

The “Sustained Silent Reading through Modelling and Structure (MSSR) with ICT” approach by Chien, Chen, Ko & Chen (2011) may look similar to USSR in terms of the regular silent reading time allocated during school hours, but it departs from USSR in the philosophy that guides its pedagogical design. Centred around the notion that reading is fun and enjoyable, MSSR aims to cultivate a love for and habit of reading by creating a conducive environment where students derive pleasure from reading for leisure.

First and foremost, students are allowed to take charge of their own reading. They are free to choose books that interest them, instead of being assigned specific books to read. More notably, MSSR capitalises on the power of role modelling to help children develop a sustained interest in reading. MSSR requires teachers to read quietly alongside students during the silent reading time. Thus, the students naturally tend to develop a reading habit by imitation.

To further promote reading, all students are guided by their teachers to complete voluntary follow-up activities, such as face-to-face discussions and multimodal book recommendations in an online portal. To encourage ownership of reading, learning and social interaction, each reader is given a virtual bookstore to manage in the portal.

---

\(^1\) Comprehensible input is language input that can be understood by learners despite them not understanding all the words and structures in it.

\(^2\) The survey was conducted on 397 students aged 8-9 in four schools.

\(^3\) This phenomenon was observed by project school teachers prior to the implementation of the project.
Through various multimedia representations, readers can talk about and recommend the books they have read. They also share their views and provide comments to their peers online. Students will be awarded with points from the online system, which they may then use to operate their virtual bookstore. This is intended to encourage active participation from students if they want to outperform their peers. Such a setup contains elements of gamification which is more fun and motivating than the regular submission of book reviews.

The preliminary results of a four-month Taiwanese study on MSSR with ICT for 200 first-grade students showed that each student read an average of 100 books per month, and all students (100%) participated in book recommendations via the online portal. Students recommended books by rating, drawing, online writing, and/or voice recording (Chien, Chen, Ko, Ku & Chen, 2011, 470). The data suggest that MSSR with ICT has great potential for helping students develop enthusiasm and good habits for reading CL books. With the support of the Educational Technology Division (ETD), a few Singapore schools are now implementing MSSR with ICT.

**SELF-DIRECTED LEARNING**

**Ownership of learning**
- Students own and manage individual virtual bookshop
- Students are free to make choices about the CL books they read (“consume”) and recommend (“sell”)

**Extension of own learning**
- Students are free to read, record and recommend CL books beyond CL lesson time
- Students learn beyond the curriculum by reading extensively

**Management and monitoring of own learning**
- Students plan and manage their reading of CL books via the virtual bookshop
- Students use online feedback from teachers and peers to improve their book recommendations that they put up in their virtual bookshops

**Collaborative Learning**

**Effective group processes**
- Students contribute own ideas clearly and consider other points of view objectively and maturely
- Students offer each other constructive feedback
HOW

MSSR with ICT, which taps on the significant impact of teachers as role models, and the dynamics of a peer learning community, was adapted slightly to suit the local context. Renamed as “Read & Share®MyBookShop” in Singapore, it is designed with three key components which are introduced progressively at different times (Figure 1).

1. MSSR

In the first component, students regularly read for 10-15 minutes during curriculum time (“Time for MSSR”), together with their teachers. This will help them to acquire the right attitude and habit of sustained silent reading in an immersive, conducive and pleasant physical environment for reading. Students are free to choose books based on their own interests, and may give up on a book even if they have not finished it – students have full control over their CL reading.

2. Book-Talk

Once students form the habit of sustained silent reading, stress-free follow-up activities such as “book-talk” will be incorporated during the usual “Time for MSSR” to sustain interest. The teacher will demonstrate by sharing his or her views and comments about the book he or she has read, and students model after their teacher in a non-threatening, face-to-face setting. Unlike the practice of making all students submit book reviews, students’ participation in these follow-up activities are voluntary.

3. “MyBookShop” Online Platform

To facilitate book-talk and book recommendations, students will be introduced to the “MyBookShop” (MBS) online platform, where they can manage and operate their own virtual bookshop. As students are generally ready to take ownership of their reading at this stage, the online activities can be carried out anywhere and anytime, even beyond curriculum time.

To manage a thriving bookshop, a student has to read, comment upon and recommend books in his bookshop to “sell” the books he finds interesting to his peers. Recognising that students possess different strengths and talents, MBS provides a platform for the creation of book recommendations using text, drawing, audio and video, or a combination of different media.

A reward system is built in to further motivate students. Points are awarded for completing the various activities in MBS, and students can exchange them for decorations to beautify his or her virtual bookshop to make it more attractive to his or her peers. With more visitors to his or her virtual bookshop, the student will be better able to promote his or her books, and thus gain even more points. The most prolific readers will also be listed on in MBS as a recognition.
Such post-reading activities are more motivating and engaging compared to the existing USSR. They enable students to become active participants in a reading community, and build a sustained interest in reading CL books for leisure. In addition, the online system supports asynchronous sharing and maintenance of reading records through e-portfolios.

TECHNOLOGIES

Online CL Book Sharing Platform which includes:
- Multimedia presentation tools e.g. CL text input, drawing tools, audio/video recording
- Rating & commenting
- Link to ISBN database
- Bar code scanning of ISBN

ETD PROJECT SCHOOLS

Montfort Junior School
Nan Chiau Primary School
North Vista Primary School
Si Ling Primary School

RESOURCES


PARTICIPATION

Join our Read & Share@MyBookShop Learning Community. Teachers will have access to learning resources, community support, and consultancy.

For more information, contact:
Lee_Jo_Kim@moe.gov.sg
Low_Tan_Ying@moe.gov.sg
Soon_Hong_Lim@moe.gov.sg
**Objectives:**
1) To motivate students to read CL books;
2) To cultivate the habit of reading CL books (frequent and regular reading; wider choice of genres; more books read within time frame);
3) To improve the quality of book recommendations, in place of standardised book reviews.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>ACTIVITIES</th>
<th>DESIGN</th>
<th>TIME</th>
<th>LESSON PROCEDURES</th>
</tr>
</thead>
</table>
| 1) MSSR only      | **Teachers:** (based on personal interest and difficulty levels)           | Students:                                                             | A silent and conducive environment to form reading habits | • First week of implementation  
• At least 3 lessons  
• First 15 min of the CL lessons                                                                 |
|                   | • Dedicate regular reading time and physical space;                       | • Read silently and individually;                                     |                                | Lesson 1:                                                                                                 |
|                   | • Provide students with side selection of books so that books chosen are based on personal interest and difficulty levels. | • Model after their teacher's action of reading.                      |                                | • Introduce reading programme;  
• State objectives;  
• Set rules.                                                                                                           |
|                   | • Model joyful silent reading during MSSR;                               |                                                                        |                                | Lesson 2:                                                                                                 |
|                   | • Allow students to make decisions about their own reading choices;       |                                                                        |                                | • Guide students on how to choose suitable books based on personal interest and difficulty level.          |
|                   | • Encourage students to read whenever they have free time, e.g. during change of periods. |                                                                        |                                | Lesson 3 onwards:                                                                                         |
|                   | **DON'T:**                                                                |                                                                        |                                | • Start silent reading with teacher's model reading;  
• Guide students on how to record books read.                                                                        |
|                   | • Dictate the books children read;                                       |                                                                        |                                |                                                                                                           |
|                   | • Tell or force students to finish any books;                            |                                                                        |                                |                                                                                                           |
|                   | • Ask students to submit book reviews.                                   |                                                                        |                                |                                                                                                           |
|                   | **Students:** (based on personal interest, difficulty levels) for reading;|                                                                        |                                |                                                                                                           |
|                   | • Choose suitable books for reading;                                     |                                                                        |                                |                                                                                                           |
|                   | • Read a book of their choice for 10-15 min regularly to form reading habit; |                                                                        |                                |                                                                                                           |
|                   | • Complete simple recording of books read.                               |                                                                        |                                |                                                                                                           |
### 2) MSSR with Book-Talk

**Teachers:**
- Model sharing views and comments on books read;
- Encourage students to share about the books read on a voluntary basis;
- Provide verbal comments on students’ views and comments on the books read;

**DON’T:**
- Require all students to take turns to book-talk.

**Students:**
- Model after teacher sharing views and comments on books read;
- Share their views and comments about the books read with peers.

### 3) MSSR with Book-Talk and “MyBookshop” Online Platform

**Teachers:**
- Introduce students to how the online reading community works, whereby each student manages an individual virtual bookshop – MBS, with the aim of increasing readership of the books one recommended;
- Explain the MBS reward system

**DON’T:**
- Require all students to complete all tasks in MBS.

**Students:**
- Participate in book-talk on a voluntary, face-to-face setting;
- Talk about books read to the whole class or to small groups or to paired partner.

### A non-threatening, face-to-face setting for book-talking.
- When reading habit is formed
- At least 3 lessons per week for approx. 8 weeks
- First 15 min of the CL lessons

**Lessons 1 - 3 (of each week):**
- Silent reading with teacher’s model reading (10 min).
- Book-talk (5 min)
- Teacher talks about the book she has read and guide students how to do ‘book-talk’

**OR**
- Select 1-2 willing students to talk about books read.

**In addition to the points in Components 1 and 2,**
- Are part of an online community which talks about and recommends good CL books to their peers.

**An online community which talks about and recommends good CL books to their peers.**

### Lessons 1:
- Introduce reading platform programme;
- State objectives and set rules.

**Lesson 2:**
- Guide students on how to use the MBS online portal;
- Guide students on how to give comments to peers (cyberwellness)

[30 min]
<table>
<thead>
<tr>
<th><strong>Students:</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Record, recommend, give comments and/or share about his/her views on books read in own virtual bookshop, using different digital mediums of presentation;</td>
<td>• Access peers’ virtual bookshops to read the “book-talks”, sharings and/or recommendations and provide further comments;</td>
<td>• Locate the books they find interesting, start reading, record and recommend them to their peers via own “virtual bookshops;”</td>
</tr>
</tbody>
</table>
| • Manage individual virtual bookshop in MBS to increase readership. | • At least 3 lessons per week for approx. 8 weeks | Subsequent lessons 1 - 3 (of each week):
|  | • First 15 min of the CL lessons | • Silent reading with teacher’s model reading (10 min). |
|  |  | • Book-talk/recommendations (5 min) |
|  |  | • Select a willing student to talk about a book OR |
|  |  | • Showcase book recommendations in MBS. recommendations in MBS. |