Using MyLinE to Encourage Reading:
Read and Respond

Introduction

1) The following guidelines show how an instructor could use MyLinE to get his/her students to read outside the classroom.

2) The approach is underpinned by the belief that input (in the form of reading material) and output (writing, in this case) facilitate second language development.

3) The activity – Read and Respond – is an attempt to get the students to read and write outside the classroom. The focus, however, is on reading, in the belief that we learn to read and to read better, by reading (Eskey, 1986).

Introduction

4) The activity requires students:

    i) to select a text they have read.

    ii) express, in writing, their viewpoints/comments on the issue/topic in the text.

    iii) post the text and comments on MyLinE for others to respond to.

5) Other students read the text and comments and express their viewpoints on the issue.

Read and Respond: Guidelines

Step 1

i) Assign (x no. of) students each week to put up a short text (Internet article, newspaper report, etc.) on the 'Read and Respond' sub-section of the "Lounge" section in MyLinE.

ii) Each text should be accompanied with the students' views or comments on the topic or issue in the text.(refer example in the next slide).

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Read and Respond: Guidelines

Note:

a) Ask your students to read the guidelines in the 'Read and Respond' sub-section on how postings should be made.

b) You could require all the students in your class to put up at least one text within a semester or you could assign identified students to do so.

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Read and Respond: Guidelines

Step 1

iii) A student's posting could look something like this:

> I came across this letter in the NST Online on 5 Jan 2009.
>
> I MAY be missing something but I cannot understand why taxis are exempted from the ruling on having the rear passengers belt up.
>
> I would have thought that logic dictated that paying customers should have greater safety when travelling in taxis.
>
> I have seen, and been in, taxis racing and I cannot understand why taxi passengers are considered to be protected enough without using their seat belts.
>
> I think it's an impractical suggestion...(student's comments/viewpoints)

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Read and Respond: Guidelines

Step 2

i)   Inform the students that everyone has to respond to at least one (or two/three, etc.) of the texts by giving their comments or viewpoints on the issue.

ii)   The students could also respond to the viewpoints raised by others.

Read and Respond: Guidelines

Note:

a)   It will be useful to discuss with your students what you consider as 'appropriate' texts and comments to be posted.

b)   It will also be prudent to monitor the postings made by your students.

Variations

i)   You could post your short texts for the students to respond to.

ii) You could allocate class time for a discussion of the issues posted, thereby integrating the skills of reading (texts), writing (responses and comments) and speaking.

iii) If you wish to restrict the Read and Respond activity to your class, you could start your own sub-section in the ELSP information site for your institution.

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Variations

iv) You could make this activity a course requirement, i.e. assign coursework marks for a stipulated number of postings per semester.

The students' effort merits some 'reward' - if you require your students to read and respond to say, two texts a week, your students will be reading (and writing their comments on) at least 28 additional texts per semester (2 x 14 weeks).

Comments & Suggestions

Please send your comments, suggestions, queries, experience, etc. to:

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