

iBookTalker: An Approach to Facilitate Students' Language Learning from Reading to Creating and Sharing

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Abstract: In this paper, we proposed a practical model of language learning which combined 3 kinds of activities: reading, creating, and sharing. Students need to read some books, create their own products, and share them. In particular, this model incorporates voluminous reading and sustained creating into substantial sharing in order to develop the students' competence of language. Based on this model, we developed a learning environment, entitled iBookTalker. In iBookTalker environment, students play the role of booktalkers; they can recommend their favorable book freely through richly varied expressions, such as drawing form, written form, and oral form. That is, students will be transformed from a reader into a creator.

Keywords: reading, creating, sharing, language learning

1. A Practical Model for Language Learning: Reading, Creating, and Sharing

This study proposed a practical model of language learning which combined 3 kinds of activities: *reading, creating, and sharing*. Students need to read some books, create their own products, and share of them. In particular, this model incorporates voluminous reading and sustained creating into substantial sharing in order to develop the students' competence of language, seeing Figure 1. This model will provide some benefits to students. First, reading activity could cultivate a student as an independent learner. Second, creating activity could enhance student's ownership of book and reading. Final, sharing activity could foster social interaction among students. In other words, this model will build a learner-centered learning environment for encouraging voluntary reading, advocating sustained creating, and increasing substantial sharing of students. This is an important educational goal. Moreover, Chi (2009) also considered that learner-centered learning environment should provide students with opportunities to actively participate in accessing resources, construct their knowledge, and communicate with peers in different learning contexts.

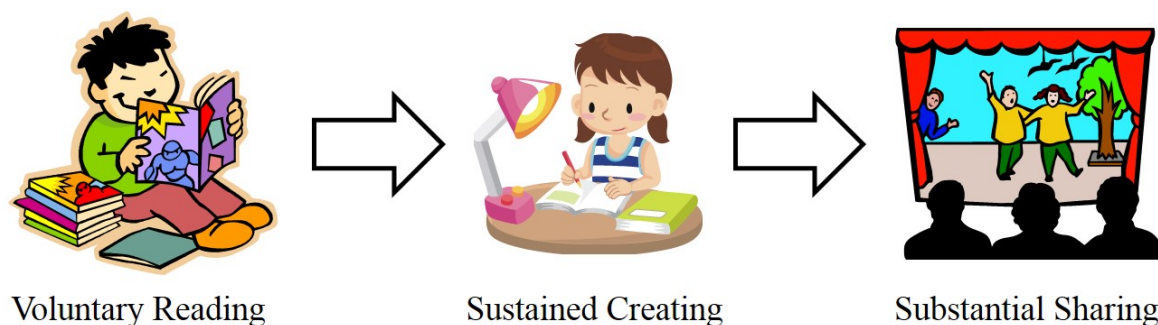


Figure 1. A practical model for language learning: reading, creating, and sharing.

1.1 Encouraging Voluntary Reading

Previously research widely used an approach which encourages students to read extensively on their own or with minimal guidance and feedback from teacher (Pilgreen, 2000). These studies attempted to increase the amounts of independent or recreational reading, such as Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), Accelerated Reader (AR), and various incentive programs (National Institute of Child Health and Human Development, NICHD, 2000). Moreover, these projects often have no formal name, but take the same form of requirements that students engage in unsupervised independent reading at school or home. A significant approach is *Modeled Sustained Silent Reading* (MSSR), which emphasizes two features: teachers' modeling and students reading habit for young students to developing early literacy (Atwell, 2007). MSSR, as a set time, in every morning each student and their teacher read silently for a substantial period of time without interruption. Each student also free selects a few books to read. Hence, a practical model for language learning needs that encouraging voluntary reading habits.

1.2 Advocating Sustained Creating

Pilgreen (2000) indicated that different follow-up activities could promote the reading activities. These follow-up activities should have no responsible, which is essentially different from traditional responsible reading reports (Atwell, 2007). These follow-up activities can be implemented in various ways, such as book talk, discussion, or even dramas, in which students play the major roles; teachers can scaffold their representation or discussion according to the real situation. This can be realized by offering students different follow-up activities ways so that each student can find a suitable one for recommendation. In other words, through these different recommendation ways, students are able to share their experience of reading their favorite books to classmates. For instance, students who like to sketch might be willing to recommend by drawing a picture; verbally expressive students might like to record a piece of talk about a book. Hence, a practical model for language learning should establish an environment to encourage students to create more, students will learn by sustained creating. That is, students can product some recommendation for book with drawing and writing.

1.3 Increasing Substantial Sharing

The classroom is a social place, in which a student's concepts, beliefs, and behaviors are strongly influenced by their classmates. For instance, when students find out that reading and creating is interesting and meaningful, their reading and creating of behaviors and attitude may be modeled by their fellow classmates, spreading out subsequently to the whole class a good reading and creating atmosphere. This model provides an outlet for sharing reading enthusiasm with others. Students are often voluntary to join and engage in exchanging opinions. Consequently, students not only like to read and create more and more, but also like to share them with their peers. Hence, we considered that classroom with networked community serves as a social stage for demonstrating personal performance to the class, especially their recommendations based on the books they like. Being a social stage for students to show their individual performance to their classmates, in the hope that this will promote a whole class atmosphere for students' sharing. Hence, a practical model for language learning needs that students increase substantial sharing across classroom or networked environment.

2. iBookTalker: An Novel Approach Integrated Reading with Creating and Sharing

2.1 iBookTalker

In this study, we proposed a practical model of language learning which combined 3 kinds of activities: reading, creating, and sharing. Students need to read some books, create their own products, and share of them, seeing Figure 2. In particularly, this model incorporates voluminous reading and sustained creating into substantial sharing in order to enhance the students' competence of language. Based on this model, we developed a drawing with writing environment to share students' products, entitled iBookTalker. That is, iBookTalker coordinated previous My-Bookstore system (Chien, Chen, Ko, Ku, & Chan, 2011) and Drawing & Writing system (Liao, Lee, Wu, & Chan, 2012; Liao, & Chan, 2013) for language learning in order to enhance the authentic language usage of students. Hence,

iBookTalker combined reading, creating, and sharing in order to improve the competence of children's Chinese language. Students would naturally develop their language skills.

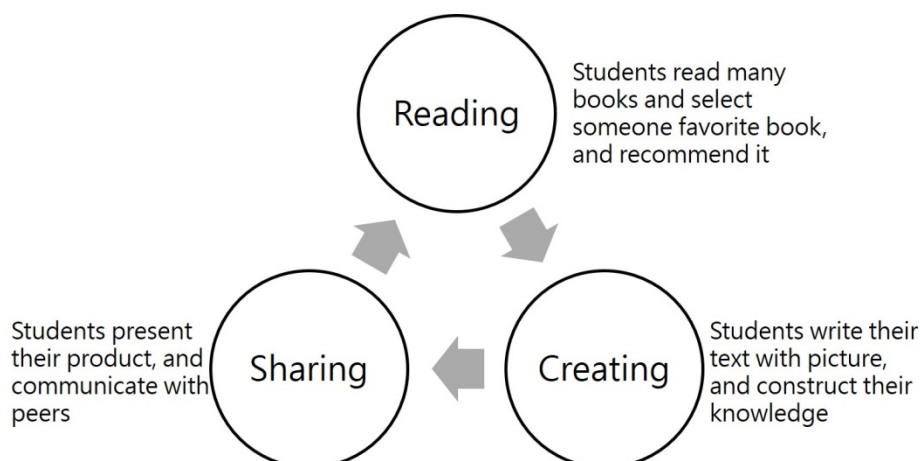


Figure 2. iBookTalker: An novel approach integrated reading with creating and sharing.

In iBookTalker environment, students play the role of booktalker; they can recommend their favorable book freely through richly varied expressions, such as drawing form, written form, and oral form. In particularly, students need to re-organize the contents of book, and re-construct it by their own way, such as words and drawings. After completing the products, students have the opportunities to demonstrate it in classroom openly, and they also can interact with the classmates in a follow-up Q & A activities. In short, iBookTalker environment will stimulate students to become a bidirectional knowledge providers instead of unidirectional knowledge recipients. That is, students will be transformed from a reader into a creator.

2.1.1 Book Selection and Recommendation in Reading Phase

In reading phase, iBookTalker supports students to build their reading portfolio, such as book selection and recommendation. Students can freely select the books which interested them to read every day. More specially, first, students borrowed some books from the class library, and then they began to read quietly; after reading, students needed to express their thoughts for the book by predefined questions and recorded their own reading list in this system; final, students selected some books to recommend to other students among these interesting books. Teachers also can assist the students to select books through teachers' or other students' recommendation. These varied recommendations from different students will expand significantly the students' experience of reading, and attract students to seek and read the different topics of books. Reading brings recommendation; recommendation also brings reading.

2.1.2 Knowledge Connection and Product Creation in Creating Phase

In creating phase, iBookTalker creates a natural extension of drawing and writing that empowers students to create and share their own stories with other children around the world. In this process of creation, students would find the interesting element from the process of drawing and transfer into writing, and presenting their products. In particularly, first, students need to think and organize the ideas in mind, and then draw pictures; then, students need to describe and explain these pictures, and then write down some scripts according to the previous ideas; final, students need to share and present these scripts and pictures with others. In other words, students can produce their drawings, writing, and speech based on their ideas from book reading. Students also created their products which connect life experience and book content. This is, numerous output possible drives by numerous input.

2.1.3 Product Presentation and Publishing in Sharing Phase

In sharing phase, iBookTalker provides two dimensions of sharing for students: oral presentation and storybook publishing. The former, students can present their products by oral language. The recorder helps students to rehearse their presentation and increase their confident. Because the recording provides students to record and listen to their voice, then revise it carefully. In other words, the cycle of rehearsal contains listening, revising, re-listening, and re-revising. The latter, students can organize and publish their own products into a personal small book, called storybook. The storybook encourages students to reflect and accumulate the ownership. The storybook provides students to inspect and reflect their previous products of story events and characters' emotion, and the process can support to create next products. In other words, the process of publishing includes inspecting, reflection, and creation. In short, students can share their own personal stories or book excerpts by Q&A activity and voting in the classroom or on the Internet.

In summary, we also believe that iBookTalker can empower students to read, create, and share wonderful stories about their lives and gain greater cultural perspective through stories. iBooktalker also encourage continual, voluminous, and lifelong reading, creating, and sharing.

2.2 Students' Play the Different Roles in iBookTalker

In iBookTalker environment, students can play the different roles, such as, painter, writer, and orator, seeing Table 1. The different roles will bring many benefits for students. More specifically, first, students as a painter who read a book and learn to use their imaginations and creativity to visualize idea into drawing. Second, students as a writer who read a book and learn to identify the synopsis of book, and organize the content according to the timing of story. Final, students as an orator who read a book and learn to discuss the different parts of book based on different audiences.

Table 1: Students' Play the Different Roles in iBookTalker.

Roles	Descriptions
Painter	Students can learn to use their imaginations and creativity to visualize idea into drawing. This means that students required to think whole picture of story and remind their memory deeply.
Writer	Students can learn to identify the synopsis of book, and organize the content according to the timing of story. This means that students required to trace the structure of story and enhance their reading comprehension.
Orator	Students can learn to discuss the different parts of book based on different audiences. This means that students required to transform their own language and express their own understanding.

2.3 The Benefits of iBookTalker for Students

This study developed iBookTalker environment that encourages students to think about read a book of *expression*, *choice*, and *plan*. In particular, first, iBookTalker could foster students' ideas and the imagination through multi-expressions, such as drawing form, written form, and oral form; second, iBookTalker could assist students to choose book next time, such as read a book or an authors' book; final, iBookTalker could facilitate students becoming a thoughtful planner for reading, such as students could easily be arranged and considered to read the book.

In iBookTalker environment, students can be easy to share their perspectives with others and obtain other students' background knowledge about the books. Because students could combine their life experience with story into their products. This implies that peers' products will expand original perspective of each student. Hence, under book talking and sharing, students tend to read the books which they previously are not interesting or never contact.

3. Next Steps

Next, we will have an opportunity practically to examine the model in a primary school to understand students' competence of language for reading, creating, sharing and the influence of iBookTalker. We will also explore the relationships among reading, and creating, and sharing in order to determine whether increasing students' reading motivation. We hope that future research will provide more detailed results.

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