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Finding partners and exchanging task cards



Paired reading

MĚIMĚI!

WHO IS MĚIMĚI?

– *Read, Read, Trade*

Most language teachers have probably heard of the enjoyable cooperative learning game called Quiz, Quiz, Trade, advocated by Dr. Spencer Kagan (Brandt, 1990; Kagan, 1990). This game is well-liked because it encourages students to move around the classroom and engage with their peers, which increases students' active participation in the learning process. Essentially, Quiz, Quiz, Trade is a vocabulary reinforcement method that enables students to review important vocabularies and definitions from their reading. Some instructors modified it into a question-and-answer activity to recap or strengthen students' understanding of the knowledge.

Let me briefly go over the Quiz, Quiz, Trade procedure used in language classrooms. First, every student is given a task card with different keywords or questions. It is optional to write a keyword definition or answer to the question on the back of the card. Then, students will work in pairs with their peers to accomplish the task (e.g., explain the definition of the word, answer question, etc.); students in pairs reverse the process among themselves. After completing the task, students "trade" their task card, find new partners, and the process starts over again with their new partners.



So, what is Read, Read, Trade, though? It is my own modified version of Quiz, Quiz, Trade, as demonstrated below:

Quiz, Quiz, Trade		Read, Read, Trade
A task card with keyword or question	□	A task card with a name of character (e.g., Měiměi or Zhōngwěi)
Students define the meaning of the words or answer questions in pairs	□	Students read the dialogue based on the given character in pairs
Students exchange their task card and simply find another friend to complete the task	□	Students exchange their task card and pair up with another friend of different character to practice the dialogue

I employed the protocol to practice dialogue reading in my TMC151 Diploma Mandarin (Third Language) class. My students enjoyed the cooperative reading activity, as I can see by their laughter, reading loudly, running around, raising hand and shouting “Měiměi! Who is Měiměi?” while seeking for a reading partner. As a teacher and facilitator, I moved around and checked on the reading of the students. Surprisingly, several students showed the ability to modify some dialogue phrases as they practised, and their peers were willing to help their classmates who had trouble pronouncing words or didn’t understand what was being said. Peer scaffolding was unintentionally presented by the students through this meaningful activity.

Other language teachers may try Read, Read, Trade in their class with children, adolescents, young adults, or even older adults to encourage active reading. This activity is useful for language-strengthening strategy; however, teachers must still evaluate their students’ skill mastery at the end of it.

References:

Brandt, R. (1990, January). On cooperative learning: A conversation with Spencer Kagan. *Educational Leadership*, 8-11.

Kagan, S. (1990, January). The structural approach to cooperative learning. *Educational Leadership*, 12-15.