Extensive Reading Program
DESIGN and IMPLEMENTATION

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Today

Not defining ER
Not for beginners
No ER-like/lite activities
Extensive Reading: Why?

Effective
Efficient
Joyful
Effective

Massive amounts of comprehensible input
Efficient

Less money/time than comparable methods
In this semester I read much more books than I had expected. At first, I read red level books and word counts of those books were from one thousand to two thousand. It spent me about thirty minutes to finish reading the book and I felt tired after reading it. So it is surprising to me that now I can read a book whose word counts is about ten thousands easily. Reading some books every week made me what I am today. I don't want to decrease my reading skill so I should keep this reading custom and increase my skill to higher level.
Joyful?

In this class, I’ve been doing extensive reading, but it was tough for me at first. At first, I could think only in Japanese, so reading books in English took a lot of time. However, as I read many books, I noticed that I don’t do "read English", but I do read in English. I could think in English again, and after that, reading in English became really interesting thing for me.
Joyful?

When I entered Tohoku University, I didn't know this class, extensive reading class. When I heard the title of this class for the first time, I worry about my English level. But, in this class we can start reading very easy books. So I didn't feel difficult to read English books.

Time passed, I went to green level. I found that it is nature for me to read English book every week. Also, I learned that even though there is a difficult part to understand, I have only to understand the whole of the story. Then, I'm not afraid of reading in English. This is my good progress.
Joyful?

I think expensive reading helps me improve my English skill. When I discussed about some problems in English in the another class, I actually felt that I could talk with my friends in English easily. I think expensive reading's experience connect my English speaking skill. I really enjoyed reading English books. Especially, I enjoyed reading fiction books the best because I was able to imagine the situation as much as I could. Also, I enjoyed talking with my friends about my reading books in the class. I was very happy to hear that my friends became to want to read my reading books. I like to speak English very much. Although, I can't speak English very well, I want to improve this skill in three years.
Joyful?

When I was a high school student, I thought that the skill to read the difficult sentences was much more important than the skill to read relatively easier sentence quickly. It is true that the former is important but actually the latter is more. I understood this fact in this class. In the book which is written by English, the difficult words and structures of sentence is almost not used. Now I know that the reason that Japanese people think English is hard to understand is just we are not used to read English. Also, you must not forget
I read a lot of English language books this semester. At first, I think that it is very hard for me to read 25000 words in a week. Actually, I feel that it is difficult to read 25000 words in a week. However, the more books I read, the more I can enjoy reading books. It becomes easier for me to read English language books. I'm glad to able to read a lot of books. I find a lot of interesting books. Usually, I don't read a book, so this class give me a chance to read books. Sometimes, I read a very difficult book. I want to stop reading, but I try to read and search words that I don't know, so I think my reading skill was improved.
Extensive Reading: How?

Design
Implement
Run
Extensive Reading: How?

Design

Run

Implement
Extensive Reading: What?

Read a lot
Read at the right level
(Enjoy reading)
My Experience
My Experience

Part-time university
In-class only
Stations
My Experience
My Experience

Full-time university
Colleagues
Library and admin
My Experience

ER@TU
Large-scale
Success
My Experience

Private language school
Adapted from SEG
Rapid evolution
My Experience

Cambridge Academy
Steady growth
Starting to see results
My Experience

Common lessons
Importance of system
Targets and metrics
Training and monitoring
TODAY

Introduction
PDR explanation
Discussions
Reaction
Q&A

*time and schedule!
TODAY

Workshop – PDR

5 Topics: Design/Sell/Set Up/Run/Leave
18m for each.

Group work.

*This is how we run discussion classes 😊
## PDR

<table>
<thead>
<tr>
<th>Source</th>
<th>- 3m presentation</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>- 2m writing notes</td>
</tr>
<tr>
<td>Discussion</td>
<td>- 10m discussion</td>
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<tr>
<td>Follow-up</td>
<td>- 3m Q&amp;A</td>
</tr>
<tr>
<td>Reaction</td>
<td>- after all discussions</td>
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Preparation

Answer in note form for each question
Follow-up questions
Original question
Discussion

Choose leader
Go through each question in turn
Leader keeps discussion moving
Leader makes sure everyone participates
Follow-up

Leader speaks for the group
Ask any questions
Report any interesting points
Reaction

5 minutes
Write about the content of the workshop
(what was useful, anything to change or add?)
Take a photo of your reaction
Hand in reaction
Publications

You can get copies of the **ER@TU manual** and the **PDR method manual** through the Practical English Language Learning and Teaching website: [www.pellt.org](http://www.pellt.org)
Section 1: Designing a Program

- Learners
- Institution
- Reading materials
- Time
- Targets
Learners

Who are they?
What is their level?
What goals do they have?
What do they enjoy?
Institution

What level?
How big?
How much influence?
How important is English?
Reading materials

What do you have already?
Paper or digital?
What’s your budget?
Where can you get materials?
Time

How much class time can you use?
How much time can learners spare?
Targets

What are realistic min/max targets?
How to define them?
Section 2: Selling a Program

Admin
Teachers
Learners
Others
Training
Admin

Often control budgets and curricula
Precedent
Experiment
Research
Teachers

Can be most difficult
How to persuade?
Demo class
Shadow
Learners

Essential
Make them excited
Tie into their goals
Show them results
Others

Parents
Non-English teachers
Other staff
Outsiders
Training

Learner training
Teacher training
Explanation
Section 3: Setting Up a Program

Books/material
Put books
Lend books
Organize books
Supplementary materials
Books/material

How to choose?
Budget?
Multiple copies?
Fiction/non-fiction
Put books

Library
Classroom
Mobile
Sets
Lend books

Honor system
Barcode
Notebook
Learner-managed
Damage/loss
Organize books

Level
Genre
Title
How to display
Supplementary materials

CDs/audio
Players/headphones
Record books/sheets
Notebook/review paper
Section 4: Running a Program

In/out of class
Tracking
Grades
Feedback
Report
In/out of class

Additive ER out of class, replacement in class
In class if possible
Tracking out of class
Tracking

Metrics?
Paper-based
Online
How much detail?
Grades

Part of grades?
How much?
Reasons for/against
Feedback

Feedback to learners
In person
Online
Check level/achievement
Report

To admin
To parents
To outsiders
Metrics
Section 5: Leaving a Program

Spread knowledge
Manuals
Budget
Successor
History and achievements
Spread knowledge

Danger of key person
Share tasks and responsibility
Teamwork takes more time now but less later
Manuals

Paper or online
Who makes them
For admin
For teachers
For students

Work the System – Sam Carpenter
Budget

Permanent budget?

What happens when decision-makers leave?
Successor

Who to choose?
How to train?
History and achievements

What to include
Where to publish/keep
How to update
Reaction

5 minutes
Write about the content of the workshop (what was useful, anything to change or add?)
Take a photo of your reaction
Hand in reaction
Q&A

Ask any questions now
See me after the session

sendaiben@gmail.com
sendaiben.org