

Some Practical Advice

**Starting a Reading Program for
Young Learners**

Question Policy

3 types

Quick question

Longer question

Detailed question



Ben Shearon



or



Germany

UK

Spain

China

Japan

Germany
(2)

UK
(11)

Spain
(9)

China
(1)

Japan
(16)

Tohoku University



Tohoku University Library



ER@TU

PDブックレット

Vol. 4

ER@TU — 多読のすすめ

The Tohoku University Extensive Reading Manual

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Cambridge English



Cambridge Academy



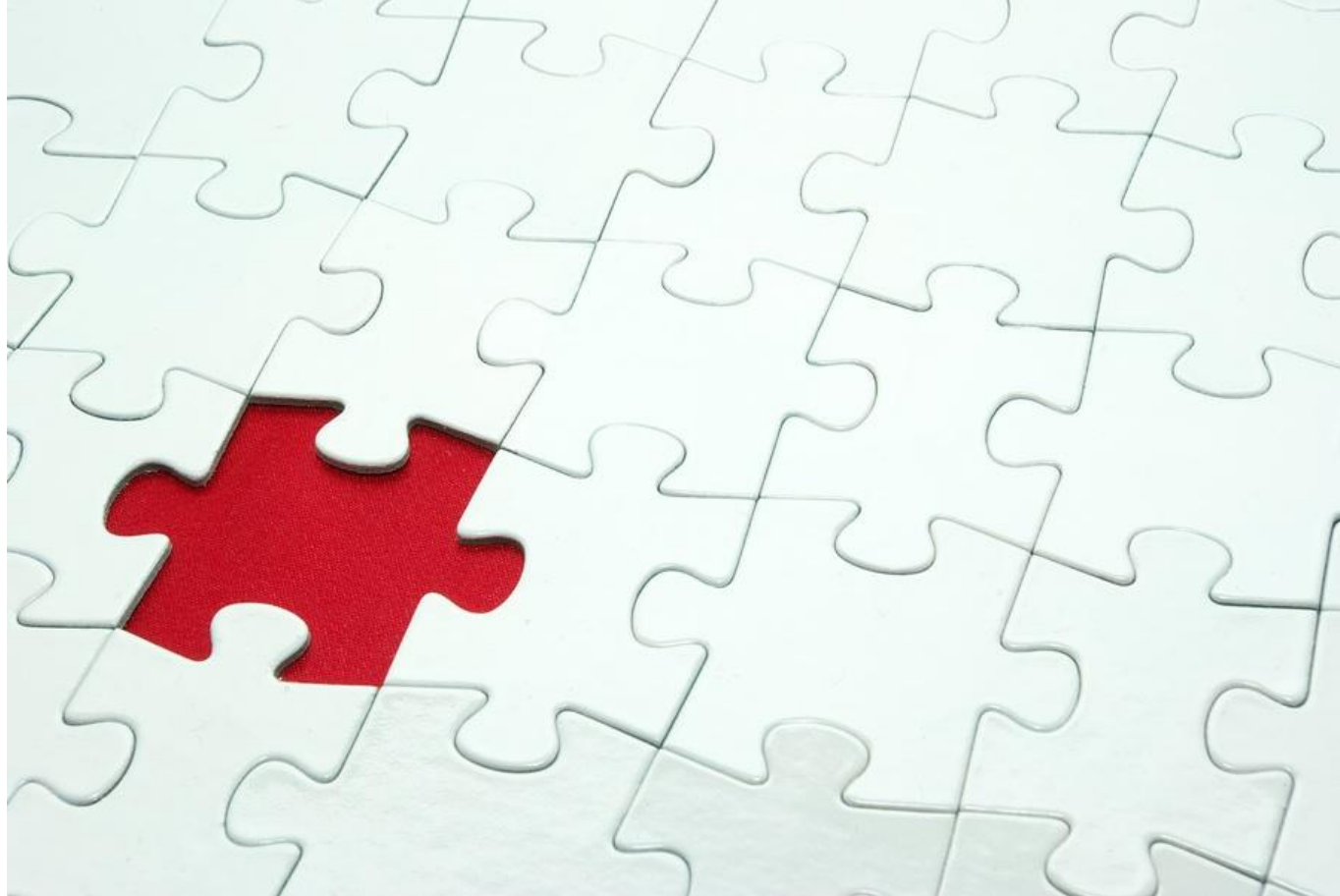
Cambridge Academy



Why?



I want to make it easy



Why start a reading program?

Some students LOVE it

Some students don't like speaking
And some students aren't good at writing
But ER/EL helps **all** students

Incredibly effective

Passively acquire grammar and vocabulary
Extreme listening gains (100% on Eiken)
Reading speed and fluency up

USP for a school

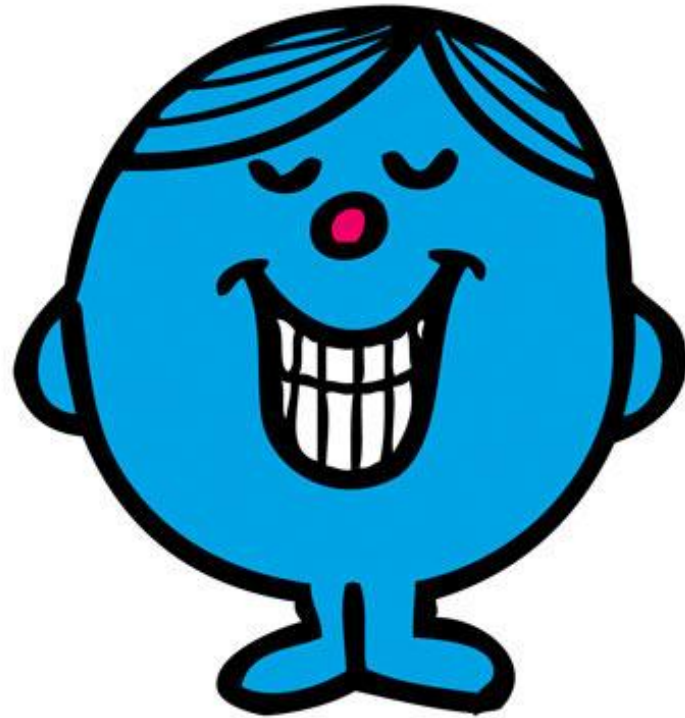
Rare

Easy to explain to parents

Looks great

Test results

MR. PERFECT



What is a perfect program like?

Imaginary Program

Students borrow books

Read at home

School has large library

No administrative issues

Before Starting

Song and chants audio

Phonics program

Good parent contact

Reading in class

Song and Chants Audio

Get students used to the sounds of English
Foundation for phonics
Leads into extensive listening and shadoku

Phonics program

Basic phonics

Eases into reading

Writing component

Good Parent Contact

ER programs involve compromise

Parents supportive if they understand

Parent teacher meetings

Class observations

Reading in Class

Teacher reading to students

Students reading together

Students reading one by one

Individual reading

What do you need to think about?

Overview of a Reading Program

Goals

Money

Materials

Methods

Administration

Aims

Reading skills development

Vocabulary and grammar acquisition

Listening skills

Enjoyment

Goals

Student Goals

Teacher Goals

Student Goals

Word counts

Book levels

Time spent reading

Teacher/School Goals

Tests

Number of books/word count

Amount of practice

Money

School budget

Materials fees

Special fees

Materials

Graded readers

Leveled readers

Picture books

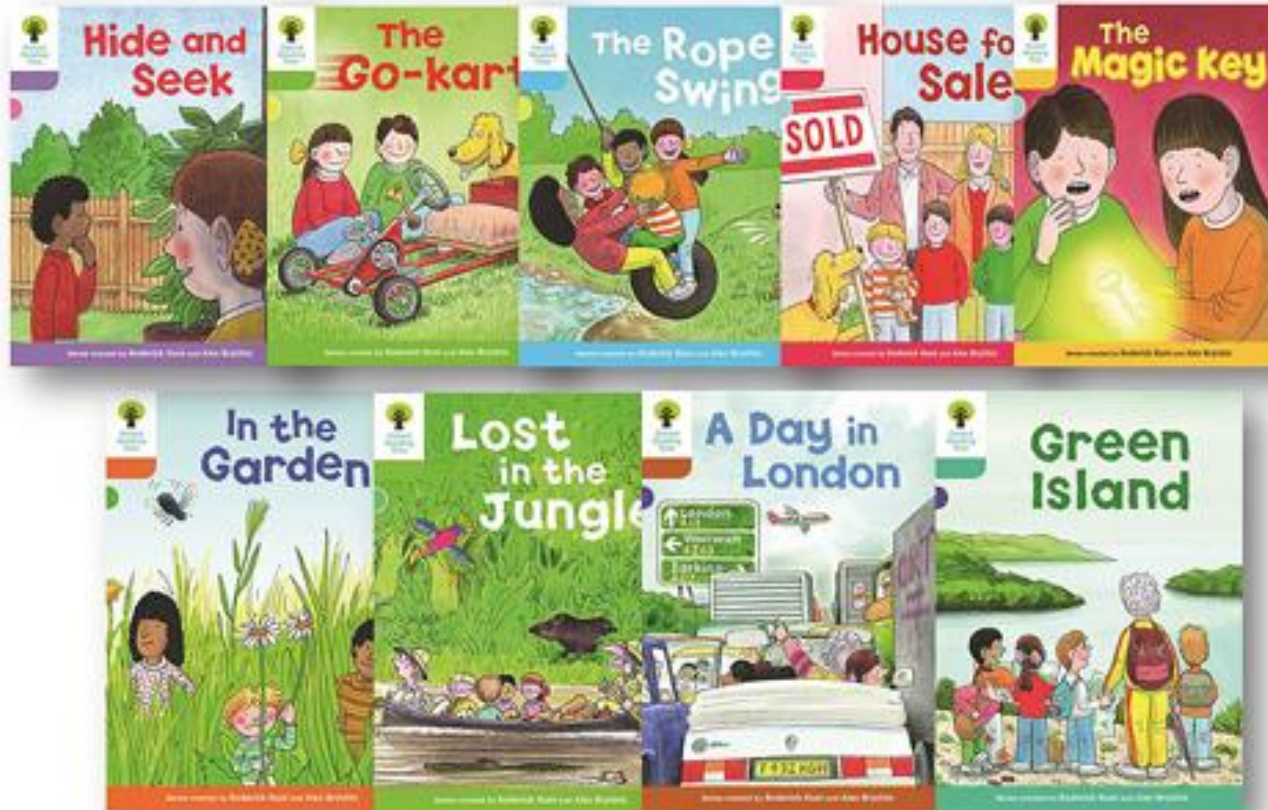
Online materials

Audio

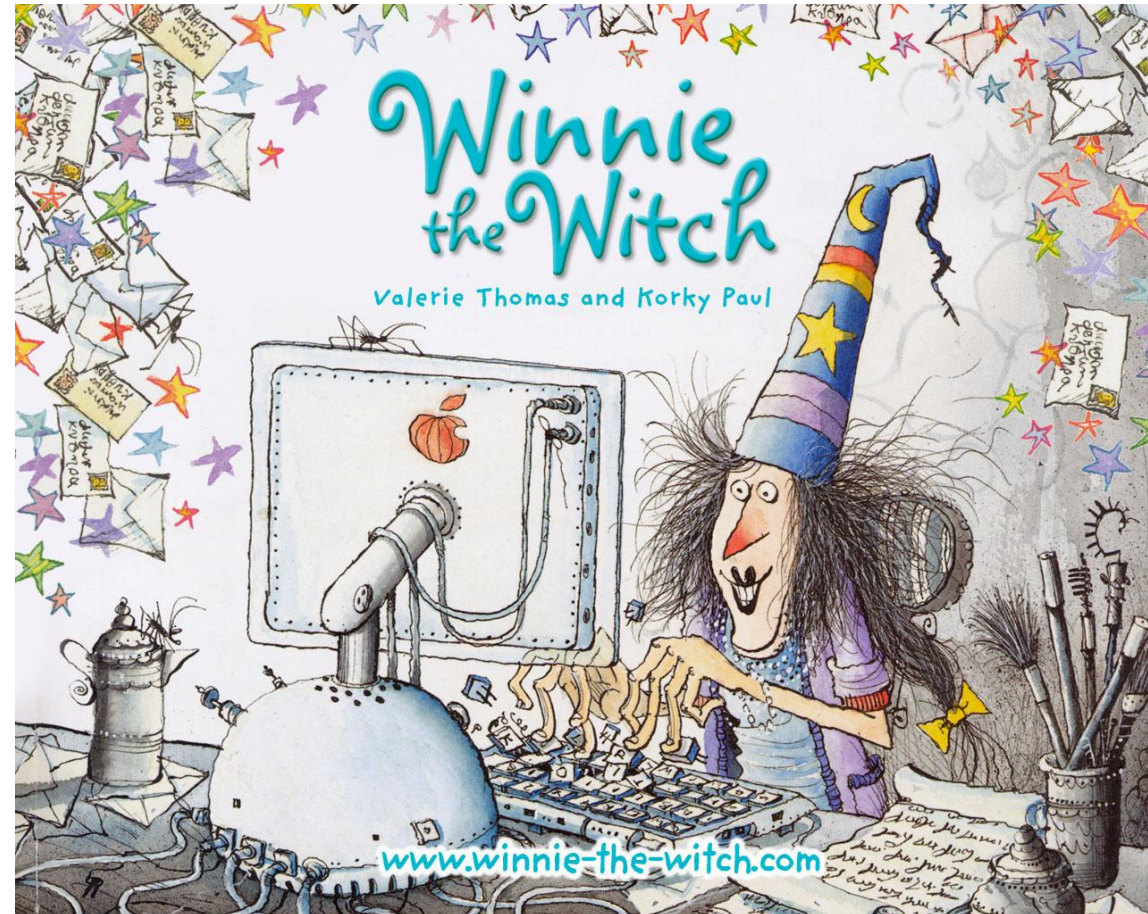
Graded Readers



Leveled Readers



Picture Books



Online materials



Audio



ORT Sound Pen

Bought last month

Trial

Small children ***love*** it

Methods

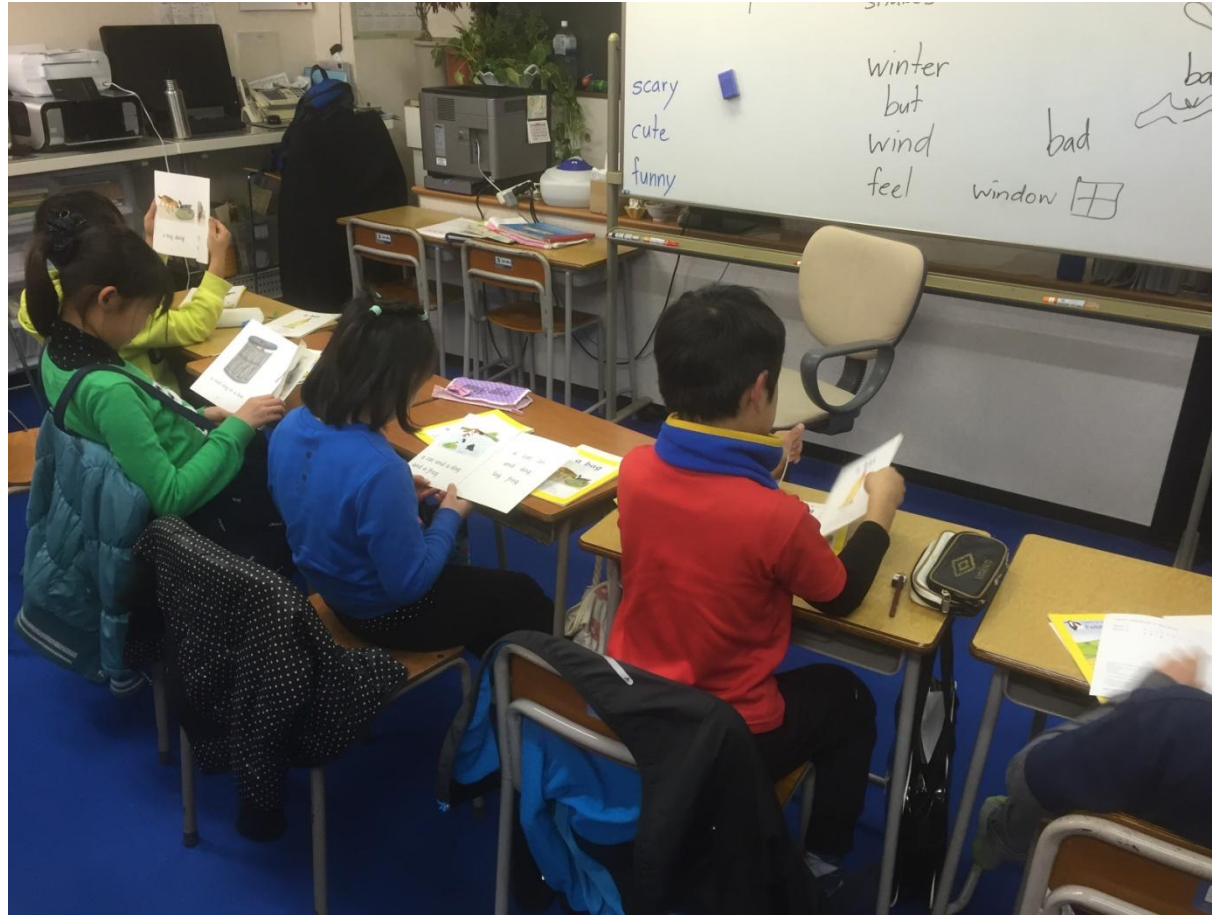
Reading

Reading and listening

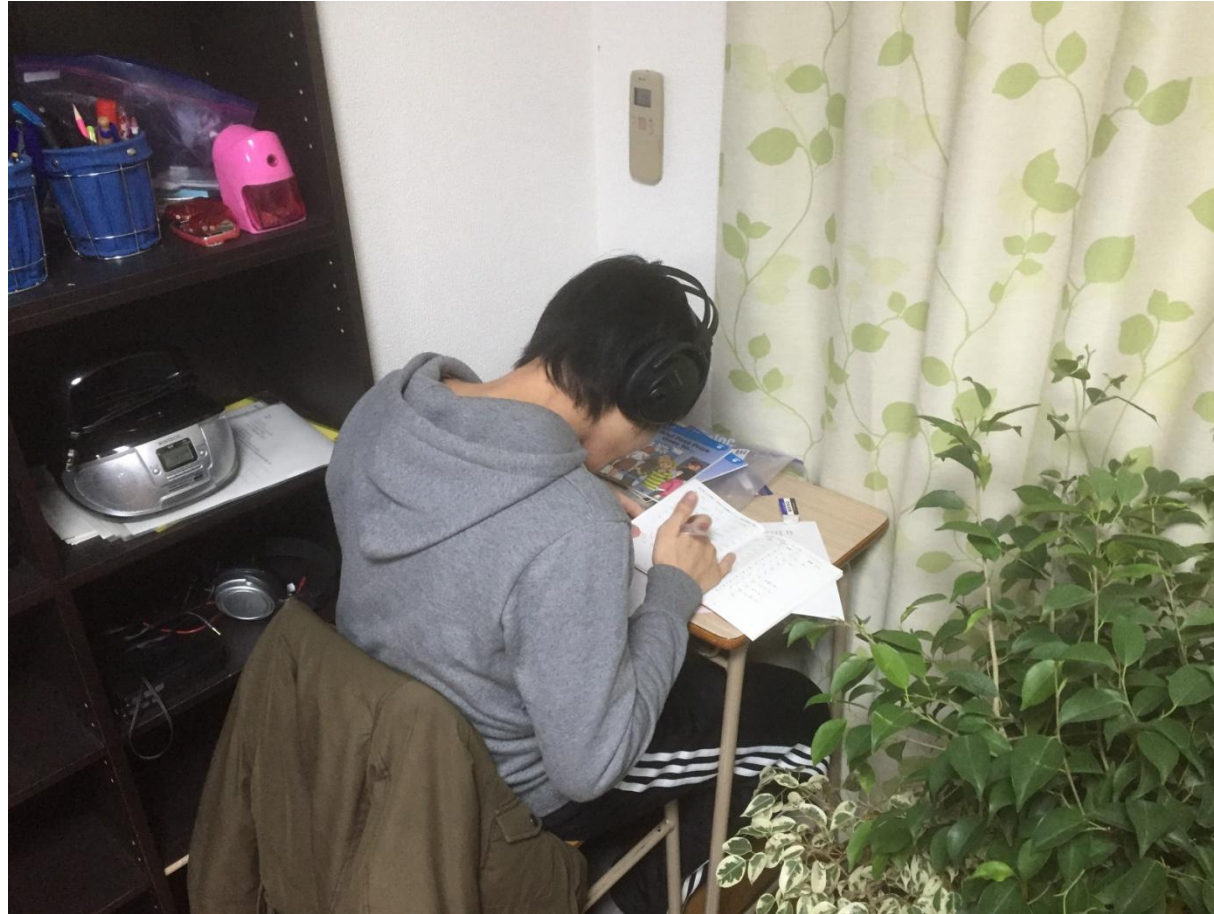
Shadowing (shadoku)

Reading with family member

Reading



Reading and Listening



Shadowing (shadoku)



Reading with family member



Administration

Organizing books

Levelling books

Loaning books

CDs

Tracking student progress

Organizing books



Organizing books



Leveling books

SSS

Yomiyasusa Levels, Reading Levels For Japanese Students

Akio Furukawa

March 22, 2014

Yomiyasusa Levels (YL), started by Akio Furukawa of SSS Group in 2003, are a newly established way to measure the reading level of English books. SSS Group, in cooperation with the Japan Extensive Reading Association, has developed 100-level YL system to appeal to learners of English as a foreign language.

Loaning books

Trust system

Notebook

Computer based system

CDs



Tracking student progress

The image displays a book cover and two sample pages of a reading progress tracking notebook. The book cover is orange and features the text "めざせ 100万語 多読クラス 読書記録手帳". Below the title, it says "読書で英語を楽しく学ぶ3原則" (3 principles for enjoying English through reading). The principles listed are: ①辞書は引かない (Don't use a dictionary), ②わからないところはとばす (Skip what you don't understand), and ③つまらなければやめる (Stop if it's boring). At the bottom of the cover, there are fields for "Class", "Name", "No.", and "START" to "END".

The two sample pages are white with pink grid lines. The left page is titled "単語を覚える読書" (Reading to learn words) and has a table with columns: No., 冊数 (Number of volumes), タイトル (Title), シリーズ/出版社 (Series/Publisher), and YL (Year Level). The right page is titled "読む量を増やせばやる" (Increase the amount of reading) and has a table with columns: 読書時間 (Reading time), 読んだ本数 (Number of books read), 評価 (Evaluation), and 感想・メモ (Comments/Notes). Both pages have a small note at the top: "単語を覚える読書 ①辞書は引かない ②わからないところはとばす" (Reading to learn words ① Don't use a dictionary ② Skip what you don't understand).

Quick Tips

Read in class

Wide range of books

Don't compare students

Ask *was it interesting?* NOT *did you understand?*

Don't expect quick results

More information



Contact

sendaiben@gmail.com
sendaiben.org

Questions?