

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

Joyful?

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 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 thought in English again, and after that, reading in English became really interesting thing for me.

Joyful?

When I entranced 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 extensive 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 extensive 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 be 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 friend 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

Joyful?

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 became easier for me to read English language books. I'm glad to be able to read a lot of books. I find a lot of interesting books. Usually, I don't read a book, so this class gave 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.

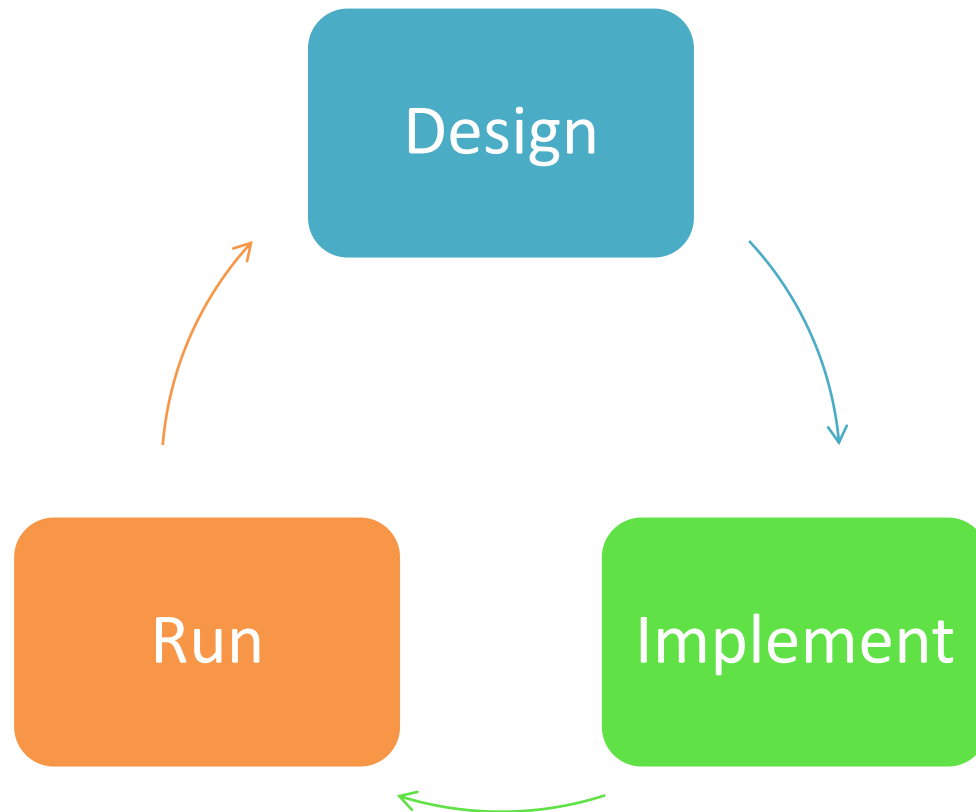
Extensive Reading: How?

Design

Implement

Run

Extensive Reading: How?



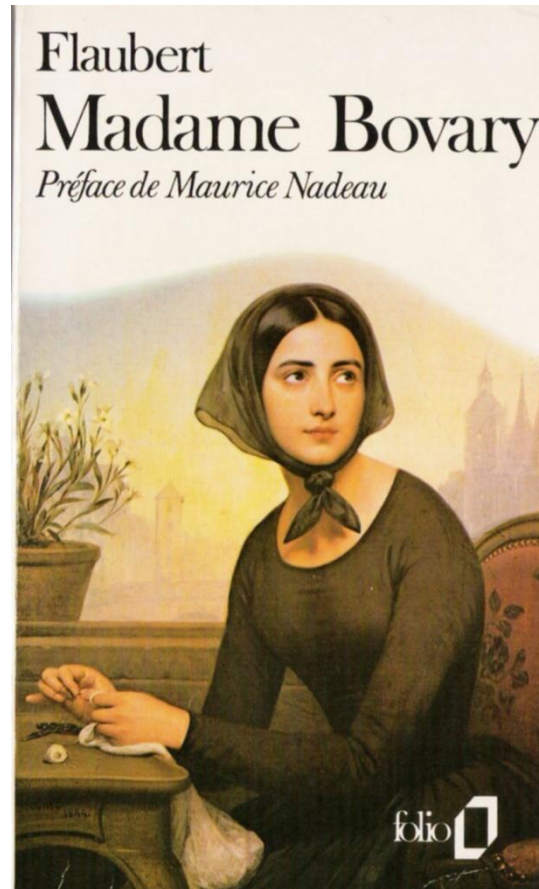
Extensive Reading: What?

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

Source	- 3m presentation
Preparation	- 2m writing notes
Discussion	- 10m discussion
Follow-up	- 3m Q&A
Reaction	-after all discussions

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

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

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