

Sharing your Extensive reading experiences Nov 27th

This is a participatory session for practitioners to share their knowledge and understanding of ER. This workshop will be led by the questions below. Take some time to look at them and maybe read up before the day so you can share experiences and knowledge with other participants on that day.

Here are some good places for you to do some background reading before the day if you wish

https://erfoundation.org/guide/ERF_Guide_Thai.pdf

<https://www.youtube.com/user/TheErFoundation>

https://erfoundation.org/wordpress/what_is/

<https://www.er-central.com/contributors/learn-about-extensive-reading-and-listening/>

www.robwaring.org/er

www.robwaring.org/el

IMPORTANT: Make sure you have installed the latest version of Zoom that allows you to choose your breakout room.

If you wish to take part in this session and share your knowledge, please register [HERE](#).

Session Instructions

10 minutes

Opening

Explanation and orientation

Reading the questions, choosing rooms to join

About 1 hour

Look at the different topics below. The moderator will set up some Zoom rooms for you to select from. One zoom room for each question type below.

Round 1. Choose one and enter that zoom room

Discuss the questions below with others and ask new ones if you wish, but stay on topic please

There will be discussion for 15-20 minutes.

You can join another room if you wish at any time

All rooms close

Round 2. All rooms open again

Choose a different room to join

Same as above for 15-20 minutes

Round 3. As above

Round 4. As above

About 40 minutes

Main room - general Q&A based on unresolved issues from the discussions (30 minutes)

How would you answer these questions?

Room 1: General

What is extensive reading?
How is it different from Intensive reading?
Should ER be required / or optional?
How would you explain this difference to another teacher?
How would you explain this difference to students?
What are the Day and Bamford 10 common features of an ER program?
Which of them are easy to apply in your context?
What are some issues with the Day and Bamford list?
How much reading should students do?
How does this vary by level / age?
What are the best ways to persuade other teachers to start doing ER?
What is the ER Foundation? What does it do?
When are the ERF Word Congresses?
What is TERA? What does it do? How can I join?
Where can I find out more about ER / ER events?

Room 2: Assessment / checking comprehension

If everyone reads different books, how can I check they understand?
Should we assess the reading? If so, when? How?
What is mreader.org? How can I use it?
How can I prevent students from cheating?
Would it be better that they all read the same books so I can check their understanding?
How can ER help my students prepare for a test?
Is it better to assess them by the number of words read, the number of pages, or number of books?

Room 3: Materials

What are the best materials to use?
Can graded readers be used by junior high / middle school students?
What materials are best for beginners?
Aren't graded readers too easy for university students?
Are native (ungraded) materials suitable for ER?
How do I know when to move them off graded readers to non-graded materials?
What materials are available for special or technical subjects e.g tourism? Nursing, engineering?
Are there any global issues materials available?
I want students to read the original literature rather than a simplified version. Is this okay?
What is the difference between class readers / levelled readers / phonics readers /
What online sites are there except [Xreading](#) or [ER-Central](#)?
Is it okay if students read books from a famous movie they watched already?

Room 4: Young learners

How much knowledge do students need before they can read graded readers?
What types of knowledge?
Should I spend more time on grammar or vocabulary?
Should my students do phonics?

Room 5: Motivating students to read

How can I motivate reluctant readers?
What is the difference between reluctant readers and readers with disabilities?
How can I get the students to read more?
What do I do if students refuse to read anything?
What materials should I have that can motivate the students?

Room 6: ER activities

What types of ER activities can I do after they finish reading?
How can I assess them?
Do I need to teach reading skills?
What are class readers?
What are the advantages and disadvantages of using class readers?
Should I read aloud to the students? (to help their listening)
Should the students read aloud to the class? (to help their pronunciation)

Room 7: Getting money / books

How can I get money to buy books? (from the school / parents / students / grants / sponsors)
What are the ERFoundation grants? Who qualifies?
Should I spend all the money as I get it, or keep some to adjust the library later?
Where can I buy books from?

Room 8: Building a library

How many levels should my ER program have?
How do the students know their level?
Should I give a test to find out their level? If so, which one?
How many books do I need?
What genres do students like the most?
Who should manage the class library? The teacher? students?
Is a paper library or digital library (e.g. [Xreading](#) or [ER-Central](#)) better?
If I have a paper library ...
Where can I keep the books?
What borrowing and check out systems should I use so books don't get lost?
What do I do if a student loses a book?
How can I make the library look interesting and inviting?
How can I get the students to learn what books are in the library?
If I can't use the school library, where else can I keep the books
How can I keep them safe?
What are some ways I can share books with other schools?

Room 9: Running an ER program

How do I introduce ER to the students?
How can I help them understand the difference between intensive study reading (textbook) and ER?
How can I manage the library?
How can I check they are reading at the right level?
How do I know they are actually reading the books?
Should they only be reading graded readers?
Is it ok if they choose a book which is too easy / difficult? Why?
How much reading should they do?

Room 10: ER and the Curriculum

Should I have a dedicated ER class, or should it be integrated into other classes?

How much reading should they do?
How much time each week should they be reading in and out of class?
Should I teach the vocabulary before they read? Should I test them after reading?
How can I integrate their reading into my grammar class?
Will ER help their speaking? / pronunciation? / writing? If so, how?
How should our textbooks relate to the graded readers?
We mostly teach to help students get good test scores. How can I help them to read better?
At what stage in their learning, can students start to read extensively?
Should we have a speed- reading component to the class?
Is it ok if the school starts ER from the second year?
How can I get senior students to monitor and assist weaker students?
What is buddy reading? What are the advantages and disadvantages?

Room 11: Extensive listening

What materials can I use for EL?
Can I use the audio from graded readers?
Do publishers of graded readers give away the audio for free?
How do I set up an EL library? What devices can I use?
How do I check they are listening and understanding?
How much listening should they do? The same as ER?
How can I assess the EL?

Room 12: ER and research

What research is there that shows ER is beneficial?
What is ER Action research?
Where can I get help designing my ER research?
What are some good ER research questions?
What are the best journals to publish in?

Room 13: Answering challenges to ER

What would you say to someone who says, sorry we can't do ER because ...
 we need to teach for tests
 we have to teach oral communication
 there is no room in the curriculum
 we have no money
 the students are too busy with other things
 the books are childish
 the students need to read 'real' literature
 the books do not use native-like expressions and are not rich in vocabulary
 ?

Room 14: Tough questions

What is the difference between graded reading and extensive reading?
Should ER be required?
I'm not following Day and Bamford's 10 principles of ER. Is that okay?
Is there a 'right' way to do ER?
How can I identify if my students have reading difficulties?
What's the difference between direct and indirect assessment of ER?