Sora
Where students read

# How ILBC is rethinking reading

Across 32 campuses in nine major cities throughout Myanmar, International Language Business Centre (ILBC) has spent three decades building an education model that looks beyond the classroom. Founded in 1995, the institution now serves more than 16,000 students, supported by approximately 3,300 teachers and staff, with learning pathways from preschool through secondary education. Its approach combines strong academic foundations with opportunities for students to use English in real-world ways through reading, discussion, enquiry, and project-based learning.

## ILBC by the numbers

| | | | |
|---|---|---|---|
| **16,000+** Students | **32** Campuses | **3,300** Educators | **Shared** Simultaneous access to titles in the Sora app |

Reading is central to that approach. For ILBC, it is more than a literacy skill. It helps students build vocabulary and comprehension while developing imagination, critical thinking, creativity, and habits that support independent learning. Sora has become part of that larger effort, helping make reading more accessible across the school network while giving educators new ways to support students' reading journeys.

Before Sora, ILBC experienced challenges keeping physical libraries stocked with enough books for thousands of students across multiple campuses. The schools wanted to make it easier for students to keep reading outside the classroom, where access to engaging, level-appropriate books could vary. Teachers also wanted better visibility into individual reading progress.

Sora built on the reading experience the schools had already created. Its digital collection and simultaneous access to titles were particularly relevant for a large student population, while teacher recommendations and reading activity data supported ILBC's emphasis on guided but independent learning. But implementing a digital library was only the beginning.



# Learning from teachers and students

One of the most important parts of ILBC's approach has been the process surrounding Sora. Trainee teachers are introduced to the platform during digital literacy and instructional technology training, learning how to recommend books, assign reading, and consider students' individual interests and levels.

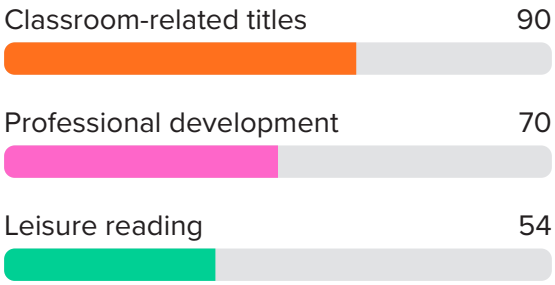
Once teachers began using Sora with students, ILBC focused on understanding how it was being used in practice. Regular review and reflection sessions bring senior teachers and academic leaders together to discuss classroom observations, student engagement patterns, and reading data. Teachers share strategies, compare experiences, and consider how to better support reluctant readers. Teacher surveys have also helped shape those conversations.

### What ILBC educators are learning from reading data

**111 educators**
regularly check
student reading reports

**108 educators**
discuss reading progress
with students

Most requested additions

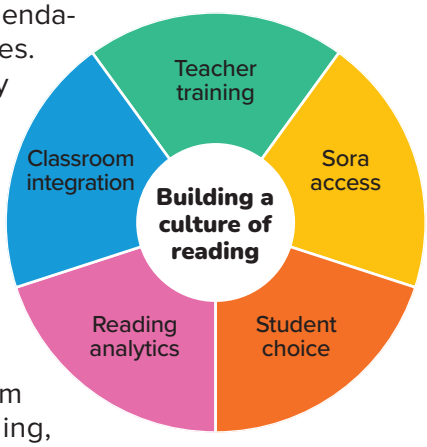



*Based on survey of 140 educators. Teacher feedback helps shape ILBC's digital collection and reading strategy.*

# Using insights to strengthen reading culture

One of the clearest lessons has been the value of giving students choice. Teachers have observed that reluctant readers are more likely to engage when they can choose books connected to their interests. Students may read in shorter sessions, but they are more likely to come back when the content feels accessible and engaging. Some students who were previously hesitant readers have begun recommending books to their peers, making reading a more visible and social part of school life.

Educators have built on that insight through reading goals, book recommendations, competitions, rewards, book talks, reviews, and reading challenges. Survey responses included ideas for weekly leaderboards and monthly challenges to make reading more interactive.




Reading data now plays an important role in how educators evaluate engagement and identify opportunities to support students. Educators use reading analytics to identify participation gaps, understand engagement, and consider whether reading initiatives are working. Those findings help inform classroom decisions and future reading initiatives.

Together, these efforts are helping make reading a more consistent part of student life across ILBC. It is becoming less confined to a classroom assignment and more integrated into homework, independent learning, teacher-student conversations, and the books students choose for themselves.

For ILBC, Sora is one piece of a much broader educational vision. The goal is not simply to put more books in students' hands, but to help them become curious, confident, independent readers and, ultimately, lifelong learners.