The Conduit Hypothesis: Stories/FVR/Specialized

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STAGE ONE:  STORIES (universal interest in stories)

First language research
1. Research: Children who are read to regularly, at home or at school, make superior gains in reading comprehension and vocabulary.
3. Hearing stories leads to an interest in reading: Sixteen books went home tonight: Fifteen were introduced by the teacher” (Brassell, 2003)

Second Language Research (storiesfirst.org)
Vocabulary acquisition from stories & discussion = 5 wds/hr. From EFL class = .5 wds/hr.
Story Listening: list of prompters, words thought to be unfamiliar- When one of the words comes up, teacher pauses, uses gestures, drawings, translation to make it comprehensible. At no time students told that they were responsible for remembering the words; goal = enjoy the story.
First year EFL in college in Japan. +study ‘ = comprehension questions, retell story, read story, underline vocabulary they wanted to learn
Delayed test = five weeks later (surprise)

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<thead>
<tr>
<th></th>
<th>Gain</th>
<th>Time</th>
<th>efficiency</th>
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<tbody>
<tr>
<td>Story only</td>
<td>3.8</td>
<td>15''</td>
<td>0.25</td>
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<tr>
<td>Story+study</td>
<td>11.4</td>
<td>70''</td>
<td>0.16</td>
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STAGE TWO: Free voluntary READING!!!!!

Correlational studies:
(b) Monitor-free test of Spanish subjunctive

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<th>Predictor</th>
<th>Beta</th>
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<td>Study</td>
<td>0.052</td>
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<td>Residence</td>
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<td>Subjunctive</td>
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</table>

subjunctive in Spanish: The role of reading and study. https://tinyurl.com/y7akpoe7
(c) UK study – fiction best predictor of vocabulary knowledge- Sullivan, A. & Brown, M. 2014. Vocabulary from Adolescence to Middle Age. Centre for Longitudinal Studies, University of London

Case histories:
Starting at grade 3, Sodam has read nearly 4000 books in English! Has won every award in English. Cho, K.S. 2017. A student in Korea discovers the power of reading. https://tinyurl.com/y9m6yp8s
Liz Murray (Breaking Night): "Any formal education I received came from the few days I spent in attendance, mixed with knowledge I absorbed from random readings of my or Daddy's ever-growing supply of unreturned library books. And as long as I still showed up steadily the last few weeks of classes to take the standardized tests, I kept squeaking by from grade to grade."
Bishop Desmond Tutu: “One of the things I am most grateful to (my father) for is that, contrary to educational principles, he allowed me to read comics. I think that is how I developed my love for English and for reading.”

Gradual SSR (Beniko Mason): Between stage 1 & stage 2: MISSING IN NEARLY ALL FOREIGN LANGUAGE EDUCATION PROGRAMS. VERY EASY, BUT INTERESTING READING. Books pre-selected by the teacher.


STAGE THREE: Specialized reading: Is stage 2 enough?

Responsibility of school = stages 1 and 2.
HYPOTHESIS: In foreign language education (includes strong background in the first language): stages 1 and 2 are enough. No need for context-based, sheltered?

PUBLISHED IN THE WASHINGTON POST, 3/30/18: S. Krashen
The March 26 letter (“Really? Now the Post is attacking Trump’s for his spelling?”) suggested that The Post has reached a “new low” in commenting on President Trump’s spelling errors. I don’t think The Post went deep enough. Mr. Trump’s poor spelling reflects problems far more serious than a failure to proofread. My research on language acquisition shows that poor spelling is often the result of not having a reading habit. Studies also show that those who read a lot know more about history and science. They also have greater empathy for others and understand that the world is complex. Mr. Trump is a perfect example of a nonreader, and his lack of a reading habit has hurt all of us.