

The Conduit Hypothesis: Stories/FVR/Specialized

S. Krashen. KOTESOL. www.sdkrashen.com, twitter: skrashen

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.
2. Most children enjoy being read to (Walker and Kuerbitz, 1979; Mason and Blanton, 1971; Wells, 1985; Senechal, et. al. 1996).
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)

Lee, M.H. Lee, S.Y. and Krashen, S.. 2014. Vocabulary acquisition through read-alouds and discussion: A case study. <https://tinyurl.com/yd988pgs>

Vocabulary acquisition from stories & discussion = 5 wds/hr. From EFL class = .5 wds/hr.

Story Listening: list of prompts, 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.

Efficiency! Mason and Krashen (2004): RELC Journal 35(2),179-185. 2004.

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)

	Gain	Time	efficiency
Story only	3.8	15"	0.25
Story+study	11.4	70"	0.16

STAGE TWO: Free voluntary READING!!!!

Correlational studies:

(a) one hour = .6 points on the TOEIC! Mason, B., & Krashen, S. 2017. Self-selected reading and TOEIC performance: Evidence from case histories. *Shitennoji University Bulletin*, 63, 469-475. <http://www.sdkrashen.com/articles.php?cat=2>

(b) Monitor-free test of Spanish subjunctive

Predictor	Beta	P
Study	0.052	0.72
Residence	0.051	0.73
Reading	0.32	0.034
Study of Subjunctive	0.044	0.76

Stokes, J., Krashen, S., & Kartchner, J. (1998). Factors in the acquisition of the present

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.

Other benefits: Knowledge of history, literature, science. Stanovich, K., R. West, R., and M. Harrison. (1995). Knowledge growth and maintenance across the life span: The role of print exposure. *Developmental Psychology*, 31(5), 811-826.

Habits of mind. Capacity to empathize: Kidd, D., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 342 (6156), 377-380.

Greater tolerance for vagueness: Djikic, M., Oatley, K. & Moldoveanu, M. (2013). Opening the closed mind: The effect of exposure to literature on the need for closure. *Creativity Research Journal*, 25(2), 149-154.

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.