"Reading extremely easy but interesting books at the beginning stage is the most neglected part of foreign and second language education. Well written, truly compelling, comprehensible stories for beginners to read is not available in many languages, and to my knowledge is rarely required, encouraged, or even mentioned." [Mason, Beniko (2019). Guided SSR before Self-Selected Reading *Shitennoji University Journal*, 67, 445-456. http://beniko-mason.net/content/articles/2019-GSSR-before-SSR.pdf]

Some fundamentals:
1. Acquisition (subconscious)-learning (conscious):
2. Natural order (applies to acquisition; predictable in L1, L2; can't be changed; NOT the teaching order)
3. Monitor hypothesis: it is hard to learn grammar rules, hard to apply them. Grammar learning is not forbidden, but it is limited. (know the rule, time to apply it, focus on form)
4. Comprehension hypothesis (we acquire language when we understand what we hear/read. The ability to produce is the RESULT of acquisition. Corollary: optimal input is very interesting ("compelling"), abundant and rich.)
5. Affective filter. Negative affect prevents input from reaching the language acquisition device. Filter is stronger when we violate the other four hypotheses (e.g. emphasis on conscious learning/grammar, overuse of the Monitor, forced production, boring and incomprehensible input).

Optimal input:
1. Comprehensible
2. Compelling
3. Abundant
4. Rich

The reading hypothesis
1. Self-selected pleasure reading = optimal input = comprehensible, compelling input, can be done in abundance. If it is compelling, it will also tend to be rich.
2. done in a low anxiety situation – no comprehension questions/testing. Just enjoy

Correlations: reading for fun and English competence

	Elementary school	Middle school	High school
Speaking	0.41	0.44	0.34
Listening	0.37	0.36	0.35
Reading	0.41	0.51	0.43
Writing	0.36	0.42	0.35

Subjects = teachers in Korea, assignment included English
Cho, K.S, and Krashen, S. 2019. Pleasure reading in a foreign language and competence in speaking, listening, reading and writing. TEFLIN Journal, 30,2: 231-235.
https://tinyurl.com/y3zolv8q

3. Leads to vocabulary, grammar, text structure (writing style)
4. Other dividends: KNOWELDGE, habits of mind
5. The evidence: Case histories; Method comparisons; Multivariate

Cho & Krashen (2016) factors that help students develop long-term pleasure reading habit
1. An initial pleasant reading experience.
2. Access to interesting reading material.
3. A time and place to read regularly.
4. The freedom to select one's own reading.
5. No tests, no workbook exercises, and no rewards for reading.

Optimal input > individual variation reduced! With optimal input, we are all on a "fast track."
In Kimbal, Jake and Shaffer, David (Eds.). 2018. KOTESOL Proceedings, 2018. Published in 2019. Korea TESOL: Korea. pp. 6-10.
https://koreatesol.org/sites/default/files/pdf_publications/KOTESOL.Proceedings.2018.pdf
1. A "gift" for languages? Lomb Kato: "her brain is different"
2. Hypothesis: Given optimal input, we are all "gifted"
3. Optimal input = self-selected reading: more self-sel reading > reading competence (r = .94)
   .6 points on TOEIC for each hour read (sd = .2), controlled for test prep, vocab study, listening to radio, age (r = .92); they read different books, but primarily fiction

What They Read

Reader	Reading Materials
Shinjiro	**Graded readers and books for young adults**
Okada	**Books for young adults (e.g. books by Judy Blume) and easy best sellers**
Kenta	**Graded readers and other books (e.g. The Giver, Harry Potter series, books by Judy Blume)**
Kashihara	**Graded readers and other books for young adults (e.g. Harry Potter), and bestsellers**
Tanaka	**Graded readers and books for young adults(e.g. the Marvin Redpost series, books by Judy Blume and Louis Sachar)and young adult bestsellers(e.g. Twilight)**
Adachi	**Graded readers**
Fujita	**Graded readers. Books for young adults (e.g. The Book Thief, Twilight, Smart Women, You Belong to Me)**
Nakano	**Graded readers and books for young adults (e.g. Anne of Green Gables, Super Fudge and other Judy Blume novels, The Giver, Every Living Thing by James Herriot)**

From: Mason and Krashen (2017).

95% between .46 and .74 gains per hour of reading (confidence interval)
At .46 - 3 years of reading, one hour/day starting at TOEIC 250 (basic proficiency) . TOEIC 773 (limited working proficiency)
At average rate = from 250 to 880. (Working Proficiency)
At .74, from 250 to 1027, over the top, beyond " International proficiency"
Difference between slowest and fastest = 300 points, one hour a day of pleasant reading.

Where GSSR fits in:
the 3 stage plan [School does (1) ad (2)]
1. Story-Listening
2. GSSR leading to Pleasure Reading
3. Specialized reading

GSSR: neglected in traditional classes: we read short texts that aim to teach vocabulary and grammar, then jump to classics & "authentic" reading. (by NS for NS)
Beniko Mason has organized GSSR to make it possible and efficient.
LARGE quantities of comprehensible, interesting reading: Mason's program in Japan – 5000 graded readers in English for 500 students! ($25,000?)

VERY STRONG RESULTS: research goes back 20 years, to 1997: Mason, B. and Krashen, S. 1997. Extensive reading in English as a foreign language. System 25: 91-102.

Teacher pre-selects in GSSR stage, eliminates confusion, teacher Is expert in books at this level
Classic stories made comprehensible, have "stood the test of time"
After 3 years 2/3 reach the authentic level. (also listening to stories)

Mason's students fill out a brief, simple reading notebook, with summary in L1, title, reflections in L1, pages read, questions for the teacher, rating of the books, helps guide reader to additional reading.

Required pages = 1000 pages per semester = 6000 to reach authentic level - about 100 books
My observation
1. Not there except for English, and this is also rare
   ACCESS is the big problem
2. My experience – now doing Spanish, HARD TO FIND, expensive to buy.