

## The INTERMEDIATE LEVEL

Two views of language/literacy development

The comprehension hypothesis: we acquire language when we understand it.

grammar, vocabulary = RESULT of language acquisition

pleasant immediately

B.The skill building hypothesis: first learn about language, practice rules

grammar, vocabulary learned first, then you can use the language

delayed gratification (that never arrives)

CI always wins in comparison studies (Krashen, 1982, 2003), is more pleasant (Krashen, 1994; McQuillan, 1994; Dupuy, 1994).

A few students love grammar – conjecture > they become

Hard Core Grammar Lovers: Jean and Simand (2011): high school students of French and English in Montreal Percent who like grammar "a lot": FSL 1.3%, English 5.6%

Why? As linguistics? Like to Monitor?

Jean, G. and Simand, D. 2011). Grammar teaching and learning in L2: Necessary but boring? Foreign Language Annals 44,3: 467-494.

Is grammar bad? No, just limited. Severe conditions for learning, application of grammar rules.

Special case of the comprehension hypothesis: the reading hypothesis – reading: source of our reading ability, writing ability (writing style), vocabulary, spelling, grammar competence. Most powerful form = free voluntary reading (FVR)

## WHAT THE RESEARCH SAYS

### CORRELATIONAL/MULTIVARIATE STUDIES

Spanish as a foreign language - test of subjunctive was "monitor-free";

Predictor	Beta	p-value
Study	0.0052	0.72
Residence	0.051	0.73
Reading	0.32	0.034
subjunctive study	0.045	0.76

From: Stokes, Krashen & Kartchner, 1998

Amount of reading & TOEIC scores: each hour of reading = .6 points gain. Mason, B. M. and Krashen, S. 2015. Can second language acquirers reach high levels of proficiency through self-selected reading? An attempt to confirm Nation's (2014) results. International Journal of Foreign Language Teaching 10(2):10-19. One hour of reading = .6 points on TOEIC

Amount of reading & vocabulary size (English speakers, age 42)

1. Reading at age 42 counts, independent of reading at 16 or younger & previous vocabulary.
2. Fiction counts
3. Reading counts even when you control for parent occupation and parent education.
4. reading counts more than your own education, AND is independent of your educational level

Sullivan, A. and Brown, M. 2014. Vocabulary from Adolescence to Middle Age. Centre for Longitudinal Studies, University of London

SSR: Sustained silent reading

I: Better than Skill-Building

The Fiji Island study (RRQ, 1983): Elley & Mangubhai: gains in RC

grade	ALM	SSR	Big Books
4	6.5	15	15
5	2.5	9	15

year 2: larger differences, readers better in writing, listening and grammar

Reviews of SSR studies with second language acquirers

Effect Sizes for Three Recent SSR Meta-Analyses: English as a foreign language (EFL)

	Vocabulary	Reading Comprehension
Krashen (2007)		.87 (15)
Nakanishi (2015)	.18 (9)	.68 (15)
Jeon and Day (2016)	.47 (17)	.54 (46)

Number of studies analyzed in parentheses ( ).

II. How much reading do you have to do? Krashen and Mason, based on EFL, outside of class reading (pretest = 500)

Each hour = .6 points. Each page .02 points. 100 pages = 2 points

. TOEIC scores and real-world competence.

905-990	International Professional Proficiency (Able to communicate effectively in any situation.)
785-900	Working Proficiency Plus (Able to satisfy most work requirements with language that is often, but not always, acceptable and effective.)
605-780	Limited Working Proficiency (Able to satisfy most social demands and limited work requirements.)
405-600	Elementary Proficiency Plus (Can initiate and maintain predictable face-to-face conversations and satisfy social demands.)
255-400	Elementary Proficiency (Speaker has functional, but limited proficiency. Able to maintain very simple face-to-face conversations on familiar topics.)

To move from 250 to 500 = 250 points - well over 200 hours of reading!

If one hour a week of SSR = 50 hours = 25 points per year

Add equal amount outside of school = 50 points a year

Issues and breakthroughs

FAKE READING?

Krashen, S. 2011. Nonengagement in sustained silent reading: How extensive is it? What can it teach us? Colorado Reading Council Journal 22: 5-10.

Rare, especially if you wait a few weeks.

When it occurs, SSR principles violated

evaluation or fear of evaluation/ books too hard/not interesting/rigid rules/finish what you start/books only

Long-term EFL readers Cho, K.S. and Krashen, S. 2016. What does it take to develop a long-term pleasure reading habit? Turkish Online Journal of English Language Teaching. 1(1): 1-9.<http://www.tojelt.com> Access/no evaluation/no skill-building/self-selection/narrow/place to read

## Old ideas that deserve another look

### Junk reading

Weekly **comic book** reading and reading achievement for boys,  $r = .33$ , girls  $r = .13$  (Elley, 1994; table 3.4, p. 72; Purves and Elley, table 4.7, p 105), ages 9 and 10.

Elley, W. 1994. Voluntary reading activities. Purves, A. and Elley, W. 1994. The role of the home and student differences. In W. Elley (Ed.) *The IEA Study of Reading Literacy: Achievement and Instruction in Thirty-Two School Systems*. New York: Elsevier Science. pp. 65-88.

### **Spider-Man in the Library:**

Dorrell & Carroll (1981) placed comic books in a junior high school library, but did not allow them to circulate; students had to come to the library to read the comics. 74 days while comics in library, 57 days before  
Circulation of noncomic book material: 30% increase Visits: 82% increase  
Dorrell, I. and E. Carroll, 1981. Spider-Man at the library. *School Library Journal* 27: 17-19. School Systems. New York: Elsevier Science. pp. 89-122.

**Comics as a conduit:** Bishop Desmond Tutu described his father as “very patriarchal,” but tells us that “One of the things I am most grateful to him 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.”

Ujiie and Krashen (1996) seventh grade boys who reported more comic book reading also reported for pleasure reading in general. Similar results similar middle class children, those from low-income families.

OF INTEREST: heavy comic book readers from low-income families reported more overall reading than the occasional and non-comic book reading middle class boys.

**Teen romances:** Kyung-Sook Cho (Cho and Krashen, 1994, 1995a, 1995b), women in their 30's, years of formal EFL study in Korea, considerable residence in the United States > little progress in English. Read Sweet Valley Kids series (written for 7 year olds), progressed through Sweet Valley Twins (for readers 8 to 12), and Sweet Valley High (teen-agers), eventually Harlequins, substantial gains in vocabulary.

**Magazines** Rucker (1982) provided junior high school students with two free magazine subscriptions relating to their personal interests for periods of a year and a year and a half > superior gains on standardized tests of reading (but not on a test of “language,” i.e. mechanics and spelling).

**Gossip:** Korean-speaking adults acquiring ESL in the US were asked to read the National Enquirer for 20 days, 10m per day. Eight did the 20 days, 6 continued. None were pleasure readers because of negative experiences. Three refused. Eight read "narrowly," one treated it like a textbook but burned out after ten days. All felt they improved, Three subjects indicated that reading the Enquirer was useful for English conversation. Two others felt that the Enquirer gave them information that was useful for life in America, one subject commenting: "After I read the Enquirer, I feel like I am living in America." Cho, KS and Krashen, S. 2015. The incredible Frog-Boy is on the loose again: When adult second language acquirers read the National Enquirer. The International Journal of Foreign Language Teaching 10(2): 20-23.

Lyrics from "I read it in the Morning Star" by Weird Al Jankovic.  
The spirit of Elvis is in your living room.  
Your cat could be an extra-terrestrial.  
You can learn to live with stress.  
You can beat the IRS.  
The incredible frog-boy is on the loose again.

### **Graphic Novels**

Ramon: Came to US after 6 years of education in Mexico, knew little English in grade 9. In less than 2 years: read Percy Jackson.  
Home run experience: Naruto (teenage ninja), winter break of grade 9. Had been watching TV series in Mexico. Started reading manga in English, borrowed from public and school libraries, online versions.  
Access. school and local public libraries, online versions.  
Self-selected and narrow. A year and four months after starting to read Naruto manga, he was still reading them. Added Percy Jackson novel after reading them in graphic novel format.  
Language Development. In less than two years: just below reclassification level, Grade 10 he earned all A's and B's in his courses, regular subject matter classes with some accommodation for speakers of English as a second language.  
Henkin, V. and Krashen, S. 2015. The Naruto breakthrough: The home run book experience and English language development. Language Magazine 15(1): 32-25, published as "The Home Run book experience."

### **Children know what they like:**

Ujiie and Krashen (1995, 1996) prizewinning children's books (1) were not among those librarians considered to be the most popular with children, (2) rarely appeared on bestseller lists, and (3) bestselling children's books were taken out of libraries far more frequently than prize-winners. Also: when children were asked to list the books that inspired them to become readers, none ever won a Newbery, Caldecott or BlueBonnet (Texas) award. (Ujiie and Krashen, 2002).

**STAR METHOD** The Star Method: A Brilliant, No-Cost, Idea

Letter Published in the School Library Journal, 2010. LaDuska Adriance's idea of students putting a star in the inside corner of library books they like might be one of the great ideas of the century: Simple, no-cost, with the potential of substantially increasing interest in reading by creating a community of readers, what Frank Smith calls a "literacy club." I hope others try the Star Method and that those who are research-minded will carry out studies. I predict that the results will support this simple but powerful means of getting information around among students about good books. Adriance, L. 2010. Seeing Stars. How I ignored my inner librarian and got kids excited about books again. *School Library Journal* 56, 7: 26-27.

Stephen Krashen. posted at: <http://tinyurl.com/lnbjxoa>

Note: Stars placed in the inside cover is also an easy method for us to keep track of what books are most popular and might help our research.

Jim Trelease, and Stephen Krashen. " **Eating and reading in the library.**" *Emergency Librarian* 23.5 (May-June 1996): 27.

Benifits It will bring them into the library, tell them we value reading.

With good food, contribute to their well-being and health.

Possible objections: The mess, the money, parents will take advantage.

**What about Ebooks?** (from Krashen and McQuillan, submitted for publication)

Percentage who have read a print or e-book in the last 12 months.

income	print book	e-book
below 30,000	69	19
30,000 - 49,999	68	26
50,000 - 74,999	69	33
above 75,000	73	40

N = 1520 adults, March, 2016

From: Pew Research Center, 2016

Percentage of adults with E-Book-Readers, tablets, computers, smartphones:

	Computers	Smartphone	E-Readers	Tablets
Below 30	50	52	14	28
30-49,999	80	69	16	44
50-74,999	90	76	22	51
75 & more	91	87	27	67

Pew Research Center, 2015.

n = 959 adults, interview during March/April 2015.

## E-Books

School libraries: 12% of collection, 3% of circulation

Public libraries: 7% of collection, 5% of circulation

E-book readers to take home

School libraries: 12%

Public libraries: 38%

## The Case for Fiction

1. Much of voluntary reading is fiction

Thus fiction responsible for literacy development, knowledge

2. Fiction > literacy development

The UK study: Sullivan and Brown

Mar, R. and Rain, M. 2015 "Narrative fiction and expository nonfiction differentially predict verbal ability." *Scientific Studies of Reading* 19: 419-433

Undergrads university reported on their reading preferences (1-7 scale) = SR, or took author recognition test

Measure	SR-fiction	SR-nonfiction	ART:fiction	ART:nonfiction
Synonyms	0.32	0.04	0.35	-0.03
Analogies	0.11	0.06	0.17	-0.04
sentence completion	0.31	0.19	0.35	0.02
reading compr	0.32	0.09	0.32	-0.31

SR= self-report; ART = author recognition test

Table contains partial correlations, controlled for gender, age, yrs of English fluency, foils, other genre).

RESULTS: more fiction > better on vocabulary, tests of reading (sentence completion; reading comprehension), very modest correlations; more non-fiction > no effect, even sometimes negative.

COUNTER argument: Gardner (2004): fiction does not contain enough academic vocabulary to make the reading of academic texts comprehensible.

Only 7% of academic words in grade 5 expository texts appear in narrative texts at least ten times.

BUT: only a problem if we require that fiction read in one year will help readers understand significant percentage of the words in academic texts that they encounter that same year. BUT REAL ISSUE: does fiction help for eventual reading, not just right now. YES IT DOES: 338 acquirable academic words in the narrative texts in Gardner's sample = one year of reading.

Gardner (2008): books written by a few authors or on a narrow range of themes.

Krashen (2011): these narrow texts > acquisition of 783 in one year, double above figure. Confirms advantage of narrow reading.

**Other benefits of fiction:**

Habits of thought: understand others' points of views, "the capacity to identify and understand others' subjective states" (Kidd and Castano, 2013).

More tolerance for vagueness, that is, fiction readers are better able to deal with uncertainty, important for problem-solving (Djikic, M., Oatley, K. and Moldoveanu, M. 2013).

President Obama gives fiction the credit for his understanding that "the world is complicated and full of grays ... (and that) it's possible to connect with someone else even though they're very different from you." (The Guardian, Oct 23, 2014).

**Long-term effects of light/easy reading**

Schoonover, 1938: those who participate in self-selected reading programs eventually choose what experts had decided were "good books."

LaBrant, 1958: as students mature, they select more complex books and select from a wider variety of genres

When allowed to select their own books, young readers typically select books that are at their reading level or are harder (Southgate, Arnold, and Johnson, 1981; Shin and Krashen, 2007).

Krashen, Lee, Lao (in press): young readers choose books that are harder as they mature