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Self-selected reading is: (1) source of our literacy & language development (vocabulary, grammar, writing style, reading ability, spelling), more powerful than direct instruction. (2) source of knowledge. (3) positive “habits of mind.”

Underlying hypothesis; comprehensible input > cause of language acquisition

Application: Apply the Optimal Input Hypothesis (Mason and Krashen, 2020)

Best acquisition when input is (1) comprehensible (2) compelling (3) rich (moves action along, provides context to help acquisition). (4) abundant - acquisition is gradual.

### STAGE 1: STORIES

L1 (a) positive impact on language (b) they like it (c) leads to reading

L2: Story Listening (Beniko Mason): stories of universal interest; made comprehensible with drawings, occasional translation, gestures. Krashen, Mason & Smith. 2018.

<https://tinyurl.com/y7zbem9g>

Students NOT responsible for remembering the words; goal = enjoy the story: BUT more vocabulary acquisition than with direct instruction.

Efficiency! Mason & Krashen. 2004. <https://tinyurl.com/y2ezzp8k>

Delayed test = five weeks later (surprise)

Words acquired per minute

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

STAGE 2: READING (eventually self-selected) > vocabulary, grammar, writing, spelling; knowledge (science, history, practical); habits of mind (empathy, tolerance of vagueness)

READING and LITERACY: value of stories, a.k.a. fiction

(a) one hour = .6 points on TOEIC! Mason & Krashen. 2017

<https://tinyurl.com/yc9tc8ha>

(b) UK study: fiction best predictor of vocabulary knowledge. Sullivan, A. & Brown, M. (2014). *Vocabulary from adolescence to middle age*. London: Centre for Longitudinal Studies, University of London.

READING and KNOWLEDGE: history, literature, science. West, R., K. Stanovich, & Mitchell, H. 1993. *Reading Research Quarterly* 28: 35-50. 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."

READING and HABITS OF MIND: capacity to empathize. Kidd, D., & Castano, E. (2013). *Science*, 342 (6156), 377-380.

Greater tolerance for vagueness. Djikic, M., Oatley, K. & Moldoveanu, M. (2013).

*Creativity Research Journal*, 25(2), 149-154.

**GUIDED SSR - EASY AND INTERESTING:** neglected in foreign & second language education Mason, B. <http://beniko-mason.net/content/articles/2019-GSSR-before-SSR.pdf>

Truly compelling, comprehensible stories for beginners to read

Self-selected with teacher guidance, pre-selected at first, gradual movement to full self-selection. This takes time!

**Graded readers:** Students start from the lowest level of graded readers = successful, stress-free reading on the very first day. “Simple Authentic reading” after several years.

(Current approach in foreign language: very little easy reading, rarely interesting, premature reading of difficult authentic texts.)

100-300 graded readers > authentic

**NEXT:** Self-selected reading of authentic materials: When students are ready for this, we have succeed!!!

Access! (Learn to Love Multiple Regression!)

Krashen, S., Lee, S.Y. & McQuillan, J. 2012. <https://tinyurl.com/y8jir7l6>

Access to libraries strong predictor of scores on 2007 PIRLS, controlling for poverty.

More time dedicated to reading instruction related to lower PIRLS scores.

Predictor	Beta	p
Poverty	-0.41	0.005
SSR	0.16	0.143
Library	0.35	0.005
Instr.	-0.19	0.085
r2 = .63		

Getting interested in books 1. Book whisperer (D. Miller) 2. The Star Method (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.)