**What choices do we have? (An easy, effective way versus a hard, ineffective way).**

**S Krashen (**[**www.sdkrashen.com**](http://www.sdkrashen.com)**; twitter; skrashen; facebook Stephen D Krashen)**

**Two views of language/literacy development**

1. **The comprehension hypothesis: we acquire language when we understand it.**
2. **grammar, vocabulary = RESULT of language acquisition**
3. **pleasant immediately**
4. **The skill building hypothesis: first learn about language, practice rules**
5. **grammar, vocabulary learned first, then you can use the language**
6. **delayed gratification (that never arrives)**

**Special case of the comprehension hypothesis: the reading hypothesis - reading is the source of our reading ability, writing ability (writing style), vocabulary, spelling, grammar)**

**Most powerful form = free voluntary reading (FVR) – the evidence:**

1. **Sustaind silent reading: SSR better on tests of academic language (reading, vocabulary, writing, grammatical accuracy): true for children, teenagers, university students, first and second language**

**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**

1. **Correlational studies**

**The UK Study: Sullivan and Brown: Predictors of scores on vocabulary test given at age 16**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Beta** | **p-value** |
| **SES: higher job status** | **-0.012** | **0.613** |
| **Parent has degree** | **0.255** | **0** |
| **Higher income family** | **0.02** | **0.542** |
| **Read to everyday at age 5** | **0.115** | **0.01** |
| **Reads books often at age 10** | **0.313** | **0** |
| **Visits library often at age 10** | **0.009** | **0.791** |
| **Reads newspapers more than once/week at age 16** | **0.183** | **0** |
| **Reads books more than once/week at age 16** | **0.353** | **0** |
| **Reading proficiency at age five** | **0.039** | **0** |
| **Reading proficiency at age 10** | **0.117** | **0** |

**Sullivan, A. and Brown, M. 2013. Social inequalities in cognitive scores at age 16: The role of reading. London: Centre for Longitudinal Studies, Institute of Education, University of London** [**www.cls.ioe.ac.uk**](http://www.cls.ioe.ac.uk/)

1. **Case histories**

**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.”**

**Compelling Comprehensible Input: So interesting not aware of the language, sense of time, self diminishes = Flow (**[**Csíkszentmihályi**](http://en.wikipedia.org/wiki/Mihaly_Csikszentmihalyi)**): the end of motivation**

**Case histories: language acquisition never the goal, but a by-product. It was the story.**

1. **Jack, Mandarin heritage language speaker: Stories of A Fanti led to improvement, but only when stories were available (Lao & Krashen, IJFLT, 2008).**
2. **Paul: Cantonese & English speaker, acquired Mandarin from cartoons and lots of TV shows and movies, with no particular motivation to acquire Mandarin.**
3. **Fink (1996/6) 12 people considered dyslexic. 9 published creative or scholarly works, one Nobel laureate. 11 learned to read between 10-12, one in 12th grade. “As children, each had a passionate personal interest, a burning desire to know more about a discipline that required reading … all read voraciously, seeking and reading everything they could get their hands on about a single intriguing topic."**

**Our development of academic language.**

**THREE STAGES to academic language development: compelling comprehensible input**

**ONE: Read alouds: overwhelming research support for vocabulary, listening comprehension, interest in books**

**Hsieh, Wnng and Lee: comparing 65 storybooks and textbooks in Taiwan**

**Nouns, Verbs, and Adjectives Appeared in the Stories and Textbooks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Materials | Nouns | Verbs | Adjectives | Total Number of Different Content Words |
| Storybooks | 1073 | 364 | 272 | 1709 |
| Hess | 502 | 128 | 70 | 700 |
| Joy | 579 | 145 | 76 | 800 |
| Longman | 441 | 102 | 71 | 614 |

**Frequency of Content Word Recurrence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Materials/**  **# of headwords** | **Frequency of**  **Occurrence** | **N (%\*)** | **V (%\*)** | **ADJ (%\*)** | **Total repeated content words**  **(%\*)** |
| **Storybooks** | 3+ | 466 (22%) | 214(10.1%) | 129 (6%) | 809 (38.2%) |
| 2117 | 6+ | 267 (12.6%) | 130 (6%) | 84 (4%) | 481 (22.7%) |
| **Hess** | 3+ | 219 (24.5%) | 60 (7%) | 44 (5%) | 323 (36.1%) |
| 894 | 6+ | 107 (12%) | 39 (4%) | 33 (4%) | 179 (17.9%) |
| **Joy** | 3+ | 260 (25.1%) | 68 (7%) | 44 (4%) | 372 (36%) |
| 1034 | 6+ | 131 (12.7%) | 39 (4%) | 31 (3%) | 201 (19.4%) |
| **Longman** | 3+ | 224 (27.6%) | 54 (7%) | 42 (5%) | 320 (39.4%) |
| 811 | 6+ | 99 (12.2%) | 30 (4%) | 16 (2%) | 145 (17.9%) |

\*% = percentage of the content words among total number of headwords

Ming-yi Hsieh., Fei-yu Wang., & **Lee, S. Y**.(2011). [A Corpus-Based Analysis Comparing Vocabulary Input from Storybooks and Textbooks](http://web.ntpu.edu.tw/%7Elwen/publications/A_Corpus-Based_Analysis_Comparing.pdf" \t "_blank). The International Journal of Foreign Language Teaching (IJFLT) , 25-33, Winter 2011

**TWO: free voluntary reading: the bridge between conversational and academic (specialized) language.**

**THREE: Academic Reading: COMPELLING, SELF-SELECTION, NARROW**

**Factors preventing the development of academic language**

1. **lack of access to books, usually due to poverty – BUT: libraries!**

**PIRLS: 40th graders in 40 countries, in their own language**

**Multiple Regression Analysis: predictors of achievement PIRLS 2006**

|  |  |  |
| --- | --- | --- |
| **predictor** | **Beta** | **P** |
| **SES** | **0.41** | **0.005** |
| **independent reading** | **0.16** | **0.143** |
| **library: 500 books** | **0.35** | **0.005** |
| **instruction** | **-0.19** | **0.085** |

**r2 = .61; Krashen, Lee and McQuillan (2012): the simple analysis**

1. **A matter of concern: Test-prep countries (Loh and Krashen, forthcoming)**

**Baseline high SES countries:**

|  |  |  |  |
| --- | --- | --- | --- |
| **n = 7** | **HDI (SES)** | **parent likes** | **child likes** |
| **New Zealand** | **0.91** | **51** | **32** |
| **Australia** | **0.93** | **48** | **30** |
| **Canada** | **0.90** | **41** | **35** |
| **Germany** | **0.91** | **37** | **34** |
| **Israel** | **0.89** | **41** | **32** |
| **Ireland** | **0.91** | **48** | **37** |
| **Austria** | **0.89** | **40** | **31** |
| **MEAN** | **.91 (.01)** | **43.7 (5.2)** | **33 (2.5)** |

**Interest in reading, HDI, and PIRLS scores.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | **HDI** | **parent likes** | **child likes** | **PIRLS** |
| **Hong Kong** | **0.898** | **14** | **21** | **571** |
| **Taiwan** | **0.882** | **17** | **23** | **553** |
| **Italy** | **0.874** | **24** | **23** | **541** |
| **Singpore** | **0.866** | **21** | **22** | **567** |
| **MEANS** | **.88 (.01)** | **19 (4.4)** | **22.3 (.96)** | **558 (13.7)** |
| **Baseline** | **.9 (.02)** | **43.7 (5.2)** | **33 (2.5)** | **538.4 (9.7)** |

**Overall means**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group** | **n** | **HDI** | **parent likes** | **child likes** | **PIRLS** |
| **Baseline** | **7** | **.91 (.01)** | **43.7 (5.2)** | **33 (2.5)** | **538.4 (9.7)** |
| **Test Prep** | **4** | **.88 (.01)** | **19 (4.4)** | **22.3 (.96)** | **558 (13.7)** |
| **Late Bloomer** | **5** | **.91 (.02)** | **46.8 (4)** | **21.6 (2.7)** | **543.4 (22.6)** |
| **Middle** | **10** | **.84 (.02)** | **29.3 (6.9)** | **26.9 (5.1)** | **505.4 (43)** |
| **Low SES** | **14** | **.75 (.06)** | **24.8 (8.6)** | **30.2 (8)** | **470 (69.4)** |
| **overall** | **40** | **.83 (.07)** | **31.2 (11.3)** | **28.1 (6.5)** | **509.7 (56)** |

**Conjecture:**

1. **True path to literacy competence: FVR**
2. **Test prep path: instruction in test-taking strategies (eg read questions before passage, eliminate distractors) and reading hard texts**
3. **Long term danger: less interest in reading > less real progress**

**Conclusions about language teaching**

**ONE Class supplies compelling comrpehensible input not easily available outside of class**

**TWO: Promote a love of reading**

**THREE: Provide tools for continuing improvement.**