The 5-Minute Drill for Big Reading

Iteration 3.0

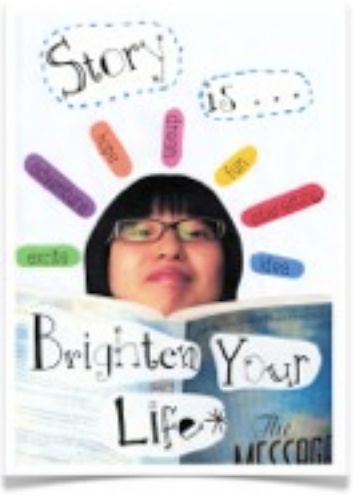
By Joseph Poulshock, PhD
Professor, Tokyo Christian University
Editor, BeeOasis.com

Big, Easy Reading

- Easy (defined)
  - i + 1/i - 1
    - 95-98% Coverage
- **Big (defined)**
  - **300,000**
    - **3,000,000**
- **bit.ly/nishizawa2009**

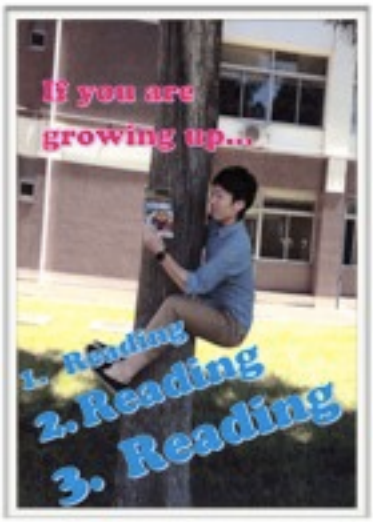
General Benefits

- **Enjoyment, Choice**
- **Mobility, Fashionableness**



Linguistic Benefits

- Improve all language skills.

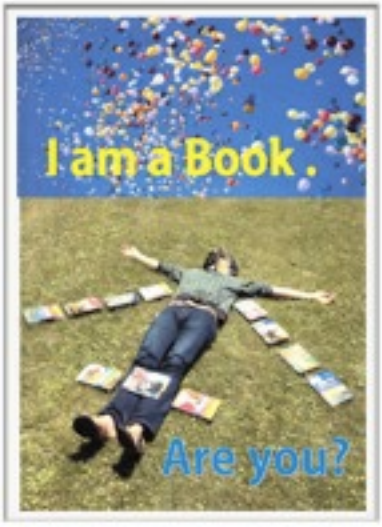


Benefits of Fiction

- Simulation
- Flow experience
- Logic of fiction
- Reading lifestyle

Problems

- Students read hard.
  - Reading lifestyle?
    - Read enough?



The Goal

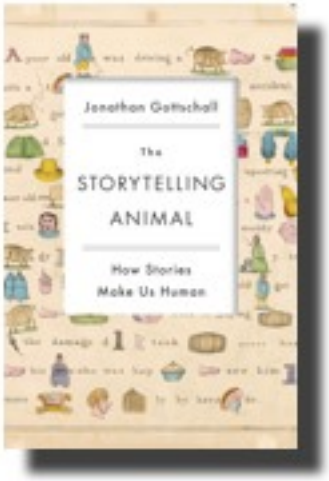
- Motivate more reading.

POWWOWS

- Pep-talk. "Reading is great." "It's good for you!"
  - Oblige "You will read or fail."
- Whisper. "Here's a good book for you."
  - WOW-S. Wow them with story.

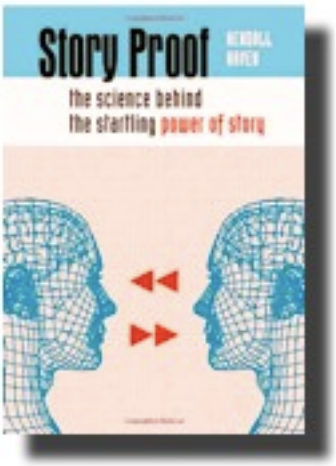
Storify

- Storification
  - Character + Predicament + Attempted Extrication.



Story Proof (Kendall Haven)

- 8 principles
  - If you understand story, you will enjoy it more.
    - Will you read more?
- I return to this point later.



The 5-Minute Drill

- Besides POWWOWS, we can try the 5-minute drill.
  - Read for at least 3-5 minutes per day.
  - Getting started is half the job.
    - *"It's the job that's never started as takes longest to finish." J. R. R. Tolkien*

Instructions to Learners

- Carry the 5-Minute Drill form.
  - Read at least 5 minutes daily.
  - Write your total for each date. Turn in by DATE.
    - Word count 30% of the grade, drill 10%.

Points

70 Days = 10 points
65-69 Days = 9 points
60-64 Days = 8 points
55-59 Days = 7 points
50-54 Days = 6 points
40-49 Days = 5 points
30-39 Days = 4 points

Background

- Group A
  - 66 intermediate students from 3 classes.
  - Spring term (- drill).
  - Fall term (+ 3-minute drill) for the last 6 weeks.
    - December 6, 2012 to January 17, 2013.

Group A

- Compare periods: Spring 1 (-drill) and Fall 1 (-drill)
- Compare periods: Spring 2 (-drill) and Fall 2 (+drill)

Spring	Word Counts	Fall	Word Counts
Spring Total	7,946,437	Fall Total	8,938,817
Spring Ave	120,401	Fall Ave	136,478
Spring 1 (- drill) Total	896,706	Fall 1 (- drill) Total	3,587,182
Spring 2 (- drill) Total	7,049,731	Fall 2 (+ drill) Total	5,354,231
Spring 1 (- drill) Ave	13,586	Fall 1 (- drill) Ave	54,351
Spring 2 (- drill) Ave	106,814	Fall 2 (+ drill) Ave	81,125

Background

- Group B
  - 64 intermediate students from 3 classes.
  - Spring term: (+ 5-min drill) daily for the term.
    - April 12, 2013 to July 11, 2013.
  - Compared word counts with drill time.

Background

- Group C
  - 12 high intermediate to advanced students.
  - They did 5-minute drill for the spring term.
    - April 12, 2013 and July 7, 2013.

Background

- Group D
  - 12 low intermediate students.
  - They did the 5-minute drill for the spring term.
    - April 12, 2013 and July 7, 2013.

Groups B-D

- Compare number of drill days with word counts.
- B Intermediate, C Advanced, D Low Intermediate.

Group	Days & Totals	Days & Totals	Days & Totals
Group B	70 Days	60 Days	55 Days
Ave Word Totals	243,005	233,168	172,015
Group C	70 Days	60-65 Days	55 Days
Ave Word Totals	321,193	248,814	NA
Group D	70 Days	55-64 Days	40-54 Days
Ave Word Totals	104,180	65,015	51,424

Interpretations

- Students improved on their own.
  - 3-minute did nothing.
- Students exaggerated word counts.
  - They cheated for points.
- Students read more because…
  - The drill helped catalyze reading.

Application

- Do the drill at the beginning of the term.
  - This may help kickstart reading.
    - Try it for a short period, e.g., 2-3 weeks.
- Give it to individuals who need it.
  - Emphasize the value of a reading habit.
    - Good readers take a dip whenever they can.
- Socialize the drill by doing it in groups.

Future Research

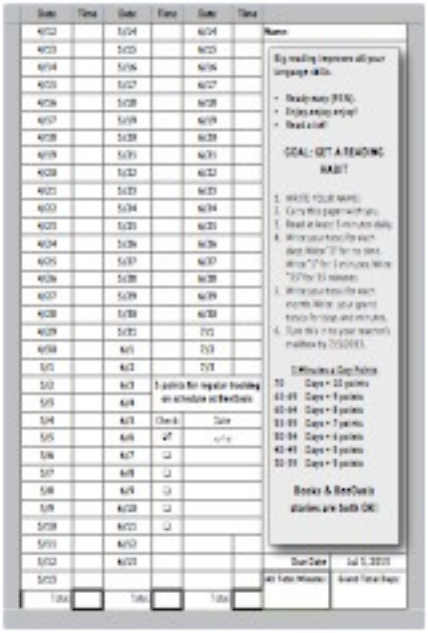
- Does it really work? How can we know?
  - Cross-check with questionnaires and interviews.
  - Split the classes into groups (+ & - drills).
  - Correlate word counts with individual drill data.

Future Research

- Do the drill with storified and non-storified texts.
  - Compare Group A, Group B, Group C.
    - A does the drill and reads storified texts.
    - B does the drill and reads non-storified texts.
    - C does the drill with any text they choose.
- Hypothesis: Group A will spend more time reading than B and C because their texts are storified.

Conclusion

- The most important thing.
  - Students discover the joy and power of reading.

Thank you!

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