

Extensive Reading and Double-Entry Journal Writing

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The Fluency First Approach by Adele MacGowan-Gilhooly uses extensive reading done with double-entry journal (dej) writing. DEJ writing consists of students writing their emotional reactions, responses, or opinions to short passages of the book as they are reading. The sentences being referred to are written on the left side of a folded paper and the response is written opposite it on the right half of the same folded paper. The author used Gilhooly's method with two classes of medical college students. The control group read five pages of a book and the treatment group read ten pages of the same book. Both groups wrote the same amount of dej's as homework, which was one page per weekly class. The two groups had no significant difference on the pretest and both groups showed significant differences on the posttest. The group that read ten pages however, had a higher average score. Therefore, reading ten pages per week improved student proficiency more than reading five pages per week when done with dej writing.

These dej's were corrected by the author for grammatical mistakes. The effect of this correction must be tested with a control group that does not receive corrections, but only comments by the teacher. The author noted that teacher burnout is a big problem with teacher correction of student writing. She now has students exchange their writings with other students. The students write opinions or comments and return them to the original writer. The author has expanded her classes' writing to short video segments, newspaper articles, short stories, etc. The author no longer does grammatical corrections.

[PowerPoint presentation \(click to view\)](#)

Reference Data:

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