



St♥ry-Listening Kit

Story-Listening Text Profile: Key Terms & Concepts

TOTAL WORDS

"Total Words" means counting all the individual words in a written text. Knowing this helps you estimate how much time it will take to prepare for the Story-Listening session. When you convey them in English with additional explanations, it often involves using more words. This means that even a brief story can turn into enough material for a Story-Listening session to last 20 minutes.

K2 WORDS

"K1 Words" are the most frequently used first 1000 words. "K2 words" are the most frequently used second 1000 words. Note that "Words" does not mean individual words, but "Word Families." As an example, "beauty," "beautifully," "beautify," and "beautiful" are in the same word family. 2000 high-frequency words (K2 words) does not mean 2000 individual words.

K1 + K2 = 97%

(K1 + K2 = 97%) means that 97% of the words in the text are used in the first High-Frequent 2000 word (families). Please note that just because 97% of stories are written within 2000-word families, it doesn't necessarily mean they're easy to tell for the teacher or easy for the students to understand. It depends on what level of words the remaining 3% are. 3% of the 500 words will be 15 words. These 15 OFF-LIST words are often the words that accurately convey the meaning of the story. Teachers must explain such words using comprehension-aiding supplementation in a way that students can understand. In addition, comprehension is determined not only by the meaning of unknown words but also by whether they can easily guess the flow of the story. It has to do with an individual's life experience. Therefore, adults with a lot of life experience can predict the plot of the story and understand it faster than those who have less experience. When you're targeting young people with less experience, the content that is familiar to them is easier to understand and more enjoyable.

OFF-LIST WORDS

Off-list words here mean low-frequency words other than K1 and K2 words. In most cases, these words will be rephrased by replacing them with simple synonyms, or the teacher will take some time to explain them. The teacher may also give example sentences to encourage understanding.

When a story has a lot of words that a teacher who's not a native speaker doesn't know, it can be tough for both the teacher and the students. That's why it's helpful to figure out how many of these unfamiliar words there are in a story and decide how to deal with these "OFF-LIST words."

Sometimes, the best approach is to replace these unfamiliar words with simpler synonyms that the students already understand, or they may be ready to acquire. If you spend too much time explaining words that are new to the students, it can make the story confusing and not very enjoyable. It depends on the students and their readiness to learn whether you should explain what these unfamiliar words mean.

I often share stories with my students using only the words I think that they already know because the most important thing is for them to enjoy the story. The main goal is that they understand the story and find it interesting. It is not to teach new words. They will acquire new words unintentionally that they are ready to acquire because the teacher knows far more words than they and the teacher will use the words she knows to tell the story.

Also, even if the teacher thinks the word is easy, for some students it may be the optimal input (i+1) that they are just ready to acquire. Even when a teacher thinks she's telling a story using words all the students know, there might still be some new aspects of the language they need to hear. So, there is no need to worry even if there are a lot of Off-List words. The key is to make the story engaging and fun for your students.

PROMPTER VOCABULARY

These are the recommended words to include in your prompter vocabulary reference sheet. These words are the words used in the text. These words are not intended for students to memorize but are words that teachers want to use to tell the story. It is best for your students that YOU choose the words for your SL session and make a list. You know what your students need. Off-list words are also included, but you don't need to use them all when telling the story. Use easier synonyms to help your students understand the story if you think it is better for their understanding and enjoyment. The Prompter Vocabulary, which contains the meanings of words in their native language, can be helpful for students who wish to review the story later.

ACADEMIC WORDS

Academic Words encompass specialized vocabulary essential for higher-level learning across various fields. Although traditional methods emphasize direct instruction through textbooks, stories such as folk tales and short stories contain a surprising amount of academic terminology. These stories provide listeners (readers) with repeated exposure to low-frequency academic words, aiding listeners' (readers') memorization and comprehension. Foreign language students can encounter these academic terms by listening to many stories and reading many books, promoting familiarity, and understanding. Integrating "Story-Listening" into a "Guided Self-Selected Reading" program can significantly improve students' acquisition of academic vocabulary while developing listening and reading competencies.