



Story-Listening Kit

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What is included in the Story-Listening Kit:

Story-Listening video of the story presented by Dr. Mason

The video can be presented to the students as it is, but it would likely provide a richer and more memorable experience if the story is told in person by their regular teacher.

Level adapted Story with text profile

A copy of the story text can be distributed to the students after the Story-Listening session.

Prompter (includes drawings)

This is a tool for teachers to use while preparing for an SL session. It should also be used as a reference during the session. This will not be distributed to the students.

Prompter Vocabulary

A copy of the Prompter Vocabulary can be provided to the students along with the text.

About this Story-Listening Kit

- This kit is specifically designed to assist in delivering Second Language lessons to students, offering guidance for aspiring Second Language teachers.
- The primary audience includes high school, college students, and beyond.
- Tailored for a wide range of listeners, the kit is suitable for upper elementary and junior high school students.

- Typically, high school and college students have years of English study and practice in listening for test preparation but often lack experience in listening to extended English narratives, like a 15-minute story.
- There's a distinct difference between listening for test preparation and enjoying a story. The former focuses on memorization for answering questions, while the latter emphasizes following the story's flow and appreciating its message.
- Typically, students who are older or have more experience in language learning start the course at basic or beginner levels, such as A1 or A2.
- Some students may have higher proficiency levels than the majority of the class.
- These advanced learners might find the stories too simple, believing they gain little from elementary language.
- To challenge such students, include advanced vocabulary or structures they may be unfamiliar with during storytelling.
- These advanced terms are provided as Academic and OFF-LIST words in the kit.
- When using advanced vocabulary, rephrase it with simpler synonyms to ensure comprehension by all students.
- The initial goal for an English class is to create an impression of ease and success, especially on the first day, making listening lessons seem approachable.
- Depending on student responses and behaviors, the stories' complexity and length are adjusted.
- The curriculum adapts to students' readiness, a point to be communicated during the first day's orientation.
- Explaining the theory, acquisition approach, evaluation methods, and curriculum on the first day is crucial for the course's success.
- When students understand and accept these components, they are more likely to cooperate.

Orientation

Before starting your SL session, conducting an orientation for your students is beneficial.

1. Begin by explaining the theory and practice methods to the students.
2. A description of what SL/GSSR is has been prepared in English, Japanese, and Spanish.
3. Inform them that this method is grounded in second language acquisition theory, proven effective and efficient, and not based on personal preferences.
4. Clarify that the SL method excludes pre-teaching vocabulary, post-output activities, error correction, and tests.
5. Research supports the theory that excluding these activities from the optimal input method accelerates progress.
6. Students are simply expected to listen to and enjoy the story.
7. They will be asked to write a summary in their native language after hearing the story.
8. The purpose of the summary is to communicate their understanding to the teacher.
9. This is not for evaluation or grading but to prepare for the next SL session.
10. Some students may wish to take notes, so providing paper beforehand is advisable.
11. They also serve to track students' progress.
12. For the final evaluation, students will summarize a story told by the teacher at the end of the class.
13. Regular class attendance, listening to stories, and writing summaries are part of the preparation for the final exam.
14. For the final exam, students listen to a new 30-minute folktale and write its summary.

15. To achieve good grades, students need to attend class, be attentive, listen to the story, and write effective summaries.
16. Regular attendance naturally enhances listening skills and vocabulary without extra effort.
17. It's important to remind students that not every story will be highly entertaining, and they should be patient. The goal is to enjoy listening to stories, but they should remember it's an educational class, not entertainment, and the teacher is not a performer or a cartoonist.
18. The teacher uses SL as an efficient method for foreign language instruction.

How to Use this Kit

Prepare for the Story-Listening Lesson

- **Read the Story Text:** Familiarize yourself with the story by reading the text thoroughly.
- **Review the Prompter Vocabulary:** Examine the vocabulary list to assist in presenting the story.
- **Add or Remove Words:** Feel free to add more words if necessary, or ignore any that seem unnecessary.
- **Rehearsal at Home:** Practice telling the story at home to prepare effectively.
- **Rehearse for Your Audience:** Rehearse as if you are presenting to your students, making the storytelling engaging for them.
- **Use the Prompter:** Use the prompter and its vocabulary as a guide for telling the story and practicing any drawings that accompany it.
- **Improvise with Explanations:** If you find a better way to explain new words, feel free to use your own style.
- **Multiple Rehearsals:** Ideally, aim to tell the story without relying on the prompter, so practice multiple times.

During Story-Listening

- **Selective Word Usage:** You don't have to use all the words on the Prompter; use them as a guide alongside your own words for explanation.
- **Engage with Students:** Regularly check if the students are following the story, asking for confirmation like "OK? Understand?"

After Story-Listening (optional)

- **Distribute Text and Vocabulary:** If helpful, provide students with a copy of the text and the Prompter Vocabulary for writing a summary.
- **Summary Writing:** Give students a blank sheet of paper (A-4 or US letter size) to write a summary in their native language.
- **Student Information:** Have them write their name, student ID number, and the date on the top of the sheet.
- **Summary Guidelines:** Instruct them to write a short description of the story in about 10 minutes.
- **Self-Evaluation:** Ask them to evaluate their understanding of the story with a percentage or a simple emoji at the end of the summary.
- **Time Allocation:** Allocate about 10 minutes for writing the summary.
- **Collect Summaries:** Keep the summaries for reference and do not return them until the end of the semester.

What to Do with the Collected Summaries

- **Review Summaries:** Assess the students' understanding of the story through their summaries.
- **Progress Evaluation:** Use the summaries to gauge how much students understood and to plan future stories and teaching methods.
- **Long-term Storage:** Store each student's summaries in individual files for easy access and review.
- **Do Not Return Summaries:** Keep the summaries in student files as a record of progress and reference for final grading.
- **Additional Activities:** If time permits, read the text to the students or let them read it at home.
- **Adjusting Teaching Approach:** As you understand each student's level, adjust your storytelling and language accordingly. Transition from summary writing to telling more stories in class once students are accustomed to listening.
- **Private Lessons:** In one-on-one lessons, summaries may not be necessary as you can directly observe the student's understanding and progress.
- **Feedback and Planning:** The summaries provide valuable feedback on student comprehension, enjoyment, and areas of difficulty, guiding the choice and delivery of future stories.
- **Discontinuing Summaries:** If you determine that summaries are no longer beneficial for obtaining feedback, you can discontinue this practice after the storytelling sessions.

Final Notes

- When writing summaries, students may find it helpful to glance at the board to review the sequence of events in the story, which highlights the benefit of having a large blackboard.
- Begin narrating your story on the left side of the board and progressively move the narrative towards the right, allowing the story to visually unfold from start to finish.