

# The DOs and DON'Ts of Story Listening

Story Listening is based on Stephen Krashen's Comprehension Hypothesis (1985):

*"Input is the cause of language acquisition, and it alone is sufficient."*



## DO

- Explain the theory and the research evidence
- Draw pictures, using different colors  
(*Drawing slows down teacher's speech. Students need time to process the input*)
- Use facial expressions and gestures
- Use simple language
- Find stories that you like to tell which you think that your students will like  
(*see below*)
- Use students' knowledge of the world as one of the tools
- While you are telling the story, make sure they understand the story  
(*use students' L1 when helpful*)
- Make a prompter for you to tell a story with rich language from the text
- You can prepare a separate list for the students to take home, or give them the prompter with the text to take home for review and for parents to see what is going on in class
- **Stories to tell:** easily predictable stories for beginners, fairy tales and folktales, Brother Grimm's Household Tales, world legends, starting with "Once upon a time" is easier for students

## DON'T

- SL is **not** a storytelling time to entertain children who have already acquired their native language
- Ready made pictures, stuffed animals, candles or other realia are **not** necessary
- Don't try to teach morals by telling a story, or try to change their belief by telling a story
- Do **not** ask comprehension questions
- Avoid doing additional output activities. Give them more input if you have time left, tell one more story
- The students can review the words if they want to but if they don't have time they **don't have to**. The power of SL is so robust that the rate is much better than conscious learning (*rate = rate of vocabulary acquisition*)
- **Stories to avoid:** personal stories, some stories are **not** suitable for children, Student written stories  
(*the input will not be rich*)

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