**屋内, 座る, 本, テーブル が含まれている画像

自動的に生成された説明**

Stephen Krashen’s Webpage: <http://www.sdkrashen.com>

Krashen, S. (1982). <http://www.sdkrashen.com/content/books/principles_and_practice.pdf>

Beniko Mason‘s Webpage: <https://www.beniko-mason.net/publications/>

Story-Listening YouTube Channel: <https://www.youtube.com/channel/UCwjJajEkI7Sg4FjvHq2eHoA>

Theory and Application Courses: <https://www.story-listening.net/>

**The Goal of Optima Instruction**

To develop “autonomous” acquirers of second/foreign languages; that is, to bring students to the point where they no longer need us and can continue to improve on their own.

(Krashen, 1998: The Foreign Language Education: The Easy Way).

**What is Optimal Input?**

* Optimal Input contains more than “some” comprehensible input.
* The Optimal Input Hypothesis assumes that we acquire only from input, not from output.
* A popular assumption is that any method will work as long as it contains some comprehensible input. Thus, we can teach songs, put on a play, and lead the students in output exercises, because they all involve some comprehension of messages. But they don’t provide optimal input.

**The 4 characteristics of Optimal Input**

(1) **Comprehensible INPUT** does not mean that students have to understand everything perfectly. Some parts of SL are understood 100% by some, 75% by others, and 50% and 0% by some others.

(2) **Compelling INPUT** means that the input is so interesting that students forget that they are in a language class when they are enjoying hearing and reading (input). When a story is very interesting, the listeners forget that they are listening in the foreign language. When acquisition is happening, that is when the affective filter is the lowest**.**

(3) **Rich INPUT**. Rich means that there is abundant familiar language and as well as unfamiliar language that they are ready to acquire.

(4) **Abundant INPUT.** An interesting/compelling story will naturally include a great deal of input.

**Example:** The original sentence in “The Fisherman and his Wife by Grimm” at the beginning of the story is: “There was once a fisherman who lived with his wife in a pigsty, close by the seaside.” (<https://www.gutenberg.org/files/2591/2591-h/2591-h.htm#link2H_4_0011>).

In the SL style this one sentence can changes to:

Once upon a time, a long time ago, maybe it was about 300 years ago, or maybe it was only 200 years ago, we don’t know when, but anyway, it was a long time ago and it was in Europe. It was in Germany. There was a man. He was about 65 years old. He was married. He had a wife. His wife was also 65 years old. He was a fisherman. She was a housewife. He was a happy man, but she was not. She was unhappy. She didn’t like her house. They lived in a small cabin. It was an old small house. The house was not only old, but also dirty. It was not only dirty but also messy. She did not like to put away things. Their clothes were everywhere. The shirts were on the sofa, the pants were on the floor, the jackets were on chairs. She didn’t clean the house. She didn’t sweep the floor. She didn’t wipe the tables clean. The dishes were dirty. Their small house looked like a house for pigs. Pig house, pigsty. Their dirty house, the pigsty was close to the sea. They lived in northern Germany, not southern, but northern, there was a fishing village in northern Germany. Their house was in a fishing village. He caught fish for a living. His job was to catch fish. He went to the sea every day to the seaside to fish.

(247 words in total, 96.8% were within the most frequent first 2,000 words, one academic word, “job,” and six (6) off list words, cabin, messy, jackets, pants, sofa, and pigsty.) <https://www.lextutor.ca/vp/comp/>

**HOW TO MAKE INPUT OPTIMAL**

1. Facial expressions, gestures, slow and clear speech, and drawing.
2. Descriptions, explanations, comments, and insert a story within a story.

**SL MATERIALS**

* SL uses folktales and fairy tales which have stood the test of time.
* They are suitable as language teaching material because they are interesting and rich in language and themes.

**RICH content and language in Stories**

* Characters of many kinds of professions face many kinds of problems and hardships.
* They get help from animals, gods, nature, giants, fairies, etc., and use their own wisdom to solve problems.
* In the end, justice is usually done, and everyone is satisfied with the happy ending.
* The stories that have been handed down across time and space are rich in content and the flow of the story has peaks and valleys.
* Listeners keep listening because they want to know how the story develops and how the difficulty is resolved.

**ABUNDANT INPUT**

* When the rate of speaking is about 70 wpm, in 20 minutes the listeners hear 1400 words in total.
* Story-Listening is not one of many activities, but one of the two main parts of the optimal input instruction. The other is reading.

**COMPELLING INPUT**

* SL aims to make it so compelling that listeners forget that they are listening to a story in a foreign language or in a language class.

**COMPREHENSIBLE INPUT**

* It is not necessary for listeners to completely understand every word.
* It may be enough that they have the feeling that they understood the story.
* The input can contain a little “noise.” If the story is compelling, they may not even notice the incomprehensible parts, the “noise.”

**Story-Listening/GSSR = NO OUTPUT / NO TARGETING / NO QUESTIONS / NO TESTS / NO ERROR CORRECTION / NO ASSIGNED HOMEWORK**

Our goal: Students forget that they are in a language class when they listen to stories and read books. Students voluntarily select whatever books they find interesting. If it is comprehensible, it will help their language development.

Krashen, S. (2013). The Case for Non-Targeted, Comprehensible Input. *Journal of Bilingual Education Research & Instruction, 15*(1), 102-110. <http://www.sdkrashen.com/content/articles/nontargeted_input.pdf>

**STUDIES**

1. **Pure Optimal Input vs. Skill-Based Approach: Comparing stories with methods mixing stories and traditional language teaching.**

**Mason, B. (2018).** A pure comprehension approach: More effective and efficient than eclectic

second language teaching? *IBU Journal of Educational Research and Practice, 6*, 69-79.

<https://www.beniko-mason.net/content/articles/2018-a-pure-comprehension-approach-is-more-effective.pdf>

Subjects

1. English majors: 7 classes per week (one SL/GSSR and the others are skill-based.)
2. Pre-school education majors: 1 class per week (one SL/GSSR)

Method

* Both groups had SL/GSSR class. Once a week.
* They listened to one story and read a book in class.
* They also read out of class.
* Both groups read more than 500 pages per semester.
* English majors had 6 other skill-based class.

Measurement

100-item cloze test: Pretest before at the beginning of the semester and posttest at the end of the semester. Acceptable word scoring.

Result

The gain made on a 100-item cloze test by the Pre=ED group was twice as much as the gains made by the English majors.

1. **Case Studies: Is Input the cause of significant improvement on the TOEIC?**

TOEIC is 990 points in total. “A Teacher’s Guide to TOEIC Listening and Reading Test: Preparing Your Students for Success” by Oxford University Press reports that it takes about 450 hours of test preparation study to gain 200 points from TOEIC score from 450 to 650.

<https://elt.oup.com/elt/students/exams/pdf/elt/toeic_teachers_guide_international.pdf>

Mr. Tanaka, a Japanese middle-aged man, spent 217 hours to gain 180 points from 475 to 655 in one year from listening to stories and reading books (roughly 6500 pages) without test preparation study and output. He accomplished a similar result using half the time. <https://www.beniko-mason.net/content/articles/mason_tanaka_ijflt_11-11.pdf>

2). The publication by Oxford University Press reports that the estimated hours to gain 200 points from 650 to 850 is 500 hours. Kenta read roughly 6,500 pages and gained 170 points and his score went up to 795 from 625 in 10 months. 170 points from roughly 200 hours of reading. (Mason & Krashen, 2020). <https://www.beniko-mason.net/content/articles/2020-the-immersion-assumption.pdf>.

Kenta spent his third year at the university for output practice by talking to native speaker teachers on campus and going abroad for two short English study courses in the USA and in the Philippines, but his TOEIC score didn’t change (625-625). Output and study didn’t work.

3). Sawako, a former student, gained 85 points from reading 1740 pages (roughly 75 hours) in one semester (810-895). According to the OUP report, it takes 275 hours of study to gain about 100 points from 750 to 850. <https://www.beniko-mason.net/content/articles/2020-the-immersion-assumption.pdf>

4). Miyako, also a former student, read all the Agatha Christie novels. Then she was asked to take the TOEIC test by the company where she worked. She scored almost perfect on the TOEIC without studying for the test. (Mason, 2017). <https://www.beniko-mason.net/content/articles/2018-The-Effect-of-Pleasure-Reading-Experience-30-Years-Ago.pdf> The interview with Miyako is posted on my website: <https://www.beniko-mason.net/story-listening/story-listening-video/2020/02/20/interview-with-miyako.html>

**These students gained more and faster from pure optimal input (reading that provided them with optimal input) than from traditional courses and even from experiences overseas. Reading is a short cut to increasing the TOEIC (standardized test) scores.**

**3. Vocabulary acquisition from SL**

The vocabulary acquisition rates using SL are roughly the same regardless of the levels of proficiency and the age differences. This is important evidence to show that anyone can acquire a foreign language when they were exposed to optimal language input with low affective filter (in other words, without output followed by corrective feedback and evaluation).

* Clarke, S. (2019). A replication of "Is form-focused vocabulary instruction worthwhile?" (Mason and Krashen, 2004), 名古屋短期大学研究紀要, 57, 155-159. Available from <file:///Users/benikomason/Downloads/14_Clarke%20(10).pdf>
* Clarke, S. (2020). A further replication of “Is form-focused vocabulary instruction worthwhile?”. *Turkish Online Journal of English Language Teaching (TOJELT)*. 5(1), 1-7. Available from <http://www.tojelt.com/Makaleler/455745559_Clarke.pdf>
* Mason, B., & Krashen, S. (2004). Is Form-Focused Vocabulary Instruction Worth While? *RELC Journal 35*(2), 179-185. <http://beniko-mason.net/content/articles/is_form-focused_vocabulary_instruction_worth_while.pdf>
* Mason, B., & Ae, N. (2021). Story-Listening with Japanese EFL Junior High School students: Is pre-teaching of vocabulary necessary? *Selected Papers from the Proceedings of the 30th International Symposium on English Teaching and Book Exhibit, 2021 PAC, & The 23rd International Conference and Workshop on TEFL & Applied Linguistic*s (pp. 247-255). Taipei: Crane Publishing Company Ltd.
* <http://beniko-mason.net/content/articles/2021-is-pre-teaching-vocabulary-necessary.pdf>
* Mason, B., & Krashen, S. (2018). American students’ vocabulary acquisition rate in Japanese as a foreign language from listening to a story. *Turkish Online Journal of English Language Teaching (TOJELT), 3*(1), 6-9.
* <http://beniko-mason.net/content/articles/2018-american-students-vocabulary-acquisition-rate-in-japanese.pdf>
* Mason, B., Vanata, M., Jander, K., Borsch, R., & Krashen, S. (2009). The effects and efficiency of hearing stories on vocabulary acquisition by students of German as a second foreign language in Japan. T*he Indonesian Journal, 5*(1), 1-14. <https://www.beniko-mason.net/content/articles/effects_and_efficiency.pdf>
* **Mason, B., Smith, K., & Krashen, S. (2020). Story-Listening in Indonesia: A replication study.** *Journal of English Language Teaching, 62*(1), 3-6. <https://www.researchgate.net/publication/341180491_Story-Listening_in_Indonesia_A_Replication_Study>

**DO STUDENTS READ?**

Story-Listening (SL) is a good solution for all foreign language students including reluctant readers. SL is a bridge to reading.

1. Students develop listening competence and large vocabulary size from listening to many stories.
2. High listening competence and large vocab size help them when they read books.
3. When they experience success on the first day with listening to an interesting story and reading a simple book and keep experiencing pleasure with stories and books each time, they will develop high self-esteem and motivation for more stories and books. Then, they seek for more interesting books to read in the library.

**My answers to the Questions Prof. Liam Printer asked:**

1. How to make sure that students are understanding everything and following the story?

BM: Comprehensible Input does not mean that students must understand everything perfectly. The aim is that they think they understood.

2. What other activities do you use alongside story listening by way of formative assessment or understanding checks?

BM: For formative assessment: Summary writing in their native language can be done both for me to receive feedback on my SL session and for students’ formative evaluation.

SL asks whether they are understanding the story sometimes by saying, “Are you

　 OK?”

3. What do you say to those teachers who say, "But listening alone is not enough"?

BM: Then, they are not using CI-based approach, but the skill-based approach. The Input Hypothesis says that input is the cause of language acquisition and **not output.**

4. Do you encourage students to engage in output activities too?

BM: Output activities are not forbidden to students. They can speak and write if they want to outside of class, but output activities are not included in an SL/GSSR Instruction.

**The Optimal Input Hypothesis**

* + - Not all comprehensible input is of equal value.
    - The cause of language acquisition is INPUT and **not OUTPUT.**

Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition. <http://www.sdkrashen.com/content/books/principles_and_practice.pdf>

Krashen, S. (2020). The Optimal Input Hypothesis. Language Magazine, 19(3), 29-30. <http://www.sdkrashen.com/content/articles/optimal_input_krashen_2020_.pdf>

Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. *CATESOL Newsletter (May).* [*https://www.catesol.org/v\_newsletters/article\_151329715.htm*](https://www.catesol.org/v_newsletters/article_151329715.htm)