

Story-Listening

Beniko Mason

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Ben Rose teaches junior high school students in Taiwan. Stephen Clarke teaches junior college students in Japan. Beniko Mason taught college students and adults in Japan. We all use Comprehension-Aiding Supplementation (CAS) ⁽¹⁾ to tell a story. These SL lessons are all for beginners.

Ben Rose

<https://www.youtube.com/watch?v=bQR-vn2uM2Q>

<https://www.youtube.com/watch?v=I7cqGiTYnXM&t=11s>

<https://www.youtube.com/watch?v=CdumHNf4Gw4>

Stephen Clarke

<https://www.facebook.com/groups/651990332213311/>

<https://www.facebook.com/stephen.clarke.165470/videos/2588430161425920/>

<https://www.facebook.com/stephen.clarke.165470/videos/2600496736885929/>

Beniko Mason

<http://beniko-mason.net/videos/>

References

The following papers are arranged in chronological order in order for you to get an idea of how the research is progressing. I encourage you to read each paper in this order.

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_formfocused_vocabulary_instruction_worth_while.pdf

Mason, B., Vanata, M., Yander, 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. *Indonesian Journal of English Language Teaching*, 5(1), 1-14.

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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>

Krashen, S., Mason, B., and Smith, K. (2018). Some New Terminology: Comprehension-Aiding Supplementation and Form-Focusing Supplementation *Language Learning and Teaching*, 60(6). 12-13.
http://benikomason.com/content/articles/pdf_new_terminology_2018.1lt_copy.pdf

Clarke, S. (2019). A replication of "Is Form-Focused Vocabulary Instruction Worthwhile?" (Mason and Krashen, 2004). *Nagoya Junior College Kiyō*, 57, 155-159.
https://ohka.repo.nii.ac.jp/?action=pages_view_main&active_action=repository_view_main_item_detail&item_id=179&item_no=1&page_id=13&block_id=21

Krashen, S. (2019). Beginning reading: The (huge) role of stories and the (limited) role of phonics. *Language Magazine*, April.
http://www.sdkrashen.com/content/articles/2019_stories_and_phonics.pdf

Mason, B., Smith, K., & Krashen, S. (2020). Story-Listening in Indonesia: A replication study. *Journal of English Language teaching*, 62(1), 3-6.
<http://eltai.in/wp-content/uploads/2020/04/JELT-JAN-FEB-2020-ISSUE.pdf?fbclid=IwAR3CUBX-I9ENFHV8VWcAS4bhy0TuJ34sZYvheRBccCqQQJtJAKh5XcM9-s0#page=5>

How to use Prompters

<http://beniko-mason.net/story-listening/story-listening-lesson/2019/11/06/story-listening-lesson-how-to-use-prompters.html>

Comprehension-Aiding Supplementation: CAS, Drawing
<http://beniko-mason.net/story-listening/story-listening-lesson/2019/11/06/story-listening-lesson-cas-drawing.html>

Krashen, S. (2020). Optimal Input.
http://www.sdkrashen.com/content/articles/university_of_isfahan_dec_2019.pdf
<http://beniko-mason.net/story-listening/story-listening-lesson/2019/12/26/story-listening-lesson-krashen-optimal-input.html>

Biodata

Beniko Mason is Professor Emerita at Shitennoji University Junior College in Osaka, Japan. She has been developing and conducting research on Story-Listening and Guided Self-Selected Reading for more than 30 years. Her publications have appeared in professional journals including *System*, *RELC Journal*, *TESOL Quarterly*, *ITL: Review of Applied Linguistics*, *Language Teacher*, and *Shitennoji University Bulletin*. She has demonstrated her methods and has presented her findings in professional conferences in Cambodia, China, France, Germany, Japan, Korea, Laos, Russia, Taiwan, Turkey, and the United States. Her published papers are available at beniko-mason.net