

Professional Learning Series

Webinar Facilitation Guide

From Skills to Modes: Standard 1 - Interpretive Communication

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/skills-modes-part-1-interpretive-communication>

Introduction to the Facilitation Guide

Facilitation Guide Use. This facilitation guide is designed for use by a facilitator and/or participants engaged in professional learning designed around this webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guide in whole or in part, all at once or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks.

Facilitation Guide Design. The facilitation guide begins with an overview of the webinar goals and its organization. It follows with suggestions of structured discussion questions and tasks that are organized for use before, during, and after webinar viewing and aligned to the stated webinar goals.

Webinar Goals

1. I can define and differentiate language skills and communicative modes.
2. I can identify reasons for the standards' shift from language skills to communicative modes.
3. I can interpret what is meant by the wording of Standard 1, Interpretive Communication.
4. I can identify ways to meaningfully apply Standard 1.

Webinar Organization

1. Welcome, introduction, and overview
2. Explanations of language skills, modes of communication, and the rationale for the revised standards
3. Deep dive into Standard 1, including authentic resources
4. Examples of Standard 1, applied at three proficiency checkpoints

Before You View the Webinar

Before you view this webinar, you might discuss the following questions as a means of reflecting on prior knowledge and introducing the webinar's subject matter. These questions may be discussed in small or large groups.

1. What do you already know about Interpretive communication?
2. What are some of the ways in which you currently have your students engage in Interpretive communication?
3. What are you wondering about Interpretive communication?

As You View the Webinar

As you view this webinar, here are some possible discussion questions and tasks that you may want to have participants to carry out to build capacity or assess progress on the four goals. It would be most helpful to address these discussion questions and tasks at the end of their respective sections of the webinar. You may also choose to pause and address any of the questions asked by the presenter in order to assess prior knowledge and current understandings.

**Goal 1: I can define and differentiate language skills and communicative modes; and
Goal 2: I can identify reasons for the standards' shift from language skills to communicative modes.**

Minutes 4:13-12:10

Discussion Questions

- Reflect on how the standards' shift from language skills to communicative modes will impact world language teaching practices.
- Discuss how language skills and communicative modes are both involved in language learning.

Tasks

- Complete a graphic organizer to compare and contrast language skills and communicative modes.
- Summarize the rationale for the revised NYS Learning Standards for World Languages (2021).
- Identify possible goals related to the standards' shift from language skills to communicative modes.

Goal 3: I can interpret what is meant by the meaning of Standard 1, Interpretive Communication.

Minutes 12:10-29:09

Discussion Questions

- Discuss the importance of using authentic resources for Interpretive communication. What has your experience with authentic resources been to this point?

Tasks

- Complete a graphic organizer to compare and contrast the NYS Learning Standards for LOTE (1996) with the NYS Learning Standards for World Languages (2021).
- Predict how world language instruction that uses the 2021 standards might differ from instruction that uses the 1996 standards. Verify your predictions after viewing the rest of the webinar.

Goal 4: I can identify ways to meaningfully apply Standard 1.

Minutes 29:09-48:06

Discussion Questions

- In small groups divided by proficiency checkpoint, consider the Interpretive mode tasks that were presented for that checkpoint. How are the presented tasks similar to ones in your teaching practices? How are they different? How do they inform your future instructional practices?

Tasks

- Select an authentic resource that you used recently. If you are new to authentic resources, you can select from a number of appropriate resources available on the NYS World Language Standards Initiative [Wakelet](#). How might you use this resource to plan for Interpretive communication?

After You View the Webinar

After viewing this webinar, plan to discuss one or more of the following questions designed to facilitate connections, reflections, and goal setting. Discussions may take place in whole or small groups. It may be useful to organize small groups by proficiency checkpoint, course, language, school or other configuration that is useful to participants.

Discussion Questions

- Of your preliminary questions, which ones do you still have?
- How has your understanding of Interpretive communication expanded?
- What can you now envision yourself doing with Interpretive communication that you aren't already doing?
- Discuss how your teaching practices have been affirmed and how they might adapt to the revised standards.

Tasks

- Identify an authentic resource that you have used recently. Using this resource, identify one pre-reading, viewing, or listening task, one task for students to do while reading, viewing, or listening, and one post-reading, viewing, or listening task that would follow Standard 1.