

Professional Learning Series

Webinar Facilitation Guide

From Skills to Modes: Standard 2 - Interpersonal Communication

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/skills-modes-part-2-interpersonal-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 interpret what is meant by the wording of NYS WL Standard 2: Interpersonal Communication.
2. I can identify the key language functions of NYS WL Standard 2.
3. I can explain the role of formulaic language in developing communicative proficiency.
4. I can identify ways to meaningfully enact Standard 2: Interpersonal Communication.

Webinar Organization

1. Welcome, introduction, and overview
2. Deep dive into Standard 2
3. Can-do statements using Standard 2
4. Strategies for applying Standard 2

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 Interpersonal communication?
2. What are some of the ways in which you currently have students engage in Interpersonal communication?
3. What are you wondering about Interpersonal communication?

As You View the Webinar

As you view this webinar, here are some possible discussion questions and tasks that you may want 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 interpret what is meant by the wording of NYS WL Standard 2: Interpersonal Communication.

Goal 2: I can identify the key language functions of NYS WL Standard 2.

Minutes 9:20-14:42

Discussion Questions

- Consider how Standard 2, Interpersonal Communication, is related to Standard 1, Interpretive Communication.

Tasks

- Identify possible goals for implementing Standard 2 in your teaching.
- Complete a graphic organizer to compare and contrast the revised Standard 2, Interpersonal Communication, and the previous LOTE Standard 1, Communication Skills (1996).
- Predict what the role of authentic resources might be in Interpersonal communication. Consider your predictions in light of what you learn as you view the remainder of the webinar.
- Identify Interpersonal communicative language functions not mentioned by the presenter. In small groups, discuss how these Interpersonal communicative language functions reflect those explicitly mentioned in Standard 2, Interpersonal Communication.

Goal 3: I can explain the role of formulaic language in developing communicative proficiency.

Minutes 23:05-25:02

Discussion Questions

- In small groups divided by course proficiency checkpoint, consider the presenter's examples of formulaic language and language patterns. Which do you already incorporate in your classes? How could you incorporate others?

Tasks

- Summarize how formulaic language affects communicative proficiency development.

Goal 4: I can identify ways to meaningfully enact Standard 2: Interpersonal Communication.

Minutes 25:02-50:30

Discussion Questions

- In small groups divided by course proficiency checkpoint, consider the interpersonal tasks presented for the specific proficiency checkpoint. How are the sample tasks similar to ones you use in your teaching? How are they different?

Tasks

- Select an authentic resource that you recently used. How might you implement this resource with Interpersonal Communication? If you are new to authentic resources, you can select from those available through the NYS World Language Standards Initiative Authentic Resources [Wakelet](#).

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 Interpersonal communication expanded?
- What can you now envision yourself doing with Interpersonal 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 an Interpretive communication task that will lead to an Interpersonal communication task. How does the Interpersonal communication task build off the Interpretive one?