



Professional Learning Series

Webinar Facilitation Guide

From Skills to Modes: Standard 3 - Presentational Communication

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/skills-modes-part-3-presentational-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 3: Presentational Communication.
2. I can identify the key language functions of NYS WL Standard 3.
3. I can explain the importance of real-world contexts in developing presentational tasks.
4. I can explain the role of the audience in developing presentational tasks.
5. I can identify ways to meaningfully enact Standard 3: Presentational Communication.

Webinar Organization

1. Welcome, introduction, and overview
2. Deep dive into Standard 3, including themes and topics and proficiency expectations
3. Examples of real-world contexts for Presentational communication, applied at three proficiency checkpoints
4. Examples of authentic audiences for Presentational communication, applied at three proficiency checkpoints
5. Strategies for assessing Presentational communication

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 Presentational communication?
2. What are some of the ways in which you currently have your students engage in Presentational communication?
3. What are you wondering about Presentational 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 stated 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 3: Presentational Communication.

Goal 2: I can identify the key language functions of NYS WL Standard 3.

Minutes 9:07-17:08

Discussion Questions

- Standard 3 can naturally integrate with Standards 1 and 2, Interpretive and Interpersonal Communication. Consider how presentational tasks relate to interpretive and interpersonal tasks.
- Discuss possible goals for implementing Standard 3. What might Presentational communication look like in your classroom?

Tasks

- Identify ways in your understandings of Presentational communication been confirmed or have changed after learning about Standard 3.
- Brainstorm several presentational speaking and writing tasks. In small groups, categorize these tasks according to the language functions in Standard 3 with which they are most closely associated.

Goal 3: I can explain the importance of real-world contexts in developing presentational tasks.

Minutes 18:41-26:47

Discussion Questions

- Discuss the impact of real-world contexts on presentational tasks.
- Consider a presentational task that your students completed recently. To what degree was the context “real-world” in nature? If it did not have a real-world context, how might you modify it to have a real-world context?

Tasks

- Identify real-world contexts that you or others have used before for presentational tasks.
- In small groups and using the same anchor themes, develop presentational tasks with real-world contexts.

Goal 4: I can explain the role of the audience in developing presentational tasks.

Minutes 26:47-33:49

Discussion Questions

- Discuss the tasks that the presenter shared. To which audiences could you envision your students presenting?
- Consider a presentational task that your students have completed. Who was their audience? How might the audience interaction be incorporated into this presentational task in the future?

Task

- Summarize the benefits of incorporating an authentic audience into presentational tasks.

Goal 5: I can explain the role of the audience in developing presentational tasks.

Minutes 33:49-43:37

Discussion Questions

- In small groups divided by class or checkpoint level taught, consider possible presentational tasks for your students. Share your tasks via Can-Do statements.
- Consider what the presenter means when she says that “presentational tasks never stand alone.”
- Consider the strategies for assessment of presentational tasks that the presenter shared. Which are familiar to you? Which might you choose to incorporate? Are there any other assessment strategies that have worked for you?

Task

- Compare and contrast the example presentational tasks from the webinar and those that you have used previously.

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 Presentational communication expanded?
- What can you now envision yourself doing with Presentational communication that you aren't already doing?
- Discuss how your teaching practices have been affirmed and how they might adapt to the new standards.