

Professional Learning Series

Webinar Facilitation Guide

Understanding Vocabulary Development in Standards-Based Teaching

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/understanding-vocabulary-development-standards-based-teaching>

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 identify what it means to “know” vocabulary.
2. I can plan for vocabulary development through classroom communication.
3. I can plan for vocabulary development at the unit level.
4. I can plan for vocabulary development through strategy instruction and intentional recycling.

Webinar Organization

1. Welcome, introduction, and overview
2. What is Vocabulary?
3. Planning for Vocabulary Instruction through Classroom Communication
4. Planning for Vocabulary Instruction at the Unit Level
5. Assembling the Tool Box using the Unit Plan Template
6. Using Authentic Resources to Introduce Vocabulary
7. Strategies for Vocabulary Development at the Task Level and the Unit Level

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 vocabulary development in standards-based teaching?
2. What are some of the ways in which you currently have your students engage in learning vocabulary?
3. What are you wondering about vocabulary development in standards-based teaching?

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 identify what it means to “know” vocabulary.

Minutes 4:13-12:10

Discussion Questions

- Reflect on what knowing a word means.
- Discuss how knowing a word is a multi-part task. Provide examples relevant to the level(s) you teach.
- Discuss the difference between incidental and intentional vocabulary learning.

Tasks

- Summarize how the three categories of vocabulary are emphasized in your current vocabulary instruction. Identify goals you may have for redistributing that emphasis.

Goal 2: I can plan for vocabulary development through classroom communication.

Minutes 15:56-27:29

Discussion Questions

- Reflect on the strategies that you currently incorporate into your instruction to make new vocabulary comprehensible to your students.
- Discuss how the practices associated with High-Leverage Teaching Practice #1 simultaneously facilitate target language comprehensibility and promote learners’ vocabulary development.

Tasks

- With a partner, practice “Creating Comprehensible Language” that facilitates vocabulary learning in a meaningful context. Use some or all of the practices listed on slide 18.
- In small groups, identify visuals and/or concrete objects you could use in “Creating Contexts for Comprehension” of vocabulary in the meaningful contexts of one or more standards-based units you teach. Include those that embed cultural meanings.

Goal 3: I can plan for vocabulary development at the unit level.

Minutes 27:29-42:01

Discussion Questions

- Reflect on how you select and present vocabulary words for the units you currently teach. Discuss potential adjustments to the selection and presentation processes based on what you learned.
- Of the four qualities to consider in vocabulary selection presented on slide 32, which ones do you currently use? Which ones will you draw on in the future? Explain your reasoning.
- Discuss how you have used authentic resources to promote vocabulary development. Give specific examples.

Tasks

- Alone or with others who teach one of the same units as you, create a three-column chart. Label the columns: “Key Vocabulary for Production,” “Vocabulary for Recognition,” and “Personalized Vocabulary.” Determine which unit vocabulary from one unit you will teach for production, which you will teach for recognition, and which will be made available for students to select in the creation of their personalized vocabulary lists. Explain your decisions.
- Alone or with others, brainstorm strategies for having students use a “carefully curated vocabulary list” as a “word bank” to interpret and express meaning. Additionally brainstorm strategies for having students use the “carefully curated vocabulary list” to “promote repetition and acquisition.”

Goal 4: I can plan for vocabulary development through strategy instruction and intentional recycling.

Minutes 42:01-53:45

Discussion Questions

- Reflect on the strategies for vocabulary development you currently integrate into your instruction. How do these compare with those presented?
- Consider the strategies for vocabulary development that were presented. Where do you envision integrating them into units you teach?

Tasks

- For one unit that you teach, design a circumlocution task in a meaningful context.
- Identify an authentic text that corresponds with one of your units. Design vocabulary development tasks for students to complete as they interpret the authentic resource.

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

Task

- Select one unit of instruction that you currently teach. Examine how you instruct and promote vocabulary development throughout the unit. Affirm, refine, revise, or replace these strategies based on what you learned in this workshop.