



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 WLBDCe9mT3 (r)10r[3dT3 (r)4 (diapr) u89Tv

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

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

Minutes 23:0525:02

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 25:0250:30

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