MIIE Professional Development Series

McGill International Institute of Education (MIIE)

The mandate of MIIE is to:

- Provide and support international initiatives related to professional advancement in education and industry
- Create opportunities for exchange of intellectual capital and application of research to inform practice
- Foster and forge educational, professional, and research collaborations between McGill scholars and local experts

McGill University

- Founded in 1821
- Ranked 1st in Canada among medical-doctoral universities
- Ranked 30th in the world (QS World University Rankings 2016)
- Reputation for excellence
- Over 40,000 students
- 250,000 living alumni

Communicative Competence in English as a Foreign Language

The term "communicative competence" refers to a second language speaker's knowledge about the mechanics of a language (e.g., grammar, vocabulary, syntax, and phonology) as well as their social and cultural knowledge of how to use that language appropriately. In order to develop learners' communicative competence, foreign language teachers must therefore integrate a focus on the formal aspects of the target language into instruction that offers learners ample exposure to authentic, engaging input as well as production opportunities during meaningful, communicative tasks. The ultimate goal of their workshop is to guide teachers in the development of an exemplary thematic unit that implements an empirically-proven model for form-focused, communicative teaching.

Objectives
Participants of this workshop will:
1. Explore methods of balancing classroom realities with empirically-based prescriptions for communicative teaching
2. Enhance their use of literary texts to develop students' communicative competence
3. Acquire an in-depth understanding of the Noticing-Awareness-Practice model for integrating focus on form instruction into communicative teaching
4. Develop thematic units

Targeted Audience
This workshop is appropriate for teachers of P4-6 or S1-2

Program

Day 1

Topics: What does teaching for communicative competence look like? Obstacles to communicative language teaching; Research on communicative competence; Task-based teaching in the Key Area Curriculum Guide

Day 1, *continued*

Activities:	Developing thematic units: Tying it all together; Choosing a theme; Setting objectives (grammar, vocabulary, strategies, critical thinking abilities, content); Choosing authentic materials (reading, listening, and viewing texts)
Deliverables:	Collaborative discussion with other English teachers; Exploration of limitations and possibilities for communicative language teaching in the Hong Kong context; Resources for engaging themes and authentic materials; Overview of text-based vocabulary and grammar instruction

Day 2

Topics:	The elements of a good task; Task progressing: Where are you going and how will you get there?; The Noticing-Awareness-Practice Model; Overview of N-A-P tasks
Activities:	Creating tasks for your units; Analysis of the N-A-P units; N-A-P and the 4 skills
Deliverables:	Collaboration with other English teachers; Understanding of Noticing-Awareness-Practice approach to language instruction; Preparation of thematic unit

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Please contact us to inquire about cost and delivery details.

About the workshop leader

Dr. Susan Ballinger

Dr. Susan Ballinger is an Assistant Professor in the Department of Integrated Studies in Education at McGill University. Prior to beginning her position at McGill, she worked as a teacher of English as a foreign and second language in Zimbabwe, the United States, and Canada. She has worked for an educational non-profit and an educational publishing company as a writer, researcher, and editor of textbooks and teachers' guides for civic education and English as a second language classes. At McGill, she teaches courses for pre-service English and French second language teachers. Her research focuses on content-based language teaching in immersion settings, and her research interests include peer interaction and collaborative learning, strategy instruction, and the development of students' and teachers' language awareness. Her research investigates the impact of sociolinguistic context and teacher scaffolding on students' second language use during classroom peer interaction.