

**Using grammar as a starting point for work and business English lessons.**

**Making language learning practical through formative assessments.**

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Educator

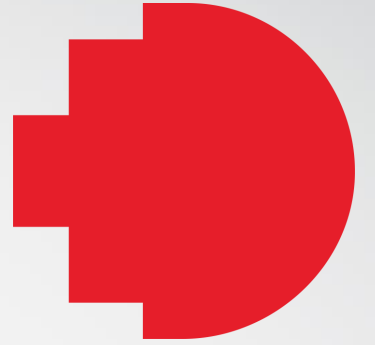
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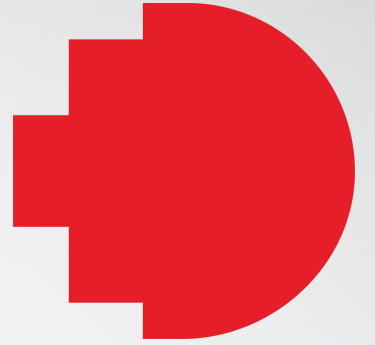
# Self-introductions

Let's get to know each other.

- What's your name?
- Where do you work?



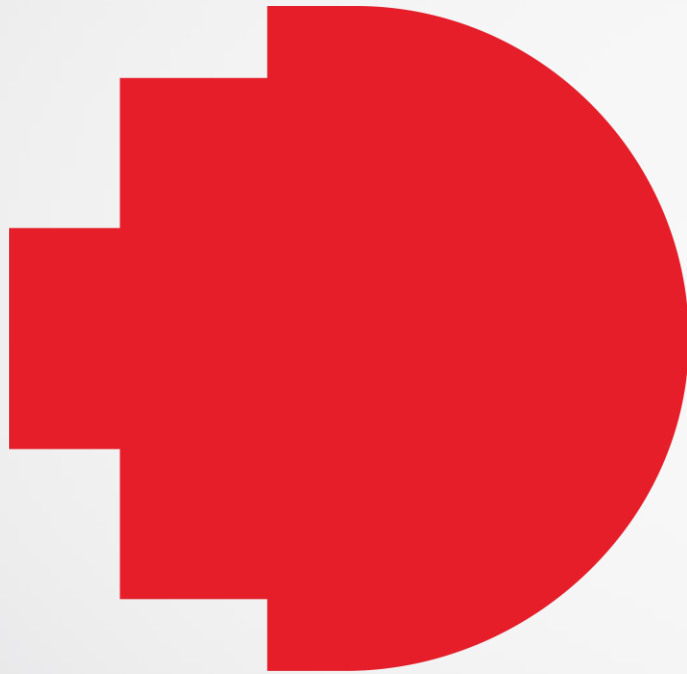
# Background



- Educator for the RMIT corporate courses.
- Supported the RMIT team with developing and improving corporate work and business English courses and formative assessments.
- Passionate about making learning practically useful.

# Workshop aims

- Understand links between grammar and work and business situations.
- Understand a process for using grammar to develop formative assessment tasks.
- Practice using grammar to develop formative assessments.



# What is a formative assessment?

# What is a summative assessment?



- **Formative assessments:** Formal and informal assessment procedures conducted by teachers during the learning process.
- Used to modify teaching and learning activities to improve student attainment.
  
- **Summative assessments:** Any method of evaluation performed at the end of a period of learning.
- Used to allow teachers to measure a students' understanding against standardised criteria.

# Mind mapping



Map your ideas

- What workplace situations do people need English for in Vietnam?



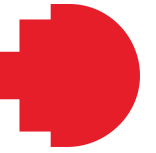
**What is the situation?**

**What grammar could potentially be associated with this situation?**

Situation: Making an invitation

Potential associated grammar:

Modal verb would





**What is the situation?**

**What grammar could potentially be associated with this situation?**

**Situation: An interview**

**Potential associated grammar: Present perfect**







**What is the situation?**

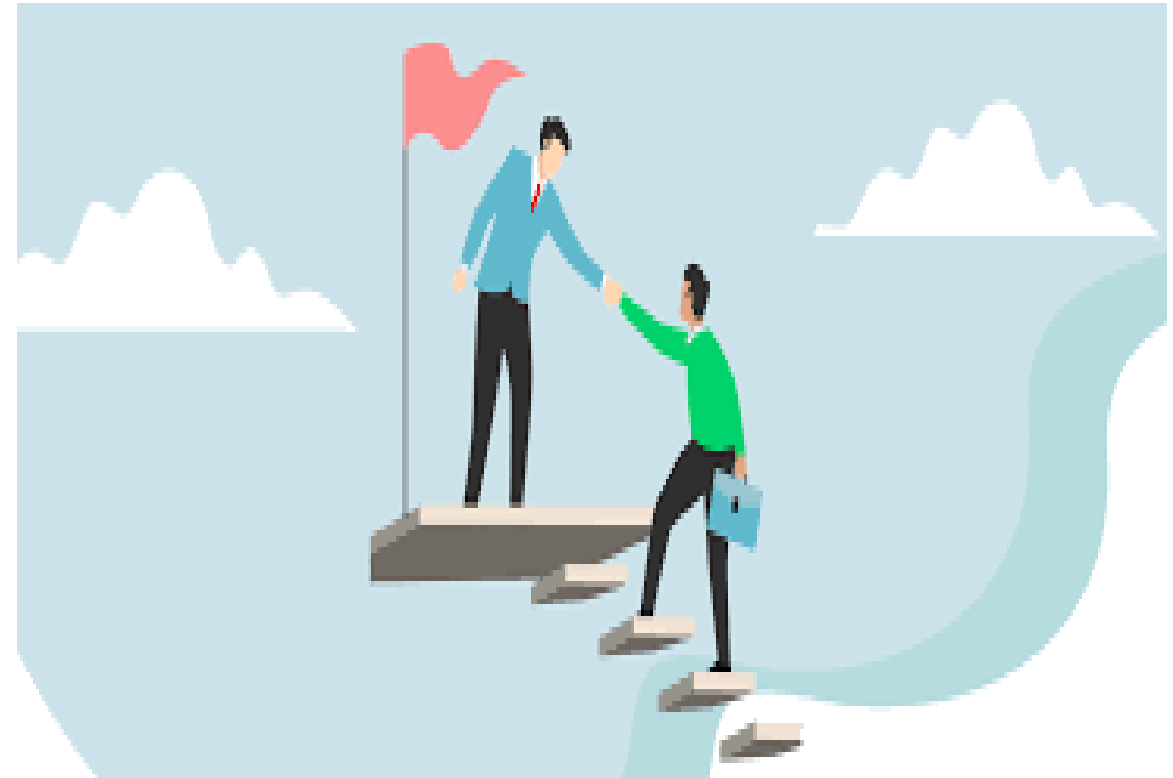
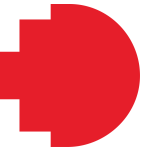
**What grammar could potentially be associated with this situation?**

Situation: Mentoring and advising

Potential associated grammar:

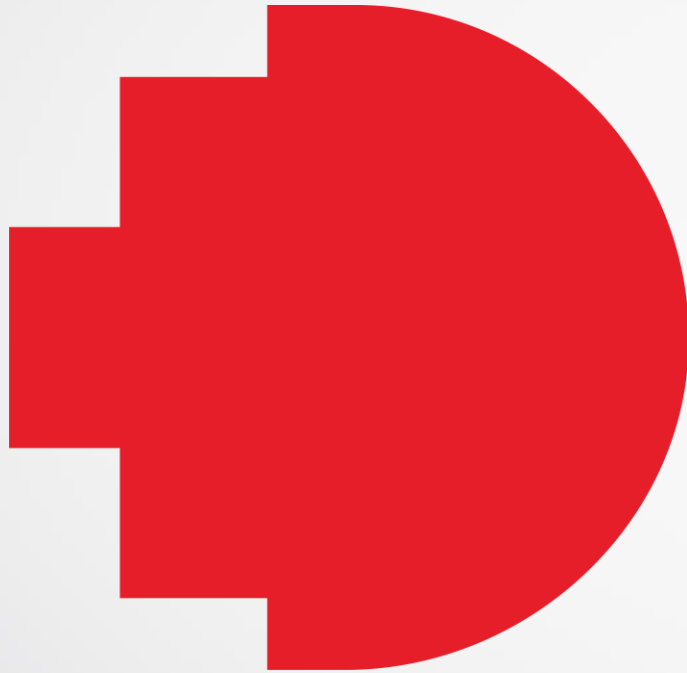
Conditional sentences

Modal verb should



# Core ideas and process for making formative assessments

1. Collect data on how your corporate students use English.
2. Identify the grammar point covered in the course book.
3. Identify the real-world skills associated with this grammar point that your students may use.
4. Create can-do goals.
5. Explain the can-do statements and associated grammar to learners.
6. Use engaging activities to practice using the target language.
7. Create engaging, practical, and appropriate formative assessments to reflect skill acquisition and grammatical understanding.
8. Create opportunities for feedback and reflection





# Skill 1: Making invitations

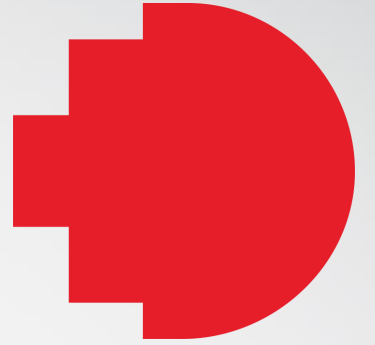
Grammar point: Modal verb '**would**'

- When we make invitations, we ask if they would like to go somewhere, do something, or have something.
- We can use the formal phrase **would you like (to)** to do this.
- EG: Would you like to have a coffee tomorrow?



**How could we  
formatively assess this  
grammar point and skill  
in a practical way?**

# Writing an email



Prompt:

- You are an experienced teacher working for an international school.
- Write a 100–150-word email to a new teacher inviting them to attend the end-of-year staff party.

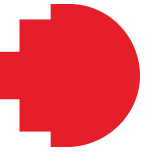
In the email, you should

- Introduce yourself.
- Invite the new teacher to attend the staff party.
- Provide details about the event for the teacher.
- Use a formal, semi-formal tone.

# Virtual call

## Role card 1:

- You are a teacher in Danang city.
- TET holiday has just arrived.
- You are travelling with your family.
- Video call a colleague from your school and catch up about the holiday.
- Invite them to meet with you to have a coffee.
- Respond to any invitations that they ask you.



## ■ Role card 2:

- You are a teacher in Danang city.
- TET holiday has just arrived.
- You are travelling with your family.
- Answer a video call from a colleague and catch up about the holiday.
- Respond to their invitation to meet for coffee.
- Ask them to meet you to do a co-planning session before the new semester starts.

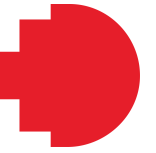


# Any volunteers?

## Virtual call

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## Skill 2: Interview skills / Describing achievements and tasks completed

Tense: The present perfect.

Useful for interview situations and updating about achievements and tasks completed (EG: at an update meeting).

PRESENT PERFECT POSITIVE				
Singular	I	have	(I've)	played walked said done seen studied talked
	you	have	(you've)	
	he she it	has	(he's) (she's) (it's)	
Plural	you we they	have	(you've) (we've) (they've)	

(contraction form)



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# Interactive roleplay

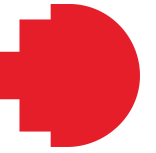
## Role card 1:

You are an academic manager in a high school. Your school is hiring a new English teacher.

Interview a teacher to find out if they are suitable for the job.

In the interview, you should

- Ask the teacher about their experience.
- Ask the teacher about their skills.
- Ask the teacher why they feel they are suitable for this role.



## ■ Role card 2:

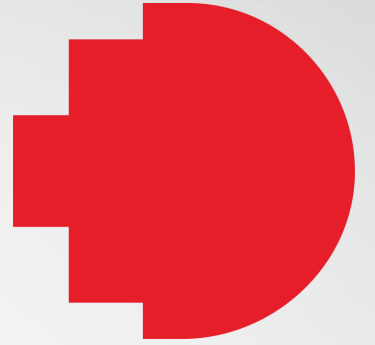
You are a teacher. You are currently looking for a new job and have applied for a high school teaching position.

Attend the interview for the job.

- In the interview, you should
  - Answer questions about your experience and skills.
  - Explain why you feel that you are suitable for this job role.

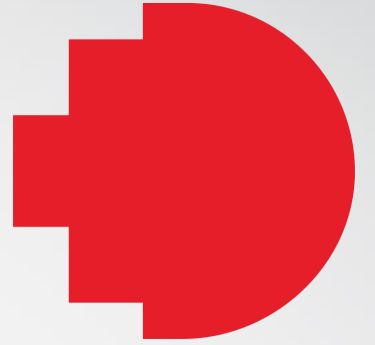
# Video Presentation

- You are a teacher in a secondary school.
- Teachers Day will happen next week, and your principal has asked teachers to prepare a short video presentation for the school event.
- Record a 2–4-minute video presentation.
- In the video, you should describe
  - What your students have achieved academically.
  - Developmental improvements that they have made.
  - Life skills that they learned.
  - Ways that you have developed as an educator.



# Any volunteers? Video Presentation

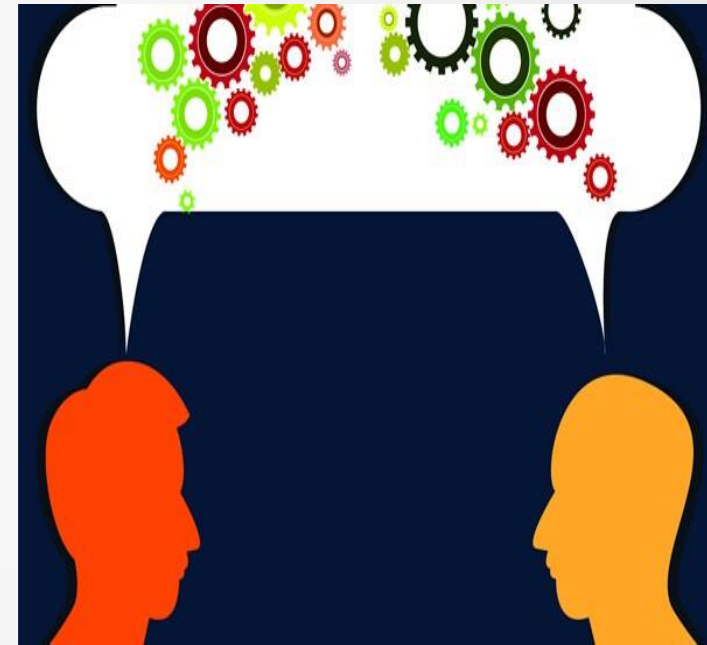
- You are a teacher in an English center.
- Teachers Day will happen next week, and your principal has asked teachers to prepare a short video presentation for the school event.
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- In the video, should describe
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# Skill 3: Mentoring and coaching / Explaining procedures

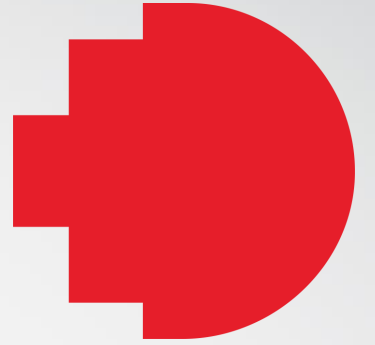
Grammar point: Conditional sentences

- 1<sup>st</sup> conditional: Explaining about procedures.
- We use the first conditional when we talk about future situations we believe are real or possible.
- EG: If glass breaks, you should isolate the area.
  
- 2<sup>nd</sup> conditional: Giving advice
- The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.
- EG: If I were you, I would research more about the topic.



**How could we formatively  
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practical way?**

# Poster presentation



- You are an educational coordinator working for an institution with 10 schools.
- Create a poster using a tool of your choice (EG: Canva).
- The poster should explain about common problems teachers have in your schools and explain what teachers should do to resolve these issues.
- Your poster should be 100-150 words and use full-sentences.



# Recorded phone call

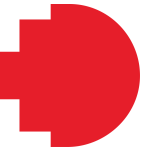
## Role card 1:

You are a mentor teacher in an English center.

Have a phone call with your mentee teacher and find out about how their job is going.

In the call, you should:

- Listen to the problems that they share with you.
- Give advice to the mentee teacher about what they should do to deal with problems.



## ■ Role card 2:

You are a new teacher in an English center in Vietnam.

Have a catch-up phone call with your mentor teacher and tell them about how your job is going so far.

In the call you should:

- Explain about problems that you have had so far with your job.
- Respond to advice from your mentor about how to deal with these situations.





# Any volunteers?

## Recorded phone call

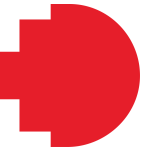
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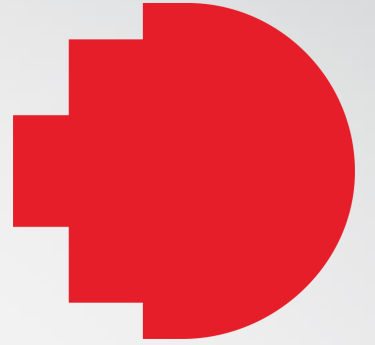
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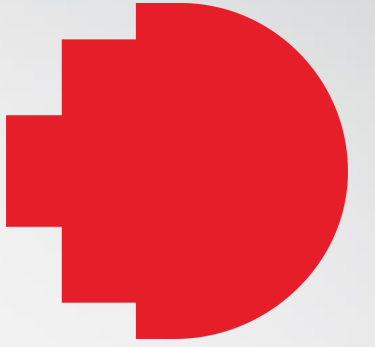
In the call you should:

- Explain about problems that you have had so far with your job.
- Respond to advice from your mentor about how to deal with these situations.

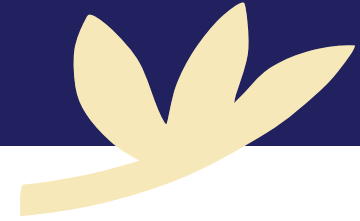
# Now it's your turn!

- Imagine that you are about to teach a tourism company in Danang. Plan a formative assessment for them.
- Look at the coursebook page.
- Identify the grammar point.
- Think of a skill associated with the grammar point.
- Think of a formative assessment to test the skill.





# The Unconference: World Cafe



- In the unconference room, you have the chance to Talk with Teachers!.
- Moderator will start with some guiding questions:
  - What is going well with your teaching?
  - What challenges do you have now?
  - What questions do you have for your colleagues?
- Enjoy the conversation!



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# Thank you

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