



TITLE PAGE

ASPIRE PILOTING MODULE No: 1

TITLE OF MODULE: English For Specific Purposes (ESP)

COURSE MATERIALS: Textbook, Online resources, handouts, videos, Flip-chart,smartboard.

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MODULE DESCRIPTION

Type: Piloting

Semester: Spring or Autumn Semester

Target Audience: Teacher, Master students

Teacher expertise:

Teacher: Diana Karapetyan

Language: English

Prerequisites: English B1 level

Restrictions: N/A

Supplementary regulations: N/A


Summary:

The course introduces the concept of English for Specific Purposes and the learning and teaching situations that it may comprise.

It deals with international and European classification terms for SEN/D and their practical applications. It is designed for academic staff, teachers and Master students to be equipped with the skills and knowledge to work in an inclusive environment and prepare staff and teachers for different teaching contexts.



Overall aim:

OVERALL AIM (S) FOR THE MODULE

 To develop in participants a critical awareness and understanding of the principles and practice of English for Specific Purposes (ESP) in



Inclusive education

-  To increase the level of knowledge and skills in developing and adjusting the design and implementation of courses in a range of contexts;
-  To Improve language accuracy in teaching materials

Learning outcomes:

a. Knowledge and understanding

- a. Define knowledge and understanding of individual needs, and possible explanations for those needs
- b. Have a broad understanding of what is meant by the term 'English for Specific Purposes'(Inclusive Education) and an awareness of the range of teaching situations falling within this category;

b. Subject specific understanding & skills

- c. Use accurate and appropriate terms and language on disability subject.
- d. research and critically review relevant literature in order to inform assignments.
- e. Demonstrate familiarity with literature relating to the Inclusive Education topics in Armenian and English

c. Key skills

- f. be able to adapt and apply different terms of Inclusive Education to suit their own teaching contexts
- g. be able to interpret and articulate the SEN/D reports and legislation
- h. Presentation skills
- i. Maintain co-operative working relationships, promoting group motivation and responding to contributions and reactions of others



MODULE STRUCTURE			
ECTS credits: 1 ECT		Study Hours: 15hrs	
Taught Hours: 4x1.5 + 3x3 hours Lecture/Seminars Day 1: 1.5 hrs Day 2: 1.5 hrs Day 3: 1.5 hrs Day 4: 1.5 hrs Day 5: 3hrs Day 6: 3 hrs Day 7: 3 hrs			
Independent Hours: 10 hrs			
Total: 25 hrs			
Assessment scheme			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Attendance and Participation	30	40%	A,b,c,d, e g,i
Essay	20	20%	c,d,f, g
Test	20	20%	c,d,e,h
Final Assignment/presentation	30	20%	f, g
			c,d,e
DESCRIPTION OF ASSESSMENT			



Final Assignment/presentation: 20 %

Final assignment: understanding and analyzing current situation regards to meeting communication needs of students with autism in Armenia. Working in small groups (2 or 3), students will find out how are communication needs of students with autism mat in Armenia: perspectives from family, schools, kindergartens, higher education.

Presentations should: 20%

- i) Give insight to the whole picture in each educational level, as well as families, also provide individual experiences;
- ii) review comparisons of different perspectives;
- iii) Provide stimulus for group discussion.

Assignment Criteria

- 1) Presentation includes and reflects all three criteria's listed: have a whole picture, provide individual cases, comparisons, was involving and stimulated group discussions
- 2) Presentation is not fully accomplished, is focused on one, or two criteria's only, or provides all criteria's, however they are not discusses in depth
- 3) Presentation addresses criteria's only partially and topics are not presented satisfactorily, is focused only on one perspective and is not followed by group discussion

Test: 20 %

excellent: Student choose the right answers, for some questions they provide also clear descriptions.

Good: Students fail to answer correctly 4 questions , the description has a positive language

Poor: Students fail to answer correctl more that 7 answers, the description is somehow positive, Student describes a picture or a topic by using standard phrases, is familiar with some special words

Weak: Weak Student fail to answer correctly more than 10 questions, student describes a picture or a topic by using standard negative phrases.

Writing assignment: 20%

excellent: Student describes a picture or a topic by using appropriate wording in the sensitive- ability focused, positive manner. Her/his



narration is clear in noticing difference and subtle in describing
 Good: Student describes a picture or a topic by using standard phrases, is familiar with special words and has basic awareness of using positive language.
 Poor: Student describes a picture or a topic by using standard phrases, is familiar with some special words
 Weak: Student describes a picture or a topic by using standard negative cliché phrases.

COURSE PLAN

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
Day 1	Lesson 1 What is ESP in Inclusive education?	a)Introduction; pre-test assessment b)Group work; c)Sharing the ideas and reflection; d) Summing up/reading assignment	35Minutes 25 Minutes 20 Minutes 10 Minutes	c, f, h, i	Pre-test
Day 2	Lesson 2 What are its characteristics? Group discussion	Pre reading task: a) what is SEN/D? Discussion; presentation b) Essay writing c) Group work: Guess true or false Reading task d) Exercise I: word matching e) Exercise II: phrase matching f) Exercise III: filling the gaps	15 Minutes 10 Minutes 10 Minutes 20 Minutes 10 Minutes 10 Minutes 10 Minutes 5 Minutes	a, c, d, f, g, h, i	Awareness and knowledge assessment



		g) Exercise IV: multiple choice h) Reading assignment			
Day 3	Lesson3 Historical background and development of ESP	a) Class seminar on reading assignment b) Exercise: translation c) Feedback d) After reading tasks: problem solving activities e) Reading assignment	35 Minutes 20 Minutes 15 Minutes 10 Minutes 10 Minutes	c, d, f, g, h, i	
Day 4	Lesson4 Inclusive Education related terms and glossary,	a) Class seminar on reading assignment b) Use of SEN/D language in reports and legislation. presentation c) Group work on definition d) Translation assignment e) Presentations and feedback f) Reading assignment	20 Minutes 20 Minutes 20 Minutes 20 Minutes 10 Minutes	b, c, d, f, g, h, i	
Day 5	Lesson 5 International and European classification terms Lesson 6 Read and discuss different topics on inclusive education/homework/comparative	a) Presentations of reading assignment a) Group work on case analysis b) Group work presentations c) Feedback b) Presentations of reading assignment d) Group work on case analysis e) Group work presentations Feedback	30 Minutes 30 Minutes 20 Minutes 10 Minutes 30 Minutes 30 Minutes 20 Minutes 10 Minutes	a, c, d, f, g, h, i	



	translation				
	Group discussion				
Day 6	<p>Lesson 7</p> <p>Bridging two languages on disability topics</p> <p>Discussion</p> <p>Lesson 8</p> <p>Representing SEN/D legislation</p> <p>SEN/D report example and its discussion, video presentation</p>	<p>a) SEN/D language used in media. Presentation</p> <p>b) Group work on terms and language used in media.</p> <p style="padding-left: 40px;">a. Video I</p> <p style="padding-left: 40px;">b. Video II</p> <p>c) Group work presentation.</p> <p>d) Feedback</p> <p>e) SEN/D language used in media. Presentation</p> <p>f) Group work on terms and language used in media.</p> <p style="padding-left: 40px;">a. Video I</p> <p style="padding-left: 40px;">b. Video II</p> <p>g) Group work presentation.</p> <p>h) Feedback</p>	<p>30 Minutes</p> <p>30 Minutes</p> <p>20 Minutes</p> <p>10 Minutes</p> <p>30 Minutes</p> <p>30 Minutes</p> <p>20 Minutes</p> <p>10 Minutes</p>	<p>b, c, d, e, f, g, h, i</p>	



Day 7	<p>Lesson 9</p> <p>Comparisons between Armenian and European SEN/D report and legislation (case studies)</p> <p>Lesson 10</p> <p>Assistive technology and types of assistive technology</p>	<p>a) Introduction of Presentation b) Group work on cases. c) Group work presentations</p> <p>Post test assessment</p> <p>d) Introduction of Presentation e) Group work on cases. f) Group work presentations</p>	<p>30 Minutes 30 Minutes 20 Minutes 10 Minutes</p> <p>30 Minutes 30 Minutes 20 Minutes 10 Minutes</p>	a, b, c, d, e, f, g, h	Post – test awareness and knowledge assessment
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TRAINERS GUIDE

Activity title	Activity description	Suggested materials
<p>a)Introduction; pre-test assessment b)Group work; c)Sharing the ideas and reflection; d) Summing up/reading assignment</p>	<p>Module Presentation, aims, objectives. Presentation of first lesson Introduction to Inclusive education. Pre-test assessment. Group workshop activity “Know Your Apple” addressing Stereotypes & Discrimination), to understand the concept of stereotyping and the role that stereotypes can play in discrimination and the abuse of human rights. Examples of discrimination cases (stories, photos, videos);</p> <p>Group Discussion on Inclusion and Inclusive Education in Armenia. Whole class feedback</p>	<p>Texts, Visual aids, white board, overhead projector</p>



	<p>Summing up- reflection</p> <p>Homework assignment: Ask the participants to identify the three most important steps that should be taken to prevent any discrimination on the grounds of disability in Armenia.</p>	
<p>a) what is SEN/D? Discussion; presentation b) Essay writing c)Group work:</p> <p>Reading task d)Exercise I: e)Exercise II: f)Exercise III: g)Exercise IV: Reading assignment, home task</p>	<p>Presentation of second lesson “ What are SEN/D characterisitcs.?”</p> <p>The topic of essay “Inclusive Education in Armenia, SEN/D characterisitcs.</p> <p>”Warm up exercise: discussion about the definition of special educational needs and disability. Teacher encourages participants to brainstorm and discusses different SEN/D;</p> <p>Group work. Teacher sets the photos, headline and instruction; Look at photos - discussion issue: what kind of SEN/D do you think is it? And Why?</p> <p>Teacher gives reading tasks and 4 exercises: word matching, phrase matching, filling the gaps, multiple choice. At the end of the lesson teacher gives reading assignment as home task.</p>	<p>Text, photos, overhead projector, smart board</p>
<p>a)Class seminar on reading assignment b)Exercise: translation c)Feedback c) After reading tasks: problem solving activities</p>	<p>Presentation of historical background of ESP. Development trends of ESP. Teacher opens the discussion about the topics given to students for reading. Small group of students presents their themes. 10 minutes for each group. Answer the questions and get feedback</p>	<p>White board, text, Hos,</p>



<p>Reading assignment</p>	<p>Teacher gives the group of students different texts to translate into Armenian. 3. Each group of students share their translations and get feedbacks from other group of students.</p>	
<p>a) Class seminar on reading assignment b) Use of SEN/D language in reports and legislation. presentation c) Group work on definition d) Translation assignment e) Presentations and feedback</p> <p>Reading assignment</p>	<p>1. Students present their assignment and discuss in groups different inclusion policies they have read. Teacher makes a presentation and discusses the need for the glossary of SEN/D terms and definitions. Discuss how different meanings made communication and research difficult. Teacher introduces the Armenian-English glossary on disability terms and discusses the usage of SEN/D Armenian and English language in reports and legislation. Teacher gives the assignment to translate small paragraphs into Armenian, about the disabilities that causes reading problems. Students work in small groups. Each group of students present their translations. Students are asked to read in groups Convention on the Rights of Persons with Disabilities, article 1, 2, 3, 4 and 5. Reading assignment: 2 article</p>	<p>Overhead projector, Hos, Texts, whiteboard.</p>
<p>a) Presentations of reading assignment b) Group work on case analysis</p>	<p>Presentations on International and European classification terms. Teacher gives different topics to</p>	<p>Articles, texts, online resources, whiteboard, flip chart, projector</p>



<p>c)Group work presentations d)Feedback</p>	<p>students to present their own views on topics. Active group discussion takes place. At the end of the lesson students get their home assignments.</p> <p>Teacher gives reading assignment after that groups discuss different topics on inclusive education, comparative translation. . At the end of the lesson students get their home assignments.</p>	
<p>a)SEN/D language used in media. Presentation b)Group work on terms and language used in media. c)Group work presentation. d)Feedback</p>	<ol style="list-style-type: none"> 1. Teacher makes a presentation of using the SEN/D legislation. Teacher sets up two videos in English and Armenian that highlights the different issues of disability, and inclusion. 2. Students in small groups make notes taking into consideration the following issues: what is it about, what messages are transferred, what wording is used, is it focused on ability or disability, what are additional messages (nonverbal, visual, audio) that influence audience, is it positive or negative. 3. Group of students discuss and make presentations. 4. The lesson is summarized 	<p>Overhead project, Hos, flip chart</p>
<p>a)Introduction of Presentation b)Group work on cases. c)Group work presentations</p> <p>Post test assessment</p>	<ol style="list-style-type: none"> 1. Teacher makes a presentation and introduces Armenian and European SEN/D report and legislation. Different cases are being presented and discuss. 2. Teacher makes presentation on Assistive technology and its types. 3. Teacher asks the students to read different cases and 	<p>Overhead projector, texts, flip chart</p>



	<p>to find out what kind of technology should be used to meet the needs of disable people.</p> <p>After reading assignment, teacher asks questions for discussion on the issues.</p> <p>4.Group of students work on different case examples that help students understand basic classification concepts and constructs.</p> <p>5.Group of students present their cases and answer the questions.</p> <p>6.The lesson is summarized.</p> <p>7. Post test assessment</p>	
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LIST OF SUGGESTED LITERATURE

1.Recognising the needs of every disabled child: the development of tools for disability census. J.Porter, H. Daniels, A. Feiler and J. Georgeson. British Journal of Special Education, 38 (3). 2011

2.Self –monitoring for Students with ADHD: A Look at Self-monitoring Strategies and Their Effects on Improving Attention and Behavior for Children with ADHD. S. Park. Insights on Learning Disabilities 8 (1), 51-68. 2011

1.Towards a Common Language for Functioning, Disability and Health. ICF, Worls Health Organization, 2002

2.Attention Deficit/Hyperactivity Disorder. Diagnostic criteria for Attention-Deficit/Hyperactivity Disorder (DSM IV - TR)

3.Convention o the Rights of Persons with Disabilities. UN

4.Guidelines for easy-to read materials. IFLA/Library Services ro People wirh Special Needs Section

5.European Agency for Development in Special Needs Education.

6.Special Support by Disability. University of Copenhagen and Charles University in Prague.

7.*Atlas: global resources for persons with intellectual disabilities, 2007*. Geneva: World Health Organization, 2007. <http://www.who.int/>

8.Australian Government, Department of Health and Ageing – *Acronyms and Glossary* <http://www.health.gov.au/>

9. Autism Speaks <http://www.autismspeaks.org/>

10. Blossom Montessori School for the Deaf. *Glossary – general terms related to deafness.*



<http://www.blossomschool.org>

11. Center for Health Systems Research and Analysis, University of Wisconsin-

12. Madison. *Glossary; Long-term care glossary*. <http://www.chsra.wisc.edu/>

Day, John Michael. *Guidelines for library services to deaf people*. 2d ed The

13. Hague: IFLA Headquarters, 2000. (IFLA Professional Report # 62)

14. *Disability, Ageing and Careres Australia. Users guide. Glossary*. Commonwealth

of Australia: Australian Bureau of Statistics, 1999. <http://www.abs.gov.au/>

Disability defined: a glossary of common disabilities. Atlanta: Interfaith

15. Disability Connection. <http://www.interfaithdisability.org/>

Glossary of disability-related terms. Seattle: The University