



TITLE PAGE

ASPIRE PILOTING MODULE No: 1

TITLE OF MODULE: English For Specific Purposes (ESP)

COURSE MATERIALS: Texts, handouts, videos, Flip-chart, markers, a whiteboard, cards

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MODULE DESCRIPTION

Type: Piloting

Semester: Spring Semester



Target Audience: Teacher students

Teacher expertise:

Teacher: Nino Mikeladze

Language: English

Prerequisites: English B1 level

Restrictions: N/A

Supplementary regulations: N/A

Summary:

The aim of this module is to provide basic training to individuals (teacher students, different employees, media representatives) to enable them more effectively relate, or work with people with SEN/D. Participants will have the opportunity to develop skills to use appropriate language and terminology in media and society.

The module studies internationally agreed terms and language for SEN/D, international and European classification terms, corresponding Georgian terms in regard of SEN/D.

A focus of the module will be to explore cases of use of SEN/D language, SEN/D reports and legislation. Cases will be examined focusing on the use of discriminative language and agreed terms within education, health and social care.

Through the module, teacher students will be introduced the tools of expressing their ideas, agreeing or disagreeing, and delivering presentations in front of an audience, for ensuring the effective communication with the audience

Overall aim:

To better address the individual needs and strengths of people with special needs and disabilities it is necessary to understand what is meant by the concept of “special need”, “disability” and related terms and to develop the understanding of psychological and environmental aspects of



SEN/D. The module will help participants to use appropriate language and terminology in their work, reports and publications and every day life.

Learning outcomes:

a. Knowledge and understanding

1. Define knowledge and understanding of individual needs, and possible explanations for those needs.
2. Understand key principles in order to analyse the needs of individuals with SEN/D

b. Subject specific understanding & skills

1. c. Use accurate and appropriate terms and language on disability subject.
2. d. research and critically review relevant literature in order to inform assignments.
3. e. review and interpret the needs of individuals with SEN/D in context of legislation and media.

c. Key skills

1. f.write clearly about complex subjects relating to special needs
2. g.Seek out, reflect on and respond to feedback from participants
3. h.Presentation skills
4. i.Maintain co-operative working relationships, promoting group motivation and responding to contributions and reactions of others

MODULE STRUCTURE

ECTS credits: 1,5 ECT

Study Hours 17

Taught Hours: 8 x 2 + 1 hour extra, hours Lecture/Seminars



Day 1: 2 Hrs			
Day 2: 2 Hrs			
Day 3: 2 Hrs			
Day 4: 2 Hrs			
Day 5: 2 Hrs			
Day 6: 2 Hrs			
Day 7: 2 Hrs			
Day 8: 2 Hrs			
Independent Hours: 20Hrs			
Total: 37 Hrs			
Assessment scheme			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Attendance and Participation		20%	A,b,c,d, e g,i
Assey	1	15%	c,d,f
Presentation	2	15%	c,d,e,h
Test	2	10%	f,
Final Assignment/presentation		40%	c,d,e
Description of types of assessment			
<p>Final Assignment/presentation: 40 % Final assignment: understanding and analyzing current situation regards to meeting communication needs of students with autism in Georgia. Working in small groups (2 or 3), students will find out how are communication needs of students with autism mat in Georgia: perspectives from family, schools, kindergartens, higher education.</p> <p>Presentations should: 15%</p>			



- 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 discussed 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

Writing assignment: 15%

excellent: Student describes a picture 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 by using standard phrases, is familiar with special words and has basic awareness of using positive language.

Poor: Student describes a picture by using standard phrases, is familiar with some special words

Weak: Student describes a picture 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		a) Introduction; pre-test assessment b) Essay writing; c) Group work; d) Sharing the essay and reflection;	20 Minutes 25 Minutes 20 Minutes 15 Minutes	c, f, h, i	Pre-test Awareness and knowledge assessment



		e) Summing up/reading assignment			
Day 2	Introduction My experience and attitudes toward disability	Pre reading task: a) what is SEN/D? Discussion; presentation b) Group work: What kind of disability do you think it is. 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 g) Exercise IV: multiple choice h) Reading assignment	15 Minutes 10 Minutes 10 Minutes 20 Minutes 10 Minutes 10 Minutes 10 Minutes 10 Minutes 5 Minutes	a, c, d, f, g, h, i	
Day 3	Special Educational needs	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 20 Minutes 10 Minutes	c, d, f, g, h, i	
Day 4	Reports and Legislation on SEN/D	a) Class seminar on reading assignment b) Use of SEN/D language in reports and legislation. c) presentation d) Group work on definition	30 Minutes 20 Minutes 20 Minutes 30 Minutes	b, c, d, f, g, h, i	



Day 5	Reports and Legislation on SEN/D	<ul style="list-style-type: none"> a) Translation assignment b) Presentations and feedback c) Reading assignments d) Presentations 	<ul style="list-style-type: none"> 30 Minutes 20 Minutes 30 Minutes 20 Minutes 	a, c, d, f, g, h, i	
Day 6	Georgian Language on Disabilitys	<ul style="list-style-type: none"> a) Presentations of reading assignment a) Group work on case analysis b) Group work presentations c) Feedback 	<ul style="list-style-type: none"> 40 Minutes 30 Minutes 20 Minutes 10 Minutes 	a, c, d, f, g, h, i	
Day 7	SEN/D Language in Georgian Media	<ul style="list-style-type: none"> a) SEN/D language used in media. Presentation b) Group work on terms and language used in media. <ul style="list-style-type: none"> a. Video I b. Video II c) Group work presentation. d) Feedback 	<ul style="list-style-type: none"> 20 Minutes 20 Minutes 20 Minutes 30 Minutes 10 Minutes 	b, c, d, e, f, g, h, i	
Day 8	Models of Classification - ICF	<ul style="list-style-type: none"> a) Introduction of ICF. Presentation b) Group work on ICF cases. c) Group work presentations <p>Post test assessment</p>	<ul style="list-style-type: none"> 20 Minutes 25 Minutes 15 Minutes 10 Minutes 30Minutes 	a, b, c, d, e, f, g, h	Post – test awareness and knowledge assessment

TRAINERS GUIDE

Activity title	Activity description	Suggested materials
Intorudction Group Diussion Essey writing	Teacher sets the picture on the screen and distributes answer sheets to all participants. After all students become familiar with the answer	Visual aids, Hos, white board, overhead projector



<p>Feedback - reflection</p>	<p>sheets teacher asks them to write the story about it throught (about 50 words) joining them in phrases and sentences creating bases for the essay covering the topic related to the observing and expecting differences. Students are given 5 minutes to talk to each other in peers and are given 10-15 minutes to write their short experience on the answer sheet. After students have finalized their essays teacher is collecting papers ; Few students are invited (volunteers) to share their experience of writing picture description essay; Teacher with the permission of the volunteers is introducing evaluation criteria and asks students to consider this criteria while commenting about the speakers and also to reflect about own work; The lesson is summarized with few reflective phrases they have learned while lesson.</p>	
<p>Warm-up Pre reading tasks: Group work Class discussion (photos) Reading Follow-up/reading assignment</p>	<p>Warm up exercise: discussion about the definition of special educational needs and disability. Teacher encourages participants to brainstorm and discuss different SEN/D; 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?; Teacher asks students to read the text about Autism Spectrum Disorders; Teacher asks students to do exercise (I , II, III, IV) according to the text</p>	<p>Text, photos, overhead projector, Hos</p>
<p>Lead-in – discussion Reading task Sharing/feedback Post reading: hot place/problem solving</p>	<p>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>activities Summing-up/reflection</p>	<p>Teacher gives the group of students different texts to translate into the (ar unda) Georgian 3.Each group of students share their translations and get feedbacks from other group of students. A Hot Place Problem solving activity. Every student speaks about his/her problem. Others give them a piece of advice. The lesson is summarized with few reflective phrases they have learned while lesson. Teacher gives them reading assignment on different inclusion policies</p>	
<p>assignment checking/discussion presentation Translation Reading</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 Georgian glossary on disability terms and discusses the usage of SEN/D Georgian and English language in reports and legislation. Teacher gives the assignment to translate small paragraphs into Georgian, about the disabilities that causes reading problems. Students work in small groups. Person with disabilities, from Guidliens for easy-to-read materials. Internation Federation of Library Association ad Institutions, 2010.Each group of students present their translations. Students are asked to read in groups Convention on he Rights of Persons with Disabilities, article 1, 2, 3, 4 and 5. Reading assignment: 2 article</p>	<p>Overhead projector, Hos, Texts, whiteborad.</p>



<p>Simulations Sts presentations Feedback/reflection Suming up</p>	<p>Teacher asks students who will be volunteers to participate in simulation exercise for 15 minutes while the other students will be presenting home assignments. The simulation is about hearing impairment, visual impairment, motor impairment. All volunteers have the task to assess the presenters, make notes and give them feedback. 2.Students make presentations about the articles they have read. 3.Volunteer students make feedbacks. 4.Other student interviews them what difficulties they face and how they try to overcome barriers and difficulties. 5.Two groups of students (volunteers and interviewers) make presentiations. 6.Teacher summarizes the lesson</p>	<p>Articles, whiteboard, Hos, flip chart.</p>
<p>Teacher's presentation Group discussion Summing up</p>	<p>1.Teacher makes a presentation of using the SEN/D language in media. Teacher sets up videos in English and Georgian that highlights the (ar unda) different issues of disability, 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>	<p>Overhead project, Hos, flip chart</p>
<p>Presentation Group discussion</p>	<p>1.Teacher makes a (the ar unda) presentation and introduces the International Calssification of</p>	<p>Overhead projector, texts, flip chart</p>



<p>Reading assignment Class discussion</p>	<p>Functioning, Disability and Health: aim, overview and use of ICF. 2.Discussion about the presentation. 3.Teacher asks the students to read the text from ICF. Annex 5 . ICF and people with disabilities. After reading assignement, teacher asks questions for discussion on the following issues: •Why is important the voice of disabled people in revision of ICF? •Disability advocacy and ICF 4.Group of students work on different case examples (pp. 238-241), that describe the various application of ICF, that help students understand basic classification concepts and constructs. 5.Group of students present their cases and answer the questions. 6.The lesson is summarized.</p>	
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LIST OF SUGGESTED LITTERATURE

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 Behavrio 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.

