



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

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MODULE DESCRIPTION

Type:
Semester: Autumn Semester (III course)



Target Audience: teacher students

Teacher expertise:-----

Teacher: Gulnara Janova

Language: English/Georgian

Prerequisites: English B1 level

Restrictions N/A

Supplementary regulations: N/A

Summary:

The aim of this module is to study 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 is 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 everyday life.

Learning outcomes: Knowledge and Understanding

- a. is aware of individual needs and possible explanations for those needs.
- b. knows key principles in order to analyze the needs of individuals with SEN/D.

Subject specific understanding & skills

- c. to use accurate and appropriate terms and language on disability subject.



- d. to research and critically review relevant literature in order to inform assignments.
- e. to review and interpret the needs of individuals with SEN/D in context of legislation and media.

Key skills

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

MODULE STRUCTURE

ECTS credits: 2 ECTS		Contact Hours 15 (1 hour-extra)	
Taught Hours: 7 x 2 + 1 hour extra, hours Lecture/Seminars Day 1: Hrs 2 Day 2: Hrs 2 Day 3: Hrs 2 Day 4: Hrs 2 Day 5: Hrs 2 Day 6: Hrs 2 Day 7: Hrs 3 (2+1 extra)			
Independent Study 30hrs. , Examination -4 hrs. /_Assessment 1hr. (35 hours)			
Total: 50 hrs			
Assessment scheme			
Types of assessment:	Units:	Weighting	Learning Outcomes:
Essay writing	TBC	25%	Students will be able to search the needed material on the internet or



Presentation	TBC	25%	<p>at the library and enlarge their knowledge in different topics of disability. Besides, they will gain essay writing skills.</p> <p>Students will get knowledge, information and oral communication skills, will respond the questions and be able to manage discussion.</p>
Multiple Choice	TBC	20%	<p>Students will be able to select one correct choice from a given list. Students will be more attentive and gain reading skills.</p>
Translation	TBC	30%	<p>Students will be able to comprehend the text correctly and gain the technique of translation.</p>

DESCRIPTION OF ASSESSMENT

Assessments are a key component of all education system and play a critical role in a student’s learning journey. By measuring student achievement and skill mastery, assessments help students learn , teachers improve instructions, administrators decide how to allocate resources and policymakers evaluate the efficacy of education programs.



Assessments help students improve learning. focus on improvement, compare with their “previous results”, involve all students. Assessments check what has been learnt to date, help teachers compile data and student’s achievement grades, make learning process highly compatative .

One of the main ways of assessment is **essay writing**. As Shakespeare said, "the pen is mightier than the sword," but the pen itself is not enough to make an effective writer. There are many kinds of essays. Each one has its purpose either informs or persuades, explains or entertains someone. Mainly we use informative essays and (the goal of which is to give information they don’t already have and persuasive essays (the goal of which is to take action based on what you’ve written) .

Multiple Choice questions are a method of assessment that asks students to select one choice from a given list. They typically have three parts: a stem, the correct answer – called the key, and several wrong answers, called distractors. Multiple-choice questions are most widely used for measuring knowledge, comprehension and application of learning outcomes.

Presentations tests preparation, understanding, knowledge, capacity to structure, information and oral communication skills. Feedback can be from any mix of tutor, self and peers. Marking for grading based on simple criteria is fast and potentially reliable. Measures of ability to respond to questions and manage discussion could be included.

In case of **translation** assessment, we use 1. **accuracy test** that means to check whether the meaning of source text (ST) is similar with the target text (TT). A translator should not ignore, add, or reduce the message contained in ST. 2. readability test is intended to ensure whether the meaning of translated text can be understood. 3. Comprehension testing is done to know whether the translated text is comprehend well by the reader of TT.

COURSE PLAN

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms



<p>Day 1</p>	<p>Essay writing</p>	<p>a) Introduction; pre-test assessment; b) Essay writing; c) Group work; d) Sharing the essay and reflection; e). Summing up/reading assignment</p>	<p>20 Minutes 25 Minutes 20 Minutes 20 Minutes 15 minutes</p>	<p>To provide teacher students with appropriate language and terminology for SEN/D;</p>	<p>Pre-test Awareness and knowledge assessment</p>
<p>Day 2</p>		<p>Pre reading task a. Watch the video and say what LD is. (Group work)</p>	<p>10 minutes</p>	<p>To present their understanding of SEN/D issues in oral speech.</p>	



		<p>b. Share your opinions, group discussion. 10 minutes</p> <p>c. Match the words and phrases in bold in A with the correct definition in B. (Ind. work) and check. 10 minutes</p> <p>While –reading Tasks Read the text 30 minutes</p> <p>Exercise I: Word matching;; 10 minutes</p> <p>Exercise II: Phrase matching; 10 minutes</p> <p>Exercise III: Filling the gaps; 10 minutes</p> <p>Exercise IV: Multiple Choice; 10 minutes</p> <p>Exercise V: Answer the questions: 10 minutes Reading assignment 10 minutes</p>	<p>10 minutes</p> <p>10 minutes</p> <p>30 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>To develop skills.</p> <p>At the end of the lesson students will be able to use words and phrases of LDs in their speech correctly. Besides they will be able to discuss issues on LDs disabilities</p>	<p>Multiple Choice</p>
Day 3		<p>a .Class seminar on reading assignment; 35 Minutes</p> <p>b. Exercise: translation 20 Minutes</p> <p>c. Feedback 15 Minutes</p> <p>After-reading tasks</p> <ul style="list-style-type: none"> • A Hot Place 10 minutes • Problem Solving 15 minutes 	<p>35 Minutes</p> <p>20 Minutes</p> <p>15 Minutes</p> <p>10 minutes</p> <p>15 minutes</p>	<p>Can use terminology while translating the text</p> <p>Having speaking and critical thinking skills</p>	<p>Discussion</p>



		<p>Activity</p> <ul style="list-style-type: none"> • Activity –What LDs mean for you? <p>Reading assignment</p>	<p>15 minutes 10 minutes</p>		
Day 4		<p>a) Class seminar on reading assignment</p> <p>b) Feedback</p> <p>Pre-reading task:</p> <p><u>Exercise</u> : Choose the right answer (Ind. work)</p> <p><u>Watch the video</u> – What’s it like being Dyslexic? (Pair work) .</p> <p>Give students a list of words and phrases on SEN/D used in the text and parts of the text- What is Dyslexia? It’s symptoms and signs to read (Pair work)</p> <p>Students presentations (they present their parts in front of the classmates and answer their questions).</p> <p>Reading assignment</p>	<p>30 minutes</p> <p>10 minutes</p> <p>10 min.</p> <p>15 min.</p> <p>25 minutes</p> <p>25 minutes</p> <p>5 minutes</p>	<p>At the end of the lesson students will be able to speak about symptoms and warning signs of dyslexia in different schools , what causes it, how is dyslexia diagnosed? and so on.</p>	<p>presentation</p>



<p>Day 5</p>		<p>a. Class seminar on reading assignment b. Feedback After Reading task <u>Writing activities:</u> 1.What is dyslexia? (Group work) 2.If I were a dyslexic, I would (Group work) <u>Speaking activity</u> Case Study (A Group discussion). Translating assignments</p>	<p>30 min. 10min. 20 min. 20 min. 30 min. 10 min.</p>	<p>Students can write about dyslexia and discuss A Case Study</p>	<p>Discussion</p>
<p>Day 6</p>		<p>Translating assignments Gr.1 What causes dyslexia ? Gr. 2 What is dyscalculia? Gr.3. What is a learning disability? Presenting a small dictionary of words on LDs. Feedback</p>	<p>30 min. 30 min. 30 min. 10 min. 20 min.</p>	<p>Students can translate from English into Georgian using the gained knowledge.</p>	<p>Translation</p>



Day 7		Presentations on LDs:	20 min.	Students can make presentations on different topics	Presentation
		Pr.1 What LDs are?	20 min		
		Pr.2 What is Dysgraphia?	20 min		
		Pr.3 What is Dyspraxia ?	20 min		
		Pr.4 Auditory and Visual Processing Disorders	20 min		
	Feedback	20 min			
	Post- questionnaire				

TRAINERS GUIDE

Activity title	Activity description	Suggested materials
Essay writing (Descriptive, Persuasive)	<p>1. After greeting teacher brainstorms the students giving adjectives describing people, emotions and feelings ,then he/she sets the picture on the screen and distributes answer sheets to all participants.</p> <p>2. Teacher divides the class into small (3-4 sts) groups and gives them a clear instruction: - view the picture and write a descriptive essay (about 120-150 words). Students are</p>	a picture, answer sheets



<p>Warm up activities/ Pre-reading activities</p> <p>Matching, Filling, Multiple Choice exercises</p>	<p>reminded that the results of this assignment does not influence on their success records..</p> <p>3. Students in groups choose a secretary and using the questions as a hint write an essay.</p> <p>Questions: Who do you see in the picture? What attracted your attention seeing him/her? What do you think what LDs he/she may have? Why? Describe your emotions and conclude the essay.</p> <p>4. After students have finalized their essays, T asks one member of each group to read an essay aloud.</p> <p>5. Others listen. At the end they are asked to assess the essay and discuss it.</p> <p>6. The lesson is summarized by a teacher</p> <p>Pre-reading tasks</p> <p>1.Watch the video and say what LD is (gr.work).Teacher encourages students, brainstormes them. Students give their own definitions of LD and discuss different types of LDs.</p> <p>2. Match the words and phrases in bold in A with the correct definition in B (Ind. work).T gives students handouts and sts. do them individually.</p>	<p>https://www.youtube.com/watch?v=3ONz6TaKIk a video</p>
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<p>3. Activity- I have LD. What can I do?</p> <p>Writing activities:</p> <p>4. What is dyslexia?</p> <p>5. If I were a dyslexic, I would</p> <p>6. Case Study</p>	<p>Gr. 2. - Teachers /lecturers;</p> <p>Gr.3 Students struggling to different LDs;</p> <p>Gr. 4 .School/university administration.</p> <p>Students discuss about the given statement in groups and later when they are ready,share their ideas with others, giving as many arguments as possible.</p> <p>T divides the class into small groups and asks them to think about one problem about LDs. After a little discussion each group speaks about their problem in turn. Others listen, discuss and give them a piece of advice .So, this way they find the solution and the way out of the problem.</p> <p>T. divides students into small groups (3- 4-sts.). He/she distributes them sheets of paper with the name of LD.</p> <p>Gr. 1 Having Dyslexia,</p> <p>Gr. 2 Having Dyscalculia,</p> <p>Gr. 3 Having Dysgraphia,</p> <p>Gr. 4 Having Dyspraxia</p> <p>T asks sts. to work on Flip-chart (Draw , write, advertise ...) and to defend their works. Class award whose work is the best.</p>	<p>handouts</p> <p>flip charts/ a piece of paper, markers</p> <p>Flip-chart a piece of paper, markers</p>
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	<p>Procedure: Teacher divides the class into three groups, then takes a piece of paper, folds it and asks each student in groups write in turn what he /she remembers about dyslexia , then he./ he folds the paper again (so that the next student can't see what is written on it and writes his/her sentence. It goes on till the last student writes his/her sentence (5 sentences) . At the end the teacher reads all three papers.</p> <p>Procedure: Teacher divides the class into three groups . Asks students in each group to write in turn the sentences <u>e.g. If I were a dyslexic, I would have reading difficulties. If I had reading difficulties, I would consult a doctor.</u> And so on. At the end all groups read their writings, the group whose sentences are true to the topic wins.</p> <p>Procedure Teacher divides the class into three groups, gives students handouts with a case about a family where a child is dyslexic. Parents don't have any idea about this disability. So, in this case there are two problems students read the case, find out the challenges and then the teacher giving them the questions discuss about them . Then they come to one decision.</p>	<p>a piece of paper</p> <p>a piece of paper</p> <p>A story about a dyslexic child</p>
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LIST OF SUGGESTED LITERATURE

1. <http://www.ncl.org/types-learning-disabilities/what-is-ld/what-are-learning-disabilities>
2. www.benetech.org/bookshare
3. <https://www.youtube.com/watch?v=IEpBujdee8M>
4. <http://www.youtube.com/watch?v=3eJwU7GpqXs>
5. Video: Learning Disabilities, What Are the Different Types ...
6. www.ncl.org/learning-disability.../videos/video-learning-disabilities-wh...
7. www.youtube.com/watch?v=3eJwU7GpqXs
8. <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia>
9. <http://dsf.net.au/what-is-dysgraphia/>
10. <http://www.medicalnewstoday.com/articles/151951.php>
11. <http://www.idonline.org/article/6390/>