



Co-funded by the  
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## Module 1: English for Specific Purposes (Special Needs and Disability)

### Module Description

English for Specific Purposes (Special Needs and Disability) - This is targeted at all partners and will be later integrated into official university and public administration and, where it is feasible, NGO programmes.

ESP training materials dealing with Special Needs vocabulary and soft skills to achieve project goals. Report writing, academic writing, Library Access Policy Briefs - in English

Open to all participants who have B1 level minimum.

#### **Brief Methodology:**

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. The main methodologies are listed below in the **chronological** order of their development:

- **Grammar Translation** – the classical method
- **Direct Method** – discovering the importance of speaking
- **Audio-lingualism** – the first modern methodology
- **Humanistic Approaches** – a range of holistic methods applied to language learning
- **Communicative Language Teaching** – the modern standard method
- **Principled Eclecticism** – fitting the method to the learner, not the learner to the method

The communicative approach, which was in vogue in the late '90s, is still widely considered as the latest advancement in modern language teaching.

So many of our tasks are based on **Communicative Language Teaching** method.

**Module Aims and Overview:**

Module aims and overview are to:

- ✓ understand the principles and practice of English for Specific Purposes (ESP) for teaching individuals with special needs - terminologies and abbreviations;
- ✓ teach participants to use E-resources in English and other technical means;
- ✓ introduce useful teaching methodologies to support ESP teaching to special needs
- ✓ to teach essential soft skills to support implementation of project objectives (presentations, meetings etc.)

**To use:**

1. Japanese universal design
2. Cambridge Case studies

**ECTS Allocation:**

**ECTS: 2 credits**

In Uzbekistan, Kazakhstan and Tajikistan (for project purposes)

1 Credit = 30 hours

**Contact hours:**

30 hours: 15x2 hour lessons.

In addition:30 hours for learners' individual work: 20 hours homework, 10 hours presentation.

**Module Organizer participants Contact Details:**

1. Gazieva Vasilakhon Mushtoq Ko`zlar NGO [gazyieva@inbox.ru](mailto:gazyieva@inbox.ru) (coordinator)

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**Name of Trainer(s):**

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**Target Group:**

Teacher Trainer Educators and Lecturers (Universities),  
Government & State Employee & Policymakers, and NGO.

**Participant Requirements:**

B1(CEFR)

**Learning Outcomes (i.e. “Can do”)**

- ✓ to be able to use ESP terminologies and abbreviations for people with special needs;;
- ✓ can use E-resources in English and other technologies ;
- ✓ employ useful teaching methodologies to support ESP teaching to special needs
- ✓ able to give professional presentations related to ESP and other areas and to hold meetings in English;

**Module Materials:**

Abdisheva, A., & Yerbolatova, M. (April, 2018). Problems of Employment for physically disabled people in Astana. Prepared for the NGO ‘Shyrak’, Nazarbayev University.

Cotton, D., & Falvey, D., & Kent, S., (2010). Market Leader Intermediate (3 Ed.). Essex, England: Pearson Education Limited.

Cotton, D., & Falvey, D., & Kent, S., (2010). Market Leader Upper-intermediate (3 Ed.). Essex, England: Pearson Education Limited.

Guidelines on promoting the Political Participation of persons with Disabilities. (2019). Warsaw, Poland. OSCE Office for Democratic Institutions and Human Rights (ODIHR)

Reforming Kazakhstan. Progress, Challenges and Opportunities.(2019). OECD

Maja Olejniczak “English for Information Technology” 1 Vocational English Course Book

E. Williams. *Presentations in English*, Macmillan Education, Macmillan Publishers Limited, 2008  
Mavjuda Shakhakimova “ESP Course Book” Tashkent 2018

Targeted initiatives to provide digital skills to persons with disabilities  
<https://www.youtube.com/watch?v=3UtVpOubwg&list=PLD99F3A6F79D7B234&index=67>

Hard Skills vs Soft Skills.  
<https://www.youtube.com/watch?v=0FFLfcB9xfQ&t=40s>

OVERCOMING HOPELESSNESS BY NICK VUJICIC  
<https://motivationalist.com/2014/05/24/overcoming-hopelessness-by-nick-vujicic/>

Kluger is Editor at Large for TIME.  
<https://time.com/3340831/polio-fdr-roosevelt-burns/>  
[https://www.ted.com/talks/stephen\\_hawking\\_questioning\\_the\\_universe](https://www.ted.com/talks/stephen_hawking_questioning_the_universe)

Disability need not be an obstacle to success  
<https://www.weforum.org/agenda/2016/12/disability-is-not-an-obstacle-to-success-these-inspirational-leaders-prove-that-9bfc2816-a172-4a67-836e-95c1609f63eb/>

## Module Assessment:

Attendance and active participation - 50%  
Homework / reading /not writing - 30%  
Exam / Presentation in English - 20%

Attendance and active participation: 30 %  
From the beginning of the course, students will be encouraged to self-reflect upon their own participation and investment. They will suggest the number of points they might be given at the end of the course. They take into consideration the following criteria: their own talking time, number of hours they have spent in the classroom, doing homework and preparing for an agreed presentation. Thus, the self-evaluation assessment technique will be used instead of traditional means.

Homework: 20%  
There are 10 homework assignments students are obliged to do during the course. The aim of these tasks is to reinforce the knowledge students have acquired during the lessons. At first, the tasks refer to General English, then from the lesson 8 ESP language is incorporated. Each of the finished assignments is given 2 points, thus participants can get 20 points maximum. The techniques which are used in tasks range from controlled (matching activity, fill in, correct the text) to less limited (write a review using the model; imitate the style of the author, etc.)

Oral presentation in English: 20%

Participants choose one of the given topics related to people with disabilities. The presentation might be done in the Power Point form, or they can give a personal account of the material they have chosen, using their notes. Participants pay attention to the following issues: language that they have acquired from the material, the purpose of the material, target audience for whom the topic is aimed at. The presentation should last from 10 to 15 minutes. The maximum number of points for this task is 20.

