



Co-funded by the  
Erasmus+ Programme  
of the European Union

# Module 1: English for Specific Purposes (Special Needs and Disability) Weekly Aims Overview



## **Module 1: English for Specific Purposes(Special needs and Disability)**

### **Contents**

1. Greeting
2. Career
3. Working skills.
4. Motivation
5. Trends and changes
6. Leadership
7. General disability. Autism.
8. Visual impairment.
9. Hearing impairment.
10. English terminologies for people with special needs and the polite and acceptable ways of their use.
11. Library use and accessibility.
12. Technology enhancement for people with special needs.
13. Communication and Interaction.
14. Group work. Presentation.
15. Group work. Presentation.

## WEEK ONE

### Lesson plan 1: Greeting

Date:

Class: pre-intermediate level

Time: 80 min.

Lesson objectives:

- to have your students know each other;
- to establish friendly atmosphere

Parts of the lesson	Activities	Aim	Time available	Learning style
Warm up	<b>Acquaintance</b>	to create friendly atmosphere	15 min	Visual, Kinesthetic
Main part activities	Classroom Rules	<b>To share the ideas of managing students with disabilities in the classroom.</b>	30 min	Auditory, Interpersonal (group work) Auditory,
	<b>Creating classroom rules</b>	<b>to motivate participants to create new ideas in managing students with disabilities in the classroom</b>	30 min	Auditory, Interpersonal (group work)
Wrap-up	<b>Reflection and Farewell</b>	have the listeners openly share how well they enjoyed it.	5 min.	

## WEEK TWO

### Lesson plan 2. Career

**Aims:**

- to introduce with the vocabulary on career and career ladder
- to discuss the ways of help for special needs to achieve their career achievement goals
- to discuss the video of ILO on the barriers of disabled people in employment and the role of ILO there
- to read about the legislation on employment and current policies for the employment of persons with physical disability in the Republic of Kazakhstan.

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	1. Match three word partnerships in each section to find what people want from their work 2. Discuss the word partnerships and decide which 4 things are the most important for you and for people with disabilities.	10 min	Work in pairs	Slide

	3. Make your story using the word phrases.			
<b>Main part activities</b>	1. Pre- reading task: discussion of the questions 2. While and after reading tasks: read the text and discuss.	5 min 20 min	Individual Work in pairs Group work	Smart board Slides Internet
	3. Before watching a video: a) Discussion b) Before watching the video, give explanations of the given word phrases. 4. Watch the video and answer the questions:	10 min 5 min 10 min	Individual Work in pairs Group work	Smart board Slides Internet
	5. Before reading about current policies for the employment of PWDs and discuss the given questions.	10 min	Individual Work in pairs Group work	Smart board Slides Internet
	<b>Wrap-up</b>	After reading the text to prepare and suggest the steps/ strategies for improving the employment of disabled people in the Republic of Kazakhstan.	10 min.	Group work

### WEEK THREE

#### Lesson plan 3. Skills

##### Aims:

- to discuss the video of the working skills
- to read and discuss about the 21<sup>st</sup> century skills
- to discuss the skills from a disabled person's perspective

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	Discussion: What come to your mind when you hear skills, abilities and talent? What are they?	5 min	Individual	Slide
<b>Main part activities</b>	1. Before watching activity: a. Introduction to new vocabulary related to skills. b. Discuss them with a partner	10 min 5 min	Individual Work in pairs Group work	Smart board Internet
	1. Reading. Read the passage about hard and soft skills and then fill in each gap 2. Name skills and talents.	10 min 5 min 10 min	Individual Work in pairs Group work	Smart board Slides
	4. Reading the text about skills for the 21 century: a. Vocabulary task	25 min	Individual Work in pairs	Smart board Slides

	b. Find verbs in the article that collocate with these nouns.		Group work	
<b>Wrap-up</b>	<b>Speaking.</b> What do these skills mean from a disabled person's perspective?	10 min.	Group work	Stickers

### WEEK FOUR:

#### Lesson plan 4. Motivation

##### Aims:

- to discuss about how we can encourage disabled people in general? To work?
- To listen and discuss the lecture on motivation at work and Maslow theory
- To watch Nicholas James' motivational video and discuss

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	Discussion. Which of these factors would motivate you to work harder?	5 min	Individual	Slide
<b>Main part activities</b>	a. Listening. Listen to three people talking about their motivation at work. Which of the factors do they mention? Who do you agree with	10 min	Individual Work in pairs Group work	Smart board Internet
	b. Note down your answers to the following questions and discuss	15 min		
	c. Listening. You are going to hear a woman giving a lecture to a group of students on the subject of motivation at work.	20 min		
	d. Discussion	10 min		
	e. Watch the video about Nicholas James - "Nick" Vujcic and discuss. Quotes by Nick Vujcic. Do you agree with them?	20 min		
<b>Wrap-up</b>	To make a motivational video on the role of disabled people at work.	assignment	Group work	Stickers

### WEEK FIVE

#### Lesson plan 5. Trends and challenges

##### Aims:

- to introduce with the active vocabulary on trends and changes
- to read and discuss about the future trends in the life of disabled people, comparison information about the percentage of people with a disability in EU member states and Kazakhstan
- to use the active vocabulary in giving a presentation.

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	Discussion. How are disabled people affected by societal changes? What is the impact on them?	5 min	Individual	Slide
<b>Main part activities</b>	1. Reading and Discussion. Read a report by the Swiss-based Gottlieb Duttweiler Institute (GDI) on important trend and changes that will be in the life of disabled people.	15 min	Individual Work in pairs Group work	Smart board Internet
	2. Vocabulary: a. synonyms b. change the structure of the sentence There+ be +Adjective + Noun using the corresponding Verb +Adverb	5 min		
	a. Underline the two adverbs that have a similar meaning	10 min		
	3. Listening. Presenting figures.	5 min		
	4. Speaking. Give a presentation.	5 min		
		15 min		
<b>Wrap-up</b>	Read the text and analyze the given bar chart. Then give your summary.	20 min.	Individual work	Smart board

## WEEK SIX

### Lesson plan 6. Leadership

#### Aims:

- to discuss about leadership and significant obstacles negatively affect the engagement of persons with disabilities in political life and to be a leader there.
- to read and discuss about the handicap leaders
- to discuss the videos on two famous leaders with specific needs

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	Is this a true statement? Why or why not?	5 min	Individual	Slide
<b>Main part activities</b>	1. Discuss. What kind of significant obstacles negatively affect the	10 min	Individual Work in pairs	Smart board

	<p>engagement of persons with disabilities in political life and to be a leader there?</p> <p>2. Match the adjectives to make pairs of contrasting ideas.</p> <p>3. Think- Pair- Share. Identify a person with disability you regard as a great (effective) leader.</p> <p>4. Reading. Read the article of <a href="#">Stephanie Thomson</a> which was published in 02 Dec., 2016 in <i>World Economic Forum</i>.</p> <p>5. After reading task.</p> <p>6. Listening task.</p>	<p>5 min</p> <p>15 min</p> <p>15 min</p> <p>5 min</p> <p>20 min</p>	Group work	Internet
<b>Wrap-up</b>	Do we have our leaders with disabilities in Kazakhstan?	5 min		

## WEEK SEVEN

### Lesson plan: General disability. Autism.

Date:

Class: pre-intermediate level

Time: 80 min.

Lesson objectives:

- to provide information about general disabilities and autism;
- to provide participants with an opportunity to share their personal experience of working with disabled students.
- to teach appropriate terminology.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm up		to get information about types of disabilities	3 min	Visual, Auditory,	A slide
Main part activities	<b>Discussion</b>	to have participants to discuss about what disabilities can effect	17 min.	Auditory	handouts
	<b>Reading. Autism.</b>	to get information about autism.	10 min	Auditory, Interpersonal (group work)	handouts
	<b>Watching a film</b>	to increase participants' interest while providing direct instructions on helping students with autism	45 min	Visual, Auditory,	A film, handouts
Wrap-up	<b>Reflection and Farewell</b>	have the participants openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

## WEEK EIGHT

### Lesson plan: Visual Impairment

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

- to provide information about usage of different activities for student with visual impairment;
- to teach appropriate terminology.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm up		encourage discussions by asking questions	5 min	Visual, Kinesthetic	A slide
Main part activities	<b>The approaches towards teaching people with visual impairment</b>	to teach and demonstrate participants the approaches towards teaching people with visual impairment which will help enhance and organize their teaching skills.	20 min	Auditory, Interpersonal (group work),	handouts
	<b>Problem solution</b>	to learn how to behave with visual impairment students in class	30 min	Auditory, Interpersonal (group work)	handouts
	<b>Case study</b>	to organize data using SWO analysis that allows participants to make meaningful observations and draw appropriate conclusion	25 min	Auditory, Interpersonal (group work)	A film, handouts
Wrap-up	<b>Reflection and Farewell</b>	have the participants openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

## WEEK NINE

### Lesson plan: Hearing Impairment

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

By the end of the lesson participants will

- be informed about types of deafness and some assistive tools and devices for the hearing impaired people;
- expand vocabulary focusing primarily on ESP

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm		to orient participants to the new topic by asking questions	5 min	Auditory	none
Main part activities	Skimming for specific information	to get the main idea or ideas from a passage fast.	10 min	Auditory, Interpersonal (group work)	handouts
	Reading for specific information	to be able to analyze learned materials; co-learning	30 min	Auditory, Interpersonal (group work)	handouts
	Describing assistive tools and devices for the hearing impaired people	-to be informed about some assistive tools and devices for the hearing impaired people -to expand vocabulary focusing primarily on ESP.	30 min	Auditory, Interpersonal (group work)	handouts
Wrap-up	Reflection and Farewell	have the listeners openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

### WEEK TEN

**Lesson plan:** English terminologies for people with special needs and the polite and acceptable ways of their use

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

**Lesson objectives:**

By the end of the lesson participants will:

- be equipped with new words and terminologies for people with special needs;
- be able to use the words expressing people with special needs in the polite and acceptable ways;
- be taught tolerance and to be open – minded for diversity in the society and support it;
- be able to interact more effectively with people with disabilities.
- expand vocabulary focusing primarily on ESP

Parts of the lesson	Activities	Aim	Time available	Learning style
Warm – up	Discussion: What come to your mind when you hear about disabilities? Name as much as you can	to push your students to think about the words and terms expressing the DIS – abilities;	5 min	Auditory

<b>Main part activities</b>	Introducing new words/ terminologies for people with special needs. Use And Avoid methods	To introduce new words beside what students told in warp – up parts; To teach the polite words to interact more effectively with people with special needs; To expand students vocabulary and their use	20 min	Auditory (group work)
	Reading the Material of United Spinal Association`s Disability Etiquette Book let (page 6 – 11)	to get the main idea or ideas from a passage fast; to direct to the right way while dealing with people with special needs; to raise the awareness of DOs and DONTs with people with special needs.	15 min	Auditory, Interpersonal (group work)
	Watching a video and discuss it “How to Treat a Person with Disabilities, According to People with Disabilities” <a href="https://www.youtube.com/watch?v=W6c6JLbczC8">https://www.youtube.com/watch?v=W6c6JLbczC8</a> posted in 2018	To motivate people to help in the right way for people with special needs; To understand the nature and the challenges disabled people might face and how to treat with them.	15 min	Auditory, Interpersonal (group work)
	Reading and discussing “Some quick tips one ought to remember when talking or writing about people with disabilities’ Agree or Disagree with the statement methods.	-to be informed about some tips while talking or writing about people with disabilities - to raise understanding and respect and stand for people with special needs` rights and dignity -	20 min	Auditory, Interpersonal (group work)
	<b>Wrap-up</b>	Reflection and Farewell	have the listeners openly share how well they enjoyed it.	5 min.

## WEEK ELEVEN

**Lesson plan:** Library use and accessibility

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

**Lesson objectives:**

By the end of the lesson participants will

- be informed about the needs of the people with special needs at the library and public areas;
- be able to help to change or adapt the services and facilities at the libraries and educational building;
- create an inclusive learning environment;
- be able to use Android and OSI Apps in Online resources for educational accessibility;
- motivate people for making changes in infrastructures to include people with special needs;
- put affords on accessibility and usability of the educational facilities;
- be informed about the universal design and libraries - barrier-free design.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm – up	Discussion: what is an inclusive education for you?	<ul style="list-style-type: none"> <li>- to make people to think about the inclusive education;</li> <li>- increase creative abilities and bring more ideas about the inclusive education</li> </ul>	10 min	Auditory	none
Main part activities	Reading and discussing the Case Study Inclusive Libraries: Architecture, Services, Library Collections and Training Combine in an Accessibility Project in the Libraries of Catalonia	<ul style="list-style-type: none"> <li>- to inform student about the inclusive libraries in the developed countries;</li> <li>- to work on group and collaborate while analyzing the case and bring more ideas</li> <li>- to increase the ability of working in team and designing presentations;</li> <li>- to learn about universal design and libraries - barrier-free design.</li> </ul>	45 min	Auditory  Group work  Group presentation	Handouts Case PPTs Analyses
	Introduction of some sample of the Inclusive educational infrastructure and accessibility of educational facilities	<ul style="list-style-type: none"> <li>- to inform about the samples of the inclusive educational buildings;</li> <li>- to push the students to think about the universal design and libraries - barrier-free design and make the classroom and the university facilities more inclusive</li> </ul>	20 min	Auditory, Interpersonal (group work)	handouts
Wrap-up	Reflection and Farewell		5 min.		impressio about the lesson an their feedbacks

## WEEK TWELVE

### Lesson plan: Technology enhancement for people with special needs

**Aims:**

- to discuss the types of assistive technology devices for people with special needs, importance of those kinds of technologies
- to read about assistive technology devices for people with special needs
- to analyze the report of European Parliament
- to discuss the video vocabulary and its questions

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	<p>Discussion:</p> <ol style="list-style-type: none"> <li>1. How does technology help students with special needs?</li> <li>2. What are some examples of assistive technology devices?</li> <li>3. What are the drawbacks of technology in special education?</li> </ol>	15 min	Group work	Slide
<b>Main part activities</b>	<p>Pre- reading task: discuss the latest developments of technology for disabled people: electrical stimulation, helmet for the blind, hearing aid, bionic exoskeleton, smart walking stick</p>	10 min	Individual Work in pairs Group work	Smart board Slides Internet
	<p>1. While and after reading tasks: read the text and discuss. <a href="https://www.theguardian.com/technology/2019/sep/08/the-five-technology-to-help-disabled-people-blindness-paralysis-research-ai">https://www.theguardian.com/technology/2019/sep/08/the-five-technology-to-help-disabled-people-blindness-paralysis-research-ai</a></p>	15 min		
	<p>2. Discuss the questionnaires and their graphs of 'Assistive technologies for people with disabilities' by European Parliament <a href="https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218(ANN3)_EN.pdf">https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218(ANN3)_EN.pdf</a></p>	15 min		
	<p>3. Before watching a video: Top 6 Assistive Technology For People With Disabilities <a href="https://www.youtube.com/watch?v=mskj1JxlzoU">https://www.youtube.com/watch?v=mskj1JxlzoU</a></p> <ol style="list-style-type: none"> <li>a. Discussion</li> <li>b. Before watching the video, give explanations of the given word phrases.</li> </ol> <p>4. Watch the video and answer the questions: <a href="https://edition.cnn.com/2019/05/29/business/disability-technology-transport/index.html">https://edition.cnn.com/2019/05/29/business/disability-technology-transport/index.html</a></p>	10 min 15 min		
<b>Wrap-up</b>	Prepare thin and thick questions on using assistive technologies your country.	10 min.	Group work	Flipcharts Highlighters

## WEEK THIRTEEN

### Lesson plan: Communication and interaction

#### Aims:

- to watch and discuss the video on communicating with and about people with disabilities
- to read and discuss about social inclusion of persons with intellectual disability
- to introduce vocabulary of reading and listening tasks

Parts of the lesson	Activities	Time available	Learning style	Material
<b>Warm up</b>	Fish bone strategy: What is proper disability etiquette? What are its ways?	10 min	Individual	Slide
<b>Main part activities</b>	1. Effective Interaction: Communicating With and About People with Disabilities in the Workplace 2. Listening. Watch the video Communicating with and about people with disabilities and answer the questions short videos/ speaking to people with a learning disability <a href="https://www.youtube.com/watch?v=IyV1v-nib38">https://www.youtube.com/watch?v=IyV1v-nib38</a> Treat me well <a href="https://www.youtube.com/watch?v=KF-JY1KL6m4">https://www.youtube.com/watch?v=KF-JY1KL6m4</a> and reading the following: <a href="https://study.com/academy/lesson/communicating-with-and-about-people-with-disabilities.html">https://study.com/academy/lesson/communicating-with-and-about-people-with-disabilities.html</a>	40 min	Individual Work in pairs Group work	Smart board Internet
	Reading. 1. Before reading task: vocabulary task 2. While reading: Connecting stories: A narrative approach of social inclusion of persons with intellectual disability' 3. After reading: answer the questions	10 min 15 min 10 min	Individual Work in pairs Group work	Smart board Slides

## WEEK FOURTEEN

### Lesson plan: Work group, Presentation

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

#### Lesson objectives:

- participants will present their presentation on the given topic to educate each other, to remember what they have learnt from the module. They will use more examples and go more in depth.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
---------------------	------------	-----	----------------	----------------	----------

Warm – up	Discussion about the typical reasons for giving a presentation.	to orient participants to the new topic by asking questions	5 min	Auditory	none
Main part activities	Making a presentation on the given topics	to educate each other, to remember what they have learnt from the module	40 min	group work	computers
	Giving a presentation by the participants	To motivate and ... The auditory	30 min	Auditory	a computer and a projector
Wrap-up	Reflection and Farewell		5 min.		impressions about the lesson and their feedbacks

### WEEK FIFTEEN

**Lesson plan:** Work group, Presentation

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

**Lesson objectives:**

- participants will present their presentation on the given topic to educate each other, to remember what they have learnt from the module. They will use more examples and go more in depth..

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm – up	Discussion about the typical reasons for giving a presentation.	to orient participants to the new topic by asking questions	5 min	Auditory	none
Main part activities	Making a presentation on the given topics	to educate each other, to remember what they have learnt from the module	40 min	group work	computers
	Giving a presentation by the participants	To motivate and inspire the auditory	30 min	Auditory	A computer and a projector
Wrap-up	Reflection and Farewell		5 min.		impressions about the lesson and their feedbacks