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**TITLE PAGE**

**LNSS PILOTING MODULE No:1**

**TITLE OF THE MODULE: English For Specific Purposes(ESP: Library Context, Libraries, library terminology, terminology around library access)**

**COURSE MATERIALS**

**LNSS Essential English Grammar for beginners/false beginners (A1-A2)**

**Essential Grammar by Murphy**

**English for Specific Purposes Module 6: The Electronic Library**

**Module 4-Information Literacy & Research skills- to help learners find and use information effectively and ethically**

**Online resources (You Tube videos)**

**Hand outs**



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<b>MODULE DESCRIPTION</b>
Type: Piloting
Semester: Autumn
Target Audience: Librarians, Academic staff of Universities, Public and High School librarians
Teacher expertise: Instructors of English
Teacher: Naira Safaryan, Hasmik Mirzoyan
Language: English
Prerequisites: N/A



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Restrictions:N/A

Supplementary regulations:N/A

### **Summary:**

The course introduces the concept of English for Specific Purposes and the learning situations that it may comprise. It deals with Library Context and Terminology and their practical applications. It is designed for library staff of all types of libraries as well as academic and administrative staff of universities.

### **Overall aim:**

To develop basic knowledge of English(A1 to A2), understand the principles and practice of English for Specific Purposes (ESP) in the Library Context, be aware of the main library terminology and abbreviations and be able to use E-resources in English.

### **General Learning Outcomes**

Developing students' basic skills in all competencies that are delivered through specific contexts ranging from talking about yourselves to expressing likes and dislikes.

Gain a basic understanding of an English sentence construction and be able to apply this in spoken and written formulation of simple, everyday language. Develop a reasonable standard of pronunciation.

Be able to use the Internet resources and E-libraries by using the learnt Library terminology and main terms related to Information Literacy



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**Reading:** Perception of the sound system of the language, then moving into the basic structure of words and into the basic sentence structure. By the end of the course students will have the ability to read with confidence basic short texts covered in the various contexts of the course.

**Writing:** Understand the basic principles and rules governing writing. Students will be able to produce a short text/essay of 70-80 words.

**Speaking:** Will have the ability to talk about themselves, their work, country, professions, family, and other contexts outlined above.

**Listening:** Ability to understand simple dialogues around basic contexts, such as travel, studies, personal information, etc.

### **Learning outcomes:**

#### ***1. Knowledge and understanding***

- a. Define knowledge and understanding of Library Terminology and International Abbreviations related to Libraries and E-resources;
- b. Have a broad understanding of what is meant by the term 'English for Specific Purposes'(Library Terminology);
- c. Use accurate and appropriate terms and language in the library context.
- d. Research and critically review relevant literature and online resources.

#### ***2. Subject specific understanding & skills***

- a. Demonstrate familiarity with the Library Terminology and International Abbreviations in English commonly used in an academic and/or library setting

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b. Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in a general setting.

**3. Key skills**

- a. oral communication skills needed to participate in an English conversation by articulating their ideas and questions clearly
- b. be able to adapt and apply different terms of Library Terminology in the academic and library settings
- c. acquire presentation and public speaking skills
- d. acquire some essay writing skills

**MODULE STRUCTURE**

ECTS credits:1

Study Hours: 16

Taught Hours:

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 2

Day 8: Hrs 2

Independent Hours: 14

Total: 30

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<b>Assessment scheme</b>			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Attendance and active participation	30	30%	1, 2, 3
Homework	30	30%	1, 3
Test	20	20%	1, 2, 3
Presentation in English	20	20%	1, 2, 3
<b>Description of types of assessment</b>			
<p>Assessments are a key component of the trainings and play a critical role in the course taught. By measuring the trainee's achievement and skill mastery through assessments the trainers improve the quality of instructions.</p> <ul style="list-style-type: none"> <li>• excellent: Students choose the right answers, do gap filling and multiple choice exercises without mistakes and write an essay on a suggested topic by efficiently using the learnt grammar and glossary.</li> <li>• Good: Students fail to answer some questions correctly, has satisfactory essay writing skills.</li> <li>• Poor: Students make many mistakes, the description is somehow fair, have difficulties in remembering words</li> <li>• Weak: Students fail to answer correctly more than 10 questions, student describes a picture or a topic by using standard negative phrases.</li> </ul> <p><b>Presentation: 20%</b></p> <p>By making a presentation the trainee shows basic knowledge of English, applies Specific Library Glossary and shows presentation and public speaking skills.</p>			



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***Test: 20%***

Testing tells what level of knowledge or skill has been acquired. In a language teaching, testing is used at key checkpoints in the overall process to determine whether objectives are being met or not.

***Multiple Choice questions***

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.

***Gap-fill exercises***

A *gap-fill* is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point.

*Essay writing* An essay is a piece of writing, usually from an author's personal point of view by using the learnt grammatical and vocabulary material.

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<b>COURSE PLAN</b>					
Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
Day 1 (2 hours)	Units 1-4 (LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR) R. Murphy (Essential Grammar in Use) Units 1-2,10,23	Introduction to the module, its objectives and goals TO BE <a href="https://www.youtube.com/watch?v=9EZxneAehLM">https://www.youtube.com/watch?v=9EZxneAehLM</a> TO HAVE <a href="https://www.youtube.com/watch?v=Nd4MScADY94">https://www.youtube.com/watch?v=Nd4MScADY94</a> TO DO <a href="https://www.youtube.com/watch?v=LOw5h0oUEM">https://www.youtube.com/watch?v=LOw5h0oUEM</a>	2 hours	The trainees get acquainted with the English Alphabet, the structure of the language, the verbs to be, to do and to have, learn to make simple questions and answer them	Multiple choice and gap-fill exercises
Day 2 ( 2 hours)	Units 5-7 (LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR)	Revision of the learnt material, introduction to the new grammatical material and practicing it. Watching a Youtube video <a href="https://www.youtube.com/watch?v=AEBRIBtq7q0">https://www.youtube.com/watch?v=AEBRIBtq7q0</a>	2 hours	The trainees learn the formation of degrees of comparison of adjectives and adverbs and the Present Simple	Gap-fill and put in exercises(LNSS Grammar script and Murphy) Write an essay by using the learnt material



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	<p>R. Murphy (Essential Grammar in Use) Units 3-7</p>			<p>The Present Continuous/Progressive tenses</p>	
<p>Day 3 (2 hours)</p>	<p>Units 8-9 (LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR) R. Murphy (Essential Grammar in Use) Units 11-14</p>	<p>Checking homework, revision of the learnt material, introducing the new grammatical material and practicing it. Watching a Youtube video <a href="https://www.youtube.com/watch?v=MI73GL9WkBk">https://www.youtube.com/watch?v=MI73GL9WkBk</a></p>	<p>2 hours</p>	<p>The trainees get introduced to The Past Simple, The Past Continuous/Progressive Tenses and master in using them in corresponding situations</p>	<p>Gap-fill and put-in exercises (LNSS Grammar script and Murphy) Write an essay by using the learnt material</p>
<p>Day 4 (2 hours)</p>	<p>Units 10-11 (LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR)</p>	<p>Checking homework, revision of the learnt material, introducing the new grammatical material and practicing it. Watching a Youtube video <a href="https://www.youtube.com/watch?v=kLxnRQZrhc0">https://www.youtube.com/watch?v=kLxnRQZrhc0</a></p>	<p>2 hours</p>	<p>The Present Perfect and the Present Perfect Progressive Tenses and master in using them in</p>	<p>Gap-fill and put-in exercises (LNSS Grammar script and Murphy) Write an essay by using the learnt material</p>

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Day 5 (2 hours)	<p>R. Murphy (Essential Grammar in Use) Units 15-18</p> <p>Units 12-13 (LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR))</p> <p>R. Murphy (Essential Grammar in Use) Units 21-22</p>	<p>Checking homework, revision of the learnt material, introducing the new grammatical material and practicing it. Watching a Youtube video <a href="https://www.youtube.com/watch?v=pxbQ2U3Uuv0">https://www.youtube.com/watch?v=pxbQ2U3Uuv0</a></p>	2 hours	<p>corresponding situations</p> <p>The trainees get introduced to The Passive Voice and English Pronouns and master in using them in corresponding situations</p>	<p>Gap-fill and put-in exercises(LNSS Grammar script and Murphy) Write an essay by using the learnt material</p>
Day 6 (2 hours)	<p>Units 14-16 (LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR))</p>	<p>Checking homework, revision of the learnt material, introducing the new grammatical material and practicing it. Watching a Youtube video <a href="https://www.youtube.com/watch?v=zmR_CYJrz8o">https://www.youtube.com/watch?v=zmR_CYJrz8o</a></p>	2 hours	<p>The trainees get introduced to the definite and indefinite articles, the most common prepositions and the quantifiers and</p>	<p>Gap-fill and put-in exercises(LNSS Grammar script and Murphy)</p>

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<p>Day 7 (2 hours)</p>	<p><b>R. Murphy (Essential Grammar in Use) Units 75, 78</b></p> <p><b>English for Specific Purposes Module 6: The Electronic Library Module 4- Information Literacy &amp; Research skills- to help learners find and use information effectively and ethically</b></p>	<p><b>Introduction to Module 6 Introduction of the library terminology and using them in a correspondent context Introduction to some terminology in Module 4 Presentation of Module 4</b></p> <p><b>Presentations on the learnt material</b></p>	<p><b>2 hours</b></p>	<p><b>master in using them in corresponding situations</b></p> <p><b>Managing Electronic Library Collections: E-Books, E-Databases and E-Journals Getting acquainted with Writerright, referencing, plagiarism and citation</b></p>	<p><b>Match the words with their definitions Translation</b></p>
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Day 8 (2 hours)			2 hours	Summerization, discussion and feedback	Making a presentation by using the learnt material
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**TRAINERS GUIDE**

Activity title	Activity description	Suggested materials
<p><b>Lesson 1</b> Introduction to the module, its objectives and goals. General concept of ESP Basic Structure of the English sentence Essential English verbs: to be, to have, to do</p>	<p>The trainees are introduced to Module 1, it's general description and aims. At the first lesson the essential English verbs: to be, to have, to do and their practical use are introduced. the trainees are shown videos related to the verbs. Then after the explanation and the clarification of some issues the trainees do a range of exercises for the practical use of the explained material. They also try to make some simple dialogues by using the verbs and sentences of different structures. Afterwards they are assigned homework for the next lesson.</p>	<p>Presentations Units 1-4, LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR), Essential Grammar in use, by Raymond Murphy You Tube Videos Handouts</p>
<p><b>Lesson 2</b> Degrees of comparison of adjectives and adverbs The Present Simple tense The Present Continuous/Progressive tense</p>	<p>The trainer checks the assigned homework. To practice the learnt material simple situations in the form of question-answers are created. The trainer asks questions and the trainees answer them. Video material helps the trainee make the presentation of the new grammatical material easier and understandable. After each</p>	<p>Units 5-7, LNSS ESSENTIAL ENGLISH GRAMMAR FOR BEGINNERS/FALSE BEGINNERS (A1-A2 CEFR), Essential Grammar in use, by Raymond Murphy You Tube Videos</p>











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#### LIST OF SUGGESTED LITTERATURE AND RESOURCES

1. LNSS Essential English Grammar for beginners/false beginners (A1-A2)
2. Essential Grammar in use, by Raymond Murphy
3. Module 6: English for Specific Purposes /The Electronic Library
4. Module 4: Information Literacy & Research skills
5. Online resources( You Tube videos)
6. <http://libguides.usc.edu/libraryterms>