




# **WORKLOAD ASSESSMENT ENGLISH FOR SPECIFIC PURPOSES**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SURABAYA**

**WORKLOAD ASSESMENT**  
**English for Specific Purposes**  
**(ESP)**  
**Academic Year 2020/2021**

**Coordinator:**  
Wiwiet Eva Savitri, M.Pd.

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**  
**FACULTY OF LANGUAGES AND ARTS**  
**UNIVERSITAS NEGERI SURABAYA**

## **CONTENTS**

A. Learning Activities Plan and Course Assessment

B. Calculation of Student Workload

Appendices:

1. Assessment Rubric

2. Course Activities Records


a) Sample of Student Attendance

b) Course Log Book

c) Sample of Student Assignment

d) Sample of Mid-term and End-term Tests

e) Sample of Student's Answer to Assignment, Mid-term, and End-term Test

 <b>UNESA</b> Universitas Negeri Surabaya	<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>English Language Education Study Program</b>				<b>Document Code</b>	
<b>Lesson Plan</b>						
<b>COURSE</b>		<b>Code</b>	<b>Cluster</b>	<b>Credits</b>	<b>Sem</b>	<b>Compilation Date</b>
<b>English for Specific Purposes</b>		8820302075		<b>2</b>	8	2019
<b>AUTHORIZATION</b>		<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>
		Wiwiet Eva Savitri, M.Pd.		Wiwiet Eva Savitri, M.Pd.		Ririn Pusparini, M.Pd.
<b>Program Learning Outcome (PLO)</b>	<b>PLO</b>					
	PLO 2	Demonstrate good understanding about the concepts of English learning in national and global perspectives				
	PLO 4	Plan, carry out and evaluate English instructions effectively and creatively				
	PLO 6	Create products related to English learning				
	<b>Course Learning Outcome (CLO)</b>					
	CLO1	Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively				
	CLO2	Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development				
	CLO3	Being able to plan and design materials in a chosen professional or occupational area and create authentic ESP materials in a chosen profession				
CLO 4	Demonstrate authentic ESP materials in a chosen professional or occupational area by applying critical and analytical thinking in order to participate for long life education and develop career					

<b>Course Description</b>	This course gives the students with knowledge of the uses of English for communication and syllabus design for teaching English in certain workplace. It is expected that the student is able to use English for communication in particular workplace and design syllabus for teaching ESP in the end of the course. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment (projects)	
<b>Learning Materials/ Topics</b>	Theory of ESP, needs analysis, course design, ESP material development, assessment in ESP	
<b>References</b>	<b>Primary</b>	<ol style="list-style-type: none"> <li>1. Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i>. Palgrave Macmillan</li> <li>2. Woodrow, Lindy. 2017. <i>Introducing Course design in English for Specific Purposes</i></li> </ol>
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>1. Hutchinson, Tom &amp; Waters, Alan. 1990. <i>English For Specific Purposes: A Learning-Centered Approach</i>. Cambridge University Press: New York.</li> <li>2. Paltridge, Brian &amp; Starfield, Sue (Eds.). 2012. <i>The Handbook of English for Specific Purposes</i>. Wiley- Blackwell</li> </ol>
<b>Lecturer(s)</b>	Wiwiet Eva Savitri, M.Pd.	
<b>Prerequisite</b>	-	

### Teaching Learning Activity

# Meet	Objective	Indicator	Materials	Learning Strategy	Source	Time	Learning Experience
1	To understand definition, types, and characteristics of ESP	<ul style="list-style-type: none"> <li>To define ESP</li> <li>To explain the origin of ESP</li> <li>To explain the types and characteristics of ESP</li> </ul>	<ul style="list-style-type: none"> <li>Definition of ESP</li> <li>The origin of ESP</li> <li>The types and characteristics of ESP</li> </ul>	Discussion, Question-Answer	1,2,3	100'	<ul style="list-style-type: none"> <li>Defining ESP</li> <li>Explaining the origin of ESP</li> <li>Discussing ESP definitions stated by some ESP experts</li> <li>Making summaries on ESP definition, types, and characteristic</li> </ul>
2	To understand the role of ESP teacher	<ul style="list-style-type: none"> <li>To explain the role of ESP teacher</li> <li>To distinguish between the role of ESP teacher with the General English teacher</li> </ul>	The role of ESP teacher	Discussion, Question-Answer	1,2,3	100'	<ul style="list-style-type: none"> <li>Discussing role of ESP teacher</li> </ul>
3	To understand needs analysis	<ul style="list-style-type: none"> <li>To explain how need analysis is conducted</li> </ul>	Need Analysis	Discussion, Question-Answer	1,2,3	100'	<ul style="list-style-type: none"> <li>Discussing need analysis</li> </ul>
4	To understand the issues related to the design of needs analysis tools for your specific group of learners	<ul style="list-style-type: none"> <li>To explain the issues related to the design of needs analysis tools for your specific group of learners</li> </ul>	Need Analysis	Presentation, Discussion, Question-Answer	1,2,3	100'	<ul style="list-style-type: none"> <li>Discussing the design of needs analysis</li> <li>Designing a need analysis interview set</li> </ul>

		<ul style="list-style-type: none"> <li>To conduct a need analysis</li> </ul>					
5	To analyze the needs of a real group of English language learners	<ul style="list-style-type: none"> <li>To give and receive inputs from the target learners</li> <li>To identify as completely as possible the needs of a real group of English language learners</li> </ul>	Practice on Finding out and Analyzing Need	Project based learning – planning, implementation, evaluation	1, 2	150'	<ul style="list-style-type: none"> <li>Presenting the result of need analysis each group has conducted</li> <li>Concluding the learners' need based on the interview</li> </ul>
6	To understand ESP in relation to teacher, syllabus, and students' goal	<ul style="list-style-type: none"> <li>To identify ESP in relation to teacher, syllabus, and students' goal</li> </ul>	ESP in relation to teacher, syllabus, and students' goal	Presentation, Discussion, Question-Answer	1,2,3	100'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
7	To understand the issues related to planning, conceptualizing, developing ESP programs	<ul style="list-style-type: none"> <li>To explain the issues related to planning, conceptualizing, and developing ESP Program</li> </ul>	ESP course design	Project based learning	1,2,3	100'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
8	Mid-term Test						
9	To analyze ESP course map/syllabus	<ul style="list-style-type: none"> <li>To check whether the course objectives and detailed topics/content are relevant</li> </ul>	Reviewing ESP course map/syllabus design	Project based learning – evaluation	1	150'	<ul style="list-style-type: none"> <li>Checking the relevance of the course objectives and its detailed topics/content</li> </ul>

10	To understand how to determine the focus of ESP program  To formulate course objectives	<ul style="list-style-type: none"> <li>To explain how to determine the focus of ESP program</li> <li>To explain the elements of ESP program focus</li> <li>To formulate course objectives</li> </ul>	Theories on Developing ESP Program: focusing the course	Project based learning – exploration	1	150'	<ul style="list-style-type: none"> <li>Finding out how to determine the focus of ESP program</li> <li>Finding out the elements of ESP program focus</li> <li>Formulating course objectives</li> </ul>
11	To set up the ESP course contents based on the course objectives	<ul style="list-style-type: none"> <li>To determine the timeline of the course</li> <li>To identify the topics that reflect the course objectives</li> </ul>	Determining ESP course contents	Project based learning – implementation	1	150'	<ul style="list-style-type: none"> <li>Finding out how to specify course objectives into specific course topics</li> <li></li> </ul>
12	To understand theories on determining ESP course content  To develop a tailored ESP course syllabus based on the need analysis	<ul style="list-style-type: none"> <li>To explain theories on determining ESP course content</li> <li>To explain the elements of ESP course map</li> <li>To formulate ESP course map template</li> <li>To formulate ESP course syllabus</li> </ul>	Theories on Determining & evaluating ESP course contents (syllabus)	Project based learning – exploration	1	150'	<ul style="list-style-type: none"> <li>Finding out how to determine ESP course content</li> <li>Finding out the elements of ESP course map</li> <li>Formulating ESP course map template</li> <li>Formulating ESP course map</li> <li>Evaluating ESP course syllabus</li> </ul>



		<ul style="list-style-type: none"> <li>To explain how to evaluate ESP course syllabus</li> </ul>					
13	To understand theories on developing ESP materials	<ul style="list-style-type: none"> <li>To explain theories on selecting ESP materials</li> <li>To explain theories on developing ESP materials</li> </ul>	Theories on Developing ESP materials	Project based learning – exploration	1	150'	<ul style="list-style-type: none"> <li>Finding out how to select ESP materials</li> <li>Selecting interesting book templates</li> <li>Finding out how to develop good and interesting ESP materials</li> </ul>
14	To understand issues involved in ESP materials development	<ul style="list-style-type: none"> <li>To explain issues involved in selecting ESP materials</li> <li>To explain issues in using images and graphs in ESP materials</li> <li>To explain issues in adopting &amp; adapting ESP books materials</li> </ul>	Issues involved in ESP materials development	Presentation, Discussion, Question-Answer Assignment	1,2,3	100'	<ul style="list-style-type: none"> <li>Finding out issues involved in selecting ESP materials</li> <li>Finding issues in using images and graphs in ESP materials</li> <li>Finding issues in adopting &amp; adapting ESP books materials</li> </ul>
15	To understand the assessment and testing in ESP	<ul style="list-style-type: none"> <li>To explain the assessment and testing in ESP</li> </ul>	Assessment and testing in ESP	Presentation, Discussion, Question-Answer, Assignment	1,2,3	100'	<ul style="list-style-type: none"> <li>Presenting each topic in group</li> <li>Discussing each topic</li> <li>Reflecting and concluding the topic(s) of the day</li> </ul>
16	Final test						

## Assessment

# Meet	Indicator	Assessment			
		Type	Instrument	Criteria	Point (%)
1-7	<ul style="list-style-type: none"> <li>To define the ESP</li> <li>To explain the origin of ESP</li> <li>To explain the types and characteristics of ESP.</li> <li>To develop needs analysis instrument</li> <li>To do needs analysis</li> </ul>	Topics in Meeting 1-7 are assessed by conducting mid-term test in the 8 <sup>th</sup> meeting.	<ul style="list-style-type: none"> <li>Define ESP in your own words.</li> <li>Why was ESP introduced in your country or teaching institution?</li> <li>Explain briefly the types and characteristics of ESP.</li> <li>Why do you think that English for Science and Technology (EST) has set the trends in development of ESP?</li> <li>Why is the role of teacher in ESP important?</li> <li>What is difference between ESP teacher role and general English teacher role?</li> <li>How do you identify a real group of English learners?</li> <li>What important issues do you know related to the design of needs analysis for your specific group of learners?</li> <li>Explain what genre is and how to identify the different types of genre.</li> <li>What is the relationship between ESP and the goals of teacher, syllabus, and the students?</li> </ul>		
9	Midterm test		Midterm test questions are taken from the instruments meeting 1-8.		20%

10-16	<ul style="list-style-type: none"> <li>• To explain issues involved in ESP materials development</li> <li>• To explain the issues related to planning, conceptualizing, and developing ESP Program</li> <li>• To explain the assessment in ESP programs</li> </ul>		<ul style="list-style-type: none"> <li>• What do you use syllabus for?</li> <li>• What can the ESP teachers learn from the evaluation of materials?</li> <li>• The main purpose of ESP material is to present models of correct language use in the target situation. How far do you agree with this?</li> <li>• How does ESP testing differ from General English testing?</li> <li>• What particular problems does ESP tester face?</li> <li>• How do you use technology as a resource for ESP?</li> </ul>		
	Final test and assignments		Final test questions are taken from the instruments meeting 10-16		40%

## Requirement and Rubric

### A. Requirement

1 There will be three assessments:

- Classroom Participation : 20%
- Presentation : 20%
- Mid-term test : 20%
- Final test and assignments : 40%

2. You must attend the class at least 80%. Those who are 4 (four) or more times absent are considered failed.

3. Plagiarism: Assignments are expected to consist of your own written work. If you quote material written by someone else, you must reference it to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade.
4. You are not allowed to get into class when you are more than 15 minutes late. You may dismiss the class when I (lecturer) am more than 15 minutes late.
5. Computers and cell phones should be used sparingly and only when absolutely necessary. We reserve the right to confiscate them, should we find them to be distracting. Checking your email, surfing the web, etc. during class not only distracts me and limits what you take away from the course, it deprives other students from your potentially valuable contributions.

## B. Rubric

### 1. Presentation Rubric

Skor	Rubrik
4	Presentasi dilakukan <ul style="list-style-type: none"> <li>• secara runtut dengan bahasa yang berterima,</li> <li>• menunjukkan pemahaman konsep yang baik,</li> <li>• berbantuan media ppt atau bentuk lain sesuai kriteria media,</li> <li>• jawaban untuk penanya benar,</li> <li>• mampu memformulasikan saran untuk perbaikan</li> </ul>
3	Presentasi dilakukan <ul style="list-style-type: none"> <li>• secara runtut dengan bahasa yang berterima,</li> <li>• kurang pemahaman pada beberapa konsep,</li> <li>• berbantuan media ppt atau bentuk lain sesuai kriteria media,</li> <li>• jawaban untuk penanya secara umum benar,</li> <li>• mampu memformulasikan saran untuk perbaikan</li> </ul>
2	Presentasi dilakukan <ul style="list-style-type: none"> <li>• kurang runtut</li> <li>• menunjukkan kekurangpahaman terhadap beberapa konsep,</li> <li>• berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media,</li> </ul>

	<ul style="list-style-type: none"> <li>• jawaban untuk penanya secara umum tidak benar,</li> <li>• mampu memformulasikan saran untuk perbaikan</li> </ul>
1	Presentasi dilakukan, <ul style="list-style-type: none"> <li>• kurang runtut</li> <li>• menunjukkan kekurang pahaman terhadap banyak konsep,</li> <li>• tidak berbantuan media sama sekali,</li> <li>• jawaban unuk penanya tidak benar,</li> <li>• tidak mampu memformulasikan saran untuk perbaikan</li> </ul>

## 2. Participation Rubric

<b>Untuk Kehadiran</b>		<b>Untuk Keaktifan</b>	
hadir	skor	keaktifan	skor
lebih dari 12	60	lebih dari 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
kurang dari	20	0,1,2	5

Module/Course Handbook

<b>ESP (ENGLISH FOR SPECIFIC PURPOSES)</b>					
<b>Module/Course Title</b>	<b>Student Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
8820302075	78,4	3,18 ECTS	Even	28 CU	14 Meetings
1	<b>Types of courses</b> a) Direct meeting b) Structured work c) Self-study	<b>Contact hours</b> 3,6	<b>Independent Study</b> 2 hours	<b>Class size</b> 15 students	
2	<b>Prerequisites for participation (if applicable)</b> None				
3	<b>Learning outcomes</b> <b>PLO</b> <ol style="list-style-type: none"> <li>2. Demonstrate good understanding about the concepts of English learning in national and global perspectives.</li> <li>4. Plan, carry out and evaluate English instructions effectively and creatively.</li> <li>6. Create products related to English learning.</li> </ol> <b>CLO</b> <ol style="list-style-type: none"> <li>1. Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively</li> <li>2. Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development</li> <li>3. Being able to plan and design materials in a chosen professional or occupational area and and create authentic ESP materials in a chosen professional</li> <li>4. Demonstrate authentic ESP materials in a chosen professional or occupational area by applying critical and analytical thinking in order to participate for long life education and develop career</li> </ol>				
4	<b>Subject aims/Content</b> This course gives the students with knowledge of the uses of English for communication and syllabus design for teaching English in certain workplace. It is expected that the student is able to use English for communication in particular workplace and design syllabus for teaching ESP in the end of the course. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.				
5	<b>Teaching methods</b>				

	Lectures, Discussions, Practice																				
6	<p><b>Assessment methods</b> A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is computed using the following formula:  <math display="block">NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}</math></p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00 85 ≤ A &lt; 100</td> </tr> <tr> <td>A-</td> <td>3,75 80 ≤ A- &lt; 85</td> </tr> <tr> <td>B+</td> <td>3,50 75 ≤ B+ &lt; 80</td> </tr> <tr> <td>B</td> <td>3,00 70 ≤ B &lt; 75</td> </tr> <tr> <td>B-</td> <td>2,75 65 ≤ B- &lt; 70</td> </tr> <tr> <td>C+</td> <td>2,50 60 ≤ C+ &lt; 65</td> </tr> <tr> <td>C</td> <td>2,00 55 ≤ C &lt; 60</td> </tr> <tr> <td>D</td> <td>1,00 40 ≤ D &lt; 55</td> </tr> <tr> <td>E</td> <td>0,00 0 ≤ E &lt; 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4,00 85 ≤ A < 100	A-	3,75 80 ≤ A- < 85	B+	3,50 75 ≤ B+ < 80	B	3,00 70 ≤ B < 75	B-	2,75 65 ≤ B- < 70	C+	2,50 60 ≤ C+ < 65	C	2,00 55 ≤ C < 60	D	1,00 40 ≤ D < 55	E	0,00 0 ≤ E < 40
Letter Scale	Interval																				
A	4,00 85 ≤ A < 100																				
A-	3,75 80 ≤ A- < 85																				
B+	3,50 75 ≤ B+ < 80																				
B	3,00 70 ≤ B < 75																				
B-	2,75 65 ≤ B- < 70																				
C+	2,50 60 ≤ C+ < 65																				
C	2,00 55 ≤ C < 60																				
D	1,00 40 ≤ D < 55																				
E	0,00 0 ≤ E < 40																				
7	<p><b>This module/course is used in the following study programme/s as well</b> None</p>																				
8	<p><b>Module Coordinator</b> Wiwiet Eva Savitri, S.Pd.,M.Pd</p>																				
9	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i>. Palgrave Macmillan</li> <li>2. Woodrow, Lindy. 2017. <i>Introducing Course design in English for Specific Purposes</i></li> <li>3. Hutchinson, Tom &amp; Waters, Alan. 1990. <i>English For Specific Purposes: A Learning-Centered Approach</i>. Cambridge University Press: New York.</li> <li>4. Paltridge, Brian &amp; Starfield, Sue (Eds.). 2012. <i>The Handbook of English for Specific Purposes</i>. Wiley- Blackwell</li> </ol>																				



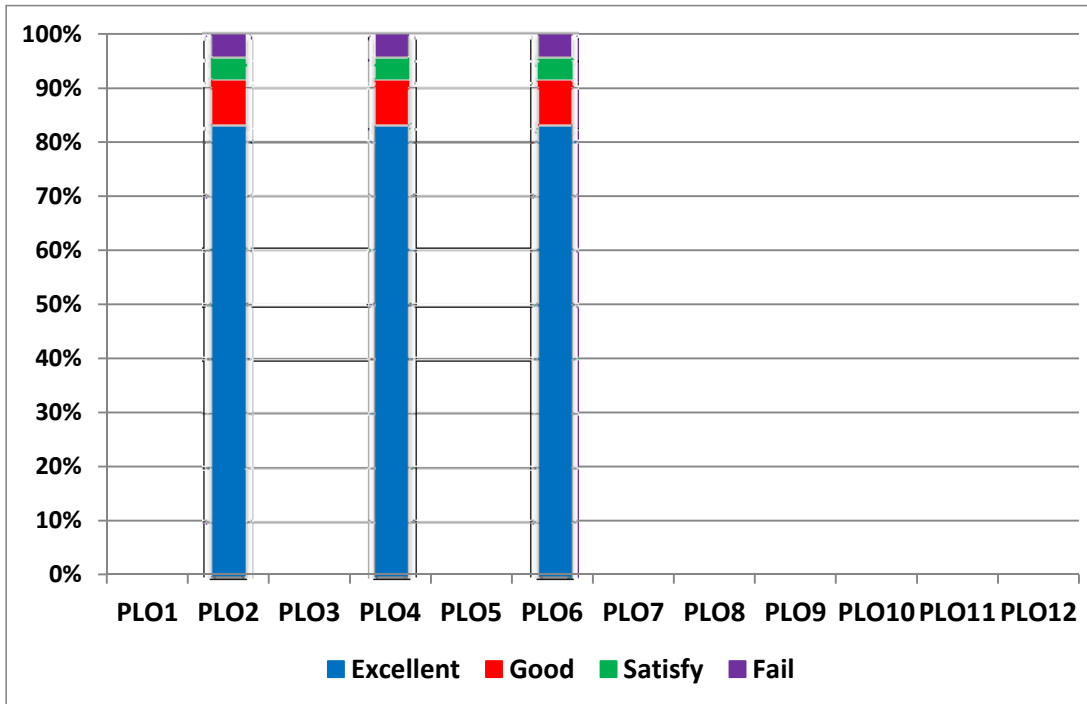


<b>CLO1</b>		Assign ment, Mid- semest er test, Final semest er test										
<b>CLO2</b>		Assign ment, Mid- semest er test, Final semest er test										
<b>CLO3</b>				Assign ment, Mid- semest er test, Final semest er test								
<b>CLO4</b>						Assign ment, Mid- semest er test, Final semest er test						

**STUDENTS' PERFORMANCE**

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>	<b>PLO9</b>	<b>PLO10</b>	<b>PLO11</b>	<b>PLO12</b>
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<b>Excellent</b>		83%		83%		83%						
<b>Good</b>		8%		8%		8%						
<b>Satisfy</b>		4%		4%		4%						
<b>Fail</b>		4%		4%		4%						







### Aktivitas Perkuliahan

Nama Matakuliah : ESP

Dosen :

WIWIET EVA SAVITRI  
(197509112005012002)

Kelas : 2017A

Jadwal & Ruang : T04.03.12 (10.20 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	03-02-2021	Pertemuan ke 1	Defintion, origin, and types of ESP,	15	Terjadwal	Wiwiet Eva Savitri
2	10-02-2021	Pertemuan ke 2	The role of ESP teacher	15	Terjadwal	Wiwiet Eva Savitri
3	17-02-2021	Pertemuan ke 3	Needs analysis - theories & instrument	15	Terjadwal	Wiwiet Eva Savitri
4	24-02-2021	Pertemuan ke 4	Issues in needs analysis	15	Terjadwal	Wiwiet Eva Savitri
5	03-03-2021	Pertemuan ke 5	Practice on finding and analyzing needs	15	Terjadwal	Wiwiet Eva Savitri
6	10-03-2021	Pertemuan ke 6	ESP in relation to teacher, syllabus, and students' goal	15	Terjadwal	Wiwiet Eva Savitri
7	17-03-2021	Pertemuan ke 7	ESP course design	15	Terjadwal	Wiwiet Eva Savitri
8	24-03-2021	Pertemuan ke 8	mid term test	15	Terjadwal	Wiwiet Eva Savitri
9	31-03-2021	Pertemuan ke 9	Reviewing ESP course map/syllabus design	15	Terjadwal	Wiwiet Eva Savitri
10	07-04-2021	Pertemuan ke 10	Theories on Developing ESP Program: focusing the course	15	Terjadwal	Wiwiet Eva Savitri
11	14-04-2021	Pertemuan ke 11	Determining ESP course contents	15	Terjadwal	Wiwiet Eva Savitri
12	21-04-2021	Pertemuan ke 12	Theories on Determining & evaluating ESP course contents (syllabus)	15	Terjadwal	Wiwiet Eva Savitri
13	28-04-2021	Pertemuan ke 13	Theories on Developing ESP materials	15	Terjadwal	Wiwiet Eva Savitri
14	05-05-2021	Pertemuan ke 14	Issues involved in ESP materials development	15	Terjadwal	Wiwiet Eva Savitri
15	12-05-2021	Pertemuan ke 15	Assessment in ESP	15	Terjadwal	Wiwiet Eva Savitri



## UJIAN TENGAH SEMESTER GENAP 2020/2021

MATA KULIAH	: ESP
KODE MATA KULIAH	: 8820302075
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: PENDIDIKAN B. INGGRIS/2017
HARI/TANGGAL	: RABU/24 MARET 2021
ALOKASI WAKTU	: 100 MENIT
DOSEN	: WIWIET EVA SAVITRI

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**Answer and explain the following questions correctly.**

1. Define ESP based on 3 different experts.
2. What are the differences between EAP and EOP?
3. In your opinion, where does English for vocational high school belong? EAP or EOP? Explain your answer.
4. What are the advantages of ESP? Mention the expert you refer to.
5. What are the roles of ESP practitioners? Explain briefly.
6. What is meant by needs?
7. What is needs analysis?
8. What is needs analysis for?
9. How do we collect data for needs analysis?
10. Make a brief analysis on the needs of English of vocational school students whose major is information technology



## UJIAN AKHIR SEMESTER GENAP 2020/2021

MATA KULIAH	: ESP
KODE MATA KULIAH	: 8820302075
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: PENDIDIKAN B. INGGRIS/2017
HARI/TANGGAL	: RABU/9 JUNI 2021
ALOKASI WAKTU	: 100 MENIT
DOSEN	: WIWIET EVA SAVITRI

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**Answer and explain the following questions correctly.**

1. What aspects are considered in course design?
2. What are the parameters of course design?
3. ESP practitioners have to be good providers of materials.
4. Do you agree with that statement? Explain your answer.
5. What will a good material provider be able to do?
6. What is teacher-generated material?
7. What is learner-generated material?
8. Which one is more challenging; large classes or one to one teaching? Explain and give reasons to your answer.
9. Supposed that you are asked to design a 3 meeting-English course for conference moderator. Each meeting lasts 90 minutes. Your design should cover:
  - a. objectives
  - b. materials
  - c. activities