



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

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
ESP Program Design	8820303268		3	5	
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Wiwiet Eva Savitri				
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 2	Demonstrating good understanding of the concept of learning English from a national and global perspective.			
	PLO 4	Planning, implementing and evaluating English Learning and Teaching effectively and creatively.			
	PLO 6	Creating products related to English Learning and Teaching.			
	Course Learning Outcomes (CLO)				
	CLO 1	1. Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively			
	CLO 2	2. Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development			
	CLO 3	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			
	CLO 4	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			
	Lesson Learning Outcomes (LLO)				
	LLO 1	To understand definition, types, and characteristics of ESP			
	LLO 2	To understand the concept of needs analysis.			
	LLO 3	To conduct need analysis			
	LLO 4	To analyze the needs of a real group of English language learners			
	LLO 5	To understand specialist discourse			
LLO 6	To understand how to determine the focus of ESP program				
LLO 7	To formulate course objectives				
LLO 8	To understand theories on determining ESP course content				

	LLO 9	To develop a tailored ESP course syllabus based on the need analysis
	LLO 10	To understand theories on developing ESP materials
	LLO 11	To evaluate some case studies in ESP course development
	LLO 12	To formulate ESP course objectives based on needs analysis result
	LLO 13	To set up the ESP course contents based on the course objectives
	LLO 14	To set up the ESP course map based on the course objectives and topics
	LLO 15	To analyze ESP course map/syllabus
	LLO 16	To revise the weaknesses of ESP course map/syllabus
	LLO 17	To finalize the ESP course map/syllabus
Brief description of the course	This course introduces students to theory and practice of developing courses/learning programs for learners with specific academic and professional purposes for learning a language (for example: <i>English for pharmacist, English for Flight attendant, English for sport coach</i> , etc.). It introduces students to the basic principles and techniques in ESP course design. Students look at practical aspects of the course design like syllabus, materials, methodology and assessment. They also discuss possible supplementary learning aids, including the digital ones, which can help students learning. By the end of this course, students will be able to conduct needs analysis, identify learners' needs and targets, set appropriate learning objectives, and finally develop a complete ESP course syllabus.	
Learning Materials	<ul style="list-style-type: none"> - ESP fundamental theories - ESP questionnaire instrument - ESP needs analysis - Case studies in ESP - ESP course objectives - ESP syllabus design 	
References	Main reference:	
	<ol style="list-style-type: none"> 1. Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i>. Palgrave Macmillan 2. Hutchinson, Tom & Waters, Alan. 1990. <i>English For Specific Purposes: A Learning-Centered Approach</i>. Cambridge University Press: New York. 3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. <i>The Handbook of English for Specific Purposes</i>. Wiley- Blackwell 	
	Supplementary reading:	
Lecturer (s)	Wiwiet Eva Savitri Retno Wulan Dari	
Course requirements		

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To understand definition, types, and characteristics of ESP To understand specialist discourse	<ul style="list-style-type: none"> • Able to define ESP • Able to explain the origin of ESP • Able to explain the types and characteristics of ESP • Able to identify and understand specialist discourse 	Making summaries on ESP concepts	Class discussion Assignments: Discussing ESP definitions and making summaries on ESP definition, types, and characteristic		1, 2,3	
2	To understand the concept of needs analysis. To find out language learners' needs	<ul style="list-style-type: none"> • Able to explain how need analysis is conducted • Able to explain the issues related to the design of needs analysis tools for your specific group of learners • Able to give and receive inputs from the target learners • Able to identify as completely as possible the needs of a real group of English language learners 	Individual task: Analysing needs.	PjBL Assignments: <ul style="list-style-type: none"> • Discussing need analysis and its instrument design: questionnaire & interview set • Conducting needs analysis Stages: 1. Giving essential questions Asking the students to decide their		1,2,3	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				prospective students/clients 2. Designing a plan for project Setting the timeline to distribute questionnaire and to do interview			
3	To make needs analysis instrument To conduct need analysis	<ul style="list-style-type: none"> • Able to plan a need analysis activity • Able to execute the need analysis plan • Able to conduct a need analysis 	Group projects: <ul style="list-style-type: none"> • Creating need analysis instruments: questionnaire & interview set • Conducting needs analysis 	Group work 3. Collecting data for the project Collecting information related to the possible questions that should be asked to the clients 4. Evaluating the project Checking the suitability of the		1, 2	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>questions to be put in the instrument draft</p> <p>5. Presenting the project Elaborating the instrument and the distribution plan</p> <p>6. Creating the project Composing the ready to use version of the instruments</p>			
4	To analyze the needs of a real group of English language learners	<ul style="list-style-type: none"> • Able to give and receive inputs from the target learners • Able to identify as completely as possible the needs of a real group of English language learners 		<p>Group presentation & class discussion</p> <ul style="list-style-type: none"> • Presenting the result of need analysis each group has conducted • Concluding the learners' need based on the 		1	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				needs analysis instrument answers			
5	To understand how to determine the focus of ESP program To formulate course objectives	<ul style="list-style-type: none"> • Able to explain how to determine the focus of ESP program • Able to explain the elements of ESP program focus • Able to formulate course objectives 	Writing program objectives and meeting objectives	Discussion & group work Assignments <ul style="list-style-type: none"> • Finding out how to determine the focus of ESP program • Formulating course objectives 		1	
6	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"> • Able to explain theories on determining ESP course content • Able to explain the elements of ESP course map • Able to formulate ESP course map template • Able to formulate ESP course syllabus 	Observation on group discussion and its result	Discussion <ul style="list-style-type: none"> • Evaluating ESP course syllabus in ESP books • Formulating ESP course map 		1	
7	To understand theories on developing ESP materials	<ul style="list-style-type: none"> • Able to explain theories on selecting ESP materials • Able to explain theories on developing ESP materials 	Observation on group discussion and its result	Discussion		1	
8		MIDTERM TEST				1, 2, 3	20%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9	To formulate ESP course objectives based on needs analysis result	<ul style="list-style-type: none"> • Able to determine the objective • Able to determine appropriate operational word • Able to formulate appropriate course objective 	Writing the objectives and the syllabus	PjBL Assignments: <ul style="list-style-type: none"> • Discussing need analysis result • Determining objectives Stages: <ol style="list-style-type: none"> 1. Giving essential questions Asking the students to find out the needs stated by students/clients' through their answers 2. Designing a plan for project Setting the syllabus template 		1, 2, 3	
10	To formulate ESP course objectives based on needs analysis result	<ul style="list-style-type: none"> • Able to determine the objective 	Writing the objectives and the syllabus	Group work		1	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		<ul style="list-style-type: none"> • Able to determine appropriate operational word • Able to formulate appropriate course objective 		<p>3. Collecting data for the project Classifying clients' answers</p> <p>4. Evaluating the project Finding out the information needed in making objectives which are not covered by the needs analysis instrument</p> <p>5. Presenting the project Elaborating the clients' answers</p> <p>6. Creating the project Composing the objectives and ESP syllabus</p>			

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
11	To set up the ESP course contents based on the course objectives	<ul style="list-style-type: none"> • Able to determine the timeline of the course • Able to identify the topics that reflect the course objectives 	Writing the topics based on the objectives	Group work: Finding out how to specify course objectives into specific course topics		1	
12	To set up the ESP course map based on the course objectives and topics	Able to select materials which are suitable with the course objectives and topics	Selecting relevant materials	Group work: Formulating ESP course map template and its content		1	
13	To analyze ESP course map/syllabus	Able to check whether the course objectives and detailed topics/content are relevant	Checking the relevance of objectives and the topics/content	Class discussion Checking the relevance of the course objectives and its detailed topics/content		1	
14	To revise the weaknesses of ESP course map/syllabus	Able to revise the course objectives and detailed topics/contents	Revising objectives and the topics/content	Group work: Revising the course objectives and detailed topics/contents in the ESP course syllabus/map		1	
15	To finalize the ESP course map/syllabus	Able to do final check and revision on the course map/syllabus	Finalizing the ESP course map/syllabus	Group work: Finalizing the course objectives		1	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				and detailed topics/contents in the ESP course syllabus/map			
16		FINAL TEST	Submitting the final syllabus	Presenting the final syllabus			30%

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
<ul style="list-style-type: none"> To explain how need analysis is conducted To conduct a need analysis To identify as completely as possible the needs of a real group of English language learners 	1. Written 2. Spoken	<p>Written Each group's ESP needs analysis instrument and the clients' answers (the needs analysis result) should be based written in ppt slides</p> <p>Spoken Each group should present their needs analysis instrument. They have to explain the answers they get and their conclusion. Other group may ask questions and give suggestions/feedbacks</p>	<ul style="list-style-type: none"> Rubric to check needs analysis report Rubric to check students' performance in presenting needs analysis report 	20%

Final-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
<ul style="list-style-type: none"> • To explain how to determine the focus and elements of ESP program • To formulate course objectives • To formulate ESP course syllabus • To determine the timeline of the course • To identify the topics that reflect the course objectives • To check whether the course objectives and detailed topics/content are relevant 	1. Written 2. Spoken	<p>Written Each group's ESP syllabus should be based on needs analysis result and the components of the syllabus should reflect the possibility to achieve the learners' learning targets which are represented in the learning objectives.</p> <p>Spoken Each group should elaborate their ESP syllabus. They have to explain the details and the reasonings, too. Other group may ask questions and give suggestions/feedbacks</p>	<ul style="list-style-type: none"> • Rubric to check the ESP program syllabus designed by the students • Rubric to check students' performance in presenting the ESP program syllabus they designed 	30%

Acknowledged
 Head of Study Program

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Surabaya, 20 August 2022
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UJIAN TENGAH SEMESTER GASAL 2022/2023

MATA KULIAH	: ESP Program Design
KODE MATA KULIAH	: 8820303268
JUMLAH SKS	: 3
PRODI/ ANGKATAN	: Pend. Bahasa Inggris/2022
HARI/TANGGAL	: Kamis/17 Oktober 2022
ALOKASI WAKTU	: 100 menit
DOSEN	: Wiwiet Eva Savitri Retno Wulan Dari Anis Trisusana

Answer and explain the following questions correctly.

1. What are the differences between EAP and EOP?
2. In your opinion, where does English for vocational high school belong? EAP or EOP? Explain your answer.
3. Mention and elaborate the key stages of ESP.
4. What is meant by needs?
5. What is needs analysis and what is it for?
6. How do we collect data for needs analysis?
7. Explain the following terms:
 - a. Target situation analysis
 - b. Present situation analysis
 - c. Learning situation analysis
8. Make a brief analysis on the English needs of this person. Define this person's lack, want, necessities.

Anna is an online marketer. She is an Indonesian She needs to be able to talk on the telephone to customers. She also needs to read catalogues and business letters. Her spoken English is not very fluent, but her grammar is good. Her employer wants her to speak English more fluently. Yet, Anna feels unconfident in speaking English. She wants to practice more but she has no one to practice with.



UJIAN AKHIR SEMESTER GASAL 2022/2023

MATA KULIAH	: ESP Program Design
KODE MATA KULIAH	: 8820303268
JUMLAH SKS	: 3
PRODI/ ANGKATAN	: Pend. Bahasa Inggris/2022
HARI/TANGGAL	: Senin/12 Desember 2022
ALOKASI WAKTU	: 120 menit
DOSEN	: Wiwiet Eva Savitri Retno Wulan Dari Anis Trisusana

Answer and explain the following questions correctly.

1. What aspects are considered in course design?
2. What are the parameters of course design?
3. What will a good material provider be able to do?
4. What are the differences of teacher-generated material and the learner-generated material?
5. Supposed that you are asked to design a 3 meeting-English course for conference moderator. Each meeting lasts 90 minutes. Do a needs analysis then design the course.
Your design should cover:
 - a. objectives
 - b. materials
 - c. activities

Write the result of the needs analysis, then describe your course design.

Use the following table to describe your course design plan clearly.

Course/program aim: ...

Meetings (@ ... minutes)	Meeting Objectives	Topics	Focus Skills /language components	Materials & Sources	Activities
Meeting 1					
Meeting 2					
Meeting 3					

Title:

English for Pharmacist

Group members:

1. Ahmad Dhany (20020084033)
2. Taufiq Nur Rahman (20020084029)
3. Hreesang Satria Bagaskara (20020084036)
4. Aulia Annisya Rachma (20020084038)
5. Annisa Azzahra Firdausi (20020084040)
6. Ervina Fadiarachmanda (20020084041)
7. Fara Desi Puspitasari (20020084042)

Questionnaires Forms:

<https://forms.gle/PeBPnQPQv7i3hoEQ6>

Respondents:

11 respondents

Questionnaires Results:

 English for Pharmacist (Responses)

Needs Analysis Results:**● Present Situation Analysis**

From the analysis, we found that half of them have a problem translating English words to Indonesian words. Also, they can read medicine labels well. However, most of them are not able to speak English fluently. Moreover, they are not able to write receipts in English well.

● Learning Situation Analysis

The analysis found that the clients are encouraged in a learning style that consists of audio and visual. Even in choosing books, they mostly agree that they learn easier from books with more illustrations. They also choose to agree that they love to learn English with games which means they like to be interactive in learning English.

● Target Situation Analysis

From the results of the analysis we can show that students need activities to memorize and repeat vocabulary when learning English. Students also say that they need instructional video media and books when learning English. Finally, the results of the analysis found that learners need to communicate in English with patients and their families.

Syllabus Developed Based on Needs Analysis Results:

 ESP course design Group 1.docx

Brief Explanation About the Syllabus:

On the syllabus, we can see that most materials have videos that students must watch. It relates to the needs analysis results as the respondents mentioned that they like audio and visual in learning English.

Meeting	Objective	Brief Explanation
1st	Able to introduce oneself and others	Able to introduce oneself is important for any profession especially in the registration of the job. This meeting discusses how to introduce ourselves by telling our names, job, workplace and any other things about ourselves. This meeting also includes how to introduce others in order to communicate with the client or patient.
2nd	Able to use the expressions of offering help	A pharmacist must be able to serve patients or customers well. The first thing to do is offer help, ask what the customer needs, etc. So, the pharmacy must know the expressions used when offering help. In this chapter, the students will learn about how to offer help. There are activities that can help them to practice their English speaking skill.
3rd	Able to use the expressions of giving advices/ suggestions	Giving suggestions is important in this job because if we can provide advice regarding the treatment of a customer's illness and appropriate medication to relieve their illness, then the service will be better. There are several speaking activities in the form of groups that aim to improve students' speaking skills and also train students to communicate according to several situations that they may face in the future.
4th	Able to understand how to read the drugs prescription and explain it to the patient	A day pharmacist must be able to understand the contents of a prescription drug and how to convey it to the patient. In this chapter, students will learn about the structure of drug prescriptions, the abbreviations in prescription drugs, and how to read them. There are also several individual activities such as reading, listening, and repeating.
5th	Able to explain the use of drugs or pharmaceutical tools	After giving the drug or pharmaceutical tools that have been prescribed, the pharmacist will usually provide education and information for the drug or pharmaceutical tools to the patient. In this chapter learners will learn how to explain the use of drugs or pharmaceutical devices to patients.
6th	Able to Speak English Politely with Clients	Speaking manners are required for the clients as they also mentioned that speaking is considered a necessary skill they need. A group activity also exists here because they agree that

		they work best in groups.
7th	Able to understand the result of international journal	Understanding the international journal article is one of the needs for pharmacists. Because of the dynamic knowledge in the healthcare field, pharmacists need to follow the newest information. The focus in this chapter is to make the learners understand the result of a research using make a short abstract by their ownself.

COURSE DESIGN/BOOK PLAN

English For Pharmacy

Course/Program Objectives:

In the end of this course/program, the students are able to :

1. introduce themselves and others
2. offering help
3. give suggestions/advice
4. read the drugs' prescription
5. explain the procedure from the use of drugs or pharmaceutical tools.
6. talk with their clients or patients politely in English.
7. Translation of the receipt

Total 7

number of meetings = 7

Meetings (@ ... minutes)	Meeting Objectives	Topics	Focus Skills /language components	Materials & Sources	Activities	Glossary
Meeting 1 (90 minutes)	At the end of this meeting, students are able to introduce themselves and others	Introducing oneself and others	Speaking	<p>Video1: https://www.youtube.com/watch?v=OgikjsqAzvo</p> <p>Video 2: https://www.youtube.com/watch?v=58s7yEkvrzo</p> <p>Introducing others dialogue: https://sites.google.com/site/shceecourse/english-conv/ersation/lesson-1</p> <p>ESP ENGLISH FOR PHARMACY 2019 BOOK</p>	<p>Watch one explanation video about introducing oneself and take notes about the expression of introducing oneself inside the video.</p> <p>Complete one dialogue about introducing oneself using the expression of introducing oneself that has been learned from the previous video.</p>	

					<p>Create a greeting in the form of text that contains introducing oneself in the piece of paper.</p> <p>Introduce oneself in front of the class using the text that has been created.</p> <p>Watch one conversation video about introducing others and answer 5 questions related to the video.</p> <p>Complete two simple dialogues about introducing others.</p> <p>Choose one partner for next activities.</p> <p>Search the partner's data (name, job, work place, hobby, etc).</p> <p>Introduce the partner in front of the class.</p>	
Meeting 2 (60 minutes)	At the end of this meeting, students are able to use the expressions of offering help properly.	Offering help	listening, speaking, reading, writing	<p>Video 1 https://youtu.be/nmt9KIiUAC8</p> <p>Video 2 https://youtu.be/6tTU7Ss40_w</p>	<p>Watch video 1 to identify the expressions of offering help. Then, write the expressions in the box.</p>	

				<p>Dialogue https://www.grammarbank.com/dialogue-examples-at-the-pharmacy.html</p>	<p>Read the dialogue about offering help and identify the expressions used in offering help. Then write the expressions in the box.</p> <p>Watch video 2 and then answer the questions related to the video.</p> <p>Practice in pairs the expression of offering help (roleplay). The students will be given a case or situational card. One student will be a customer, one student will be a pharmacist.</p>	
Meeting 3 (60 minutes)	At the end of this meeting, students are able to use the expressions of giving advice/suggestions properly.	Giving Advices/Suggestions	Speaking	<p>Video: 1 https://youtu.be/O0mD9yTHqN4</p> <p>Video 2 https://www.youtube.com/watch?v=KUEee2-3XTs</p> <p>Audio 1 https://drive.google.com/file/d/1lrTBPkvYTYeZHLvcHTUnO_hhHaCD4njW/view?usp=sharing or https://www.youtube.com/watch?v=JmkzFlbkvj4</p>	<p>Watch a video about the example of the expressions in giving suggestions, and take note of what expressions that can be used in giving suggestions.</p> <p>Read the dialogues/conversations related to giving suggestions and practice the dialogue in pairs.</p>	<ol style="list-style-type: none"> 1. painkillers 2. physiotherapist

				<p>Text Dialogue 1 https://www.british-study.com/en/blog/tips-for-giving-medical-advice-in-english</p> <p>Text Dialogue 2 https://www.eslfast.com/robot/topics/health/health25.htm</p>	<p>Writing the technical terms and mentioning the synonyms of the word/phrase that is spoken in the audio.</p> <p>Doing Roleplay using the situation card game in pairs, where one student can be a Pharmacist, and the other can be a patient/customer.</p>	
Meeting 4 (60 minutes)	At the end of this meeting, students are able to understand how to read the drugs' prescription and explain it to the patient.	Reading the drugs' prescription	Reading	<p>Video 1: https://www.youtube.com/watch?v=mvj9IOApL88</p> <p>Article of "How to Read a Medical Prescription" by Leigh N Chipman</p>	<p>Watch the videos about how to read the drugs' prescription, then, take a note about the structures of the drug prescription and what of these functions.</p> <p>Students will be given an example of the simple prescription first, then, teacher asks the students to read the following information.</p> <p>Students will given the abbreviations of the prescription, teacher shows how to read these. Teacher asks the students to</p>	

					<p>repeat what he/s said.</p> <p>Students will be given another example of prescription (prescription from the customer), then, teacher asks to write an explanation of the underlined terms that the customer does not understand.</p> <p>Students will be given another simple prescription (difference prescription of each students), then, the students have to read that prescription.</p> <p>Students will be given the example of prescription, then they have to make the paragraph by answer the questions first.</p> <p>The students practice to read his/her prescription in front of the class.</p>	
Meeting 5	At the end of this meeting, students are able to explain procedure the use of drugs or pharmaceutical tools	Procedure text	Writing & Speaking	VIDEO 1: https://youtu.be/A4Rz-Gr16go	Students are shown an example of a procedure text about pharmaceutical tools	

					<p>After that students are asked to enter parts of the text into the table according to the structure</p> <p>Students are asked to watch videos on YouTube regarding how to provide information on the use of drugs or pharmaceutical tools</p> <p>Then students are given 5 questions related to the video they have watched</p> <p>Students are asked to choose one of the situations that have been provided then students will practice roleplay according to the situation</p>	
Meeting 6	At the end of this meeting, students are able to talk with their clients or patients politely in English.	Talking politely	Speaking	<p>Video 1: https://youtu.be/rZkpJBZtOU</p> <p>Video 2: https://youtu.be/p7ITxpwzk6g</p> <p>Video 3: https://youtu.be/ccERMfrk</p>	<ol style="list-style-type: none"> 1. Answer question about the meaning of polite based on their understanding by speaking aloud in their seat 2. Watch Video 1 and answer the questions related 	

				rx0	<p>to it.</p> <ol style="list-style-type: none">3. Tell experiences about polite and impolite clients or patients they have encountered by speaking aloud in their seat4. Watch Video 2 and Video 3 before answering the questions related to them.5. Watch their teacher(s) demonstrating how to talk politely with clients or patients and take notes of the important points6. Form a peer-group to demonstrate how to speak politely with their clients or patients by speaking aloud in front of the class.7. Give and receive feedback to and from other groups.8. Receive feedback of their demonstration performance from	
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					<p>their teacher(s).</p> <p>9. Ask questions related to the current material.</p>	
Meeting 7	At the end of this meeting, the students is able to translate the medical report analysis and translate the international journal in pharmacy domain	Medical report from journal, pharmacy reports	Reading and Writing	<p>Passage https://journal.ugm.ac.id/v3/IJP/article/view/597</p> <p>Word list A document from Vocabulary class</p>	<ol style="list-style-type: none"> 1. Read the medical report/journal 2. List the difficult word and translate it 3. translate each pharagraph 4. Make a summarize of one journal article 	

To ease you in making an objective, click the following link, use the generator provided there:
<https://learning-objectives.easygenerator.com/>

STUDENT'S REFLECTIVE PRACTICE

Student name: Auliya (20020084066)

Course: ESP Program Design

Lecturer: Wiwiet Eva Savitri

Topic: Making questionnaire for needs analysis

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	Group discussion in making a questionnaire for needs analysis. Each group makes and determines the questions for the questionnaire that will be given to the client with the guidance of the lecturer.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I propose questions in my group discussions as my teammates do. Because my group needs to collect appropriate questions (relevant to the purpose of analyzing the client's needs) to be included in the questionnaire so that our ESP program can be designed with the right target according to our client's needs. My group members and I determine which questions will be included in the questionnaire because we only need to include relevant questions and not all suggestions can be accepted/appropriate. In my opinion, another action that can be chosen is to find examples of questionnaires that have previously existed/or have been made for similar clients.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result?	Yes, I have accomplished what I wanted in achieving the best discussion results that can be accepted by all members. Yes, what I want for the best results according to the group agreement is achieved with an active/interactive group discussion as I expected (no passive members). I think the implication is that it makes me more courageous to express my opinion. With others, it can enliven cooperation in solving problems. So, the problems that will exist will also be easier to solve because of good teamwork.

	Is there a way I could improve my results or actions?	
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? What?</p>	<p>From the group discussion I got perspectives from others that I had not thought of before. This helped expand my thinking in case in the future maybe I will set up my own ESP program. I know how to structure questions in a needs analysis to be able to design my own ESP program in the future.</p> <p>I would probably do the same thing again because it's a learning experience with good discussion. Even though there were some differences of opinion, in the end we were able to decide on the result that was closest to the accuracy of the goals according to the mutual agreement.</p> <p>Next time I should have ensured that the group has the same perception of the topic and goals from the start so that there are no misunderstandings or disputes during group discussions.</p>

STUDENT'S REFLECTIVE PRACTICE

Student name: Emy Rosida (20020084037)
 Course: ESP Program Design
 Lecturer: Wiwiet Eva Savitri
 Topic: Making questionnaire for needs analysis

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	The topic we discussed was about what kind of information we have to find out when making a questionnaire (including TSA, PSA, and LSA). The activity I had was lecturing and do a discussion with lecturer and friends in the class. Then, we go to the practice to compose the questions for questionnaire in a group work.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I tried to understand my lecturer's explanation by rewriting the material from the PPT and recalling her explanation about the example, then continuing to compose my own questions before being discussed with my group. The reason I choose those action is usually I can notice every explanation or material if I rewrite it after the class, so I think that's the effective learning way for me. Also, the reason about why I make my own questions first before doing a group work is that I need a personal space in silence to emerge my idea, I can't think if there are many people in my surroundings especially make a voice. I can't remember other actions that I have done. However, another possible action for me is I can search for the references in the internet. I think it is also good as long as I filter it first, but I didn't do that because I think that I will be more satisfied if I make it by myself and with my group members.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on	I think that I have accomplished what I want because my proposal questions are mostly acceptable in my group member, also there is just a little (for me) revision from my lecture. Of course, it is suitable with my expectation. I think that the implication of my actions will be good for me because it is in line with my planning, it is also will be good for others because I open the opportunity for my group members to propose their thought and thinking what they want to propose first. I am not sure that other actions can give me better or at least the same result

	<p>myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?</p>	<p>because I am not used to implement that those other actions. Regardless everything, I think that looking for the trustworthy references first will be better because I can get more portrayal about the appropriate questions for questionnaire.</p>
<p>Learning</p>	<p>What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<p>I learn how to be patient to arrange schedule with several people, how to give my opinion in a proper way, how to response others' perspective, how to decide the best decision, and how to select the suitable questions for questionnaire. I am not sure about the strategy I will apply for the next assignment whether I will go with the same strategy or try to use another. I think that I should conduct more communication or face to face contact with my group members in order to ignore the misunderstanding caused by online interactions. I don't think that I should change something, but I just need to make it smooth.</p>