LESSON PLAN					

Course		Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
		8820302288	ESP	2		Odd	
AUTHORIZATION		**Lesson Plan Developer**		**Course Cluster Coordinator**		**Head of Study Programme**	
		Suvi Akhiriyah				Him'mawan Adi Nugroho	

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	PLO 2	Demonstrate a good understanding of the concept of learning English from a national and global perspective .
	PLO 4	Plan, implement and evaluate English learning effectively and creatively.
	Course Learning Outcomes (CLO) Students are expected to be able to:	
	CLO 1	understand various kinds of learning instruction for vocabulary in ESP context
	CLO 2	develop a learning instruction for vocabulary in ESP context properly
	CLO 3	make use relevant learning sources and IT as media to develop a learning instruction for vocabulary in ESP context
	CLO 4	demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning various instructions for vocabulary in ESP contexts
	Lesson Learning Outcomes (LLO)	
	LLO 1	Understanding the nature of vocabulary and vocabulary learning
	LLO 2	Analysing the dimensions of vocabulary knowledge
	LLO 3	Analyzing target vocabulary for ESP materials based on types of vocabulary
	LLO 4	Creating appropriate vocabulary instructions for ESP materials
	LLO 5	Creating the vocabulary component of a course
Brief description of the course	This course prepares students to develop their own vocabulary learning instruction in various occupational and professional contexts. It introduces the students to the basic principles and theories in vocabulary instruction. At the end of the course, learners are expected to be able to use different kind of learning instructions in their material for vocabulary teaching and learning activities in ESP contexts which are **integrated** to their project for ESP Material Development which is also based on the syllabus developed in ESP Program Design. To attain its objectives, throughout the course, students are assessed by means of portfolio and **project**.	

Study Materials: Learning Materials	• The nature of vocabulary and vocabulary learning • The dimensions of vocabulary knowledge • Types of Vocabulary • Vocabulary instructions in ESP • Designing the vocabulary component of a course
References	**Main reference:**
	[1] Nation, I. S. P. (2001) *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5. [2] Nunan David (2015) *Teaching english to speakers others language an introduction*. New York: Taylor & Francis. [3] Richard, J. C. (2015) *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.
	Supplementary reading:
	Various ESP Books
Lecturer (s)	Suvi Akhiriyah Eva Rahmawati Nur Chakim
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	Understanding the nature of vocabulary and vocabulary learning	To be able to • To describe the definition of vocabulary knowledge • To explain mechanics of vocabulary learning	• quiz	2 x 50 minutes Learning method: • Lecture • Small group discussion Assignment: • Explaining the differences		the nature of vocabulary and vocabulary learning [1], [3]	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)
				between a word and vocabulary • Explaining the definition of vocabulary knowledge			
2	Analysing the dimensions of vocabulary knowledge	To be able to • differentiate receptive and productive vocabulary • describe form, meaning, and use of in vocabulary knowledge • explain mechanics of vocabulary learning	quiz	2 x 50 minutes Learning method: • Lecture • Small group discussion Assignment: • Explaining the differences between receptive and productive vocabulary and providing examples • Giving examples of form, meaning, and use of in vocabulary knowledge		The dimensions of vocabulary knowledge [1], [2], [3]	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)
3		• identify the nature of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge	presentation	2 x 50 minutes Learning method: • Presentation • Discussion Assignment: • presenting examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge		The dimensions of vocabulary knowledge [1], [2], [3]	15%
4	Analyzing target vocabulary for ESP materials based on types of vocabulary	To be able to • differentiate types of vocabulary • discuss target for Vocabulary Learning	quiz	2 x 50 minutes Learning method: • Lecture • Small group discussion Assignment: • Explaining core, academic, and technical vocabulary • Explaining high and low frequency words		types of vocabulary [1], [3]	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)
5		To be able to • discuss target for Vocabulary Learning • Select appropriate target vocabulary based on types of vocabulary for ESP materials	Presentation	2 x 50 minutes Learning method: • Presentation • Discussion Assignment: presenting examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge		types of vocabulary [1], [3]	10%
6	Creating appropriate vocabulary instructions for ESP materials	To be able to: • Discuss various kinds of vocabulary instructions • Incorporate vocabulary activities in reading, listening, speaking, and writing instructions	• Observing students' activity • Written project	2 x 50 minutes Learning method: • Lecture • **Project based learning (providing criteria for the project; designing a plan for a project;** Assignment: • Planning vocabulary instructions for 4		Vocabulary Instructions in ESP [1], [2], [3]	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)
				skills in ESP materials			
7		To be able to: • Communicate ideas about the project • Design vocabulary activities in reading, listening, speaking, and writing instructions	Consultation		2 x 50 minutes (asynchronous) Learning method: • **Project based learning (collecting data for the project, monitoring the stages)** Assignment: • Planning vocabulary instructions for 4 skills in ESP materials	Vocabulary Instructions in ESP [1], [2], [3]	2%
8	Midterm Test	To be able to: • Design vocabulary activities in reading, listening, speaking, and writing instructions	• Written Project	2 x 50 minutes • Learning method: • **Project based learning (presenting the project; evaluating the project)**		Vocabulary Instructions in ESP [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)
		• Give feedback and evaluate other groups' project					
9	Creating the vocabulary component of a course	To be able to: • examine 3 main components in designing the vocabulary component of a course • plan need analysis for vocabulary instructions	• Observing students' activity	2 x 50 minutes Learning method: • Lecture • **Project based learning (providing criteria for the project; designing a plan for a project)** Assignment: • Planning need analysis for vocabulary instructions		Designing the vocabulary component of a course [1], [2], [3]	5%
10		To be able to: • do need analysis for vocabulary instructions			2 x 50 minutes (asynchronous) Learning method: **Project based learning (collecting data for the project)**	Designing the vocabulary component of a course [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)
11		To be able to: • communicate ideas in designing vocabulary instructions	consultation	2 x 50 minutes Learning method: **Project based learning (monitoring the project)**	2 x 50 minutes (synchronous) Learning method: **Project based learning (monitoring the project)**	Designing the vocabulary component of a course [1], [2], [3]	10%
12		To be able to: • communicate ideas in designing vocabulary instructions	consultation	2 x 50 minutes Learning method: **Project based learning (monitoring the project)**	2 x 50 minutes (synchronous) Learning method: **Project based learning (monitoring the project)**	Designing the vocabulary component of a course [1], [2], [3]	
13		To be able to: • communicate ideas in designing vocabulary instructions	consultation	2 x 50 minutes Learning method: **Project based learning (monitoring the project)**	2 x 50 minutes (synchronous) Learning method: **Project based learning (monitoring the project)**	Designing the vocabulary component of a course [1], [2], [3]	
14		To be able to: • present their project in designing vocabulary instructions	• Presentation • Written project	2 x 50 minutes • Learning method: **Project based learning (presenting the**		Designing the vocabulary component of a course [1], [2], [3]	30%

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)
		• give feedback and evaluate other groups' project		**project; evaluating the project)**			
15		To be able to: • present their project in designing vocabulary instructions • give feedback for other groups' project	• Presentation • Written project	2 x 50 minutes • Learning method: **Project based learning (presenting the project; evaluating the project)**		Designing the vocabulary component of a course [1], [2], [3]	
16	Final Term	Submission of the Final Project					

➢ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**

To be able to: Design vocabulary activities in reading, listening, speaking, and writing instructions	Written project	**Designing an ESP Vocabulary Instruction**
		
		INSTRUCTIONS
		1. Work in a group of 4-5 students
		2. Develop a series of vocabulary instructions for 4 language skills to be integrated to your ESP Material Development project.
		3. Make sure that the instructions:
		  a. Include technical vocabulary frequently used in the profession/ occupation which is the focus of your ESP Program.
		  b. Incorporate relevant contexts often occur in the profession/ occupation of your ESP Program
		  c. Appropriate for the proficiency level and age of your learners.
			Project Based Rubric	20%

Final-Term

Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**
• present their project in designing vocabulary instructions	Written project	**Designing Vocabulary Components of an ESP Course** **INSTRUCTIONS:** 1. Work in a group of 4-5 students 2. Develop a series of vocabulary instructions based on the syllabus you develop for your ESP Program Design. 3. Integrate these vocabulary instructions to your ESP Material Development project.	Project Based Rubric	25%

Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**

		4. Make sure that the instructions:
		    a. Include technical vocabulary frequently used in the profession/ occupation which is the focus of your ESP Program.
		    b. Incorporate relevant contexts often occur in the profession/ occupation of your ESP Program
		    c. Appropriate for the proficiency level and age of your learners.		

• present their project in designing vocabulary instructions	presentation	Present your project to get feedback from your classmates	Learning Steps Rubric (Reporting)	5%

> **Rubric**

Rubric 1. Project-Based Rubric

Component	Sophisticated	Competent	Not Yet Complete
Teamwork (25 Points)	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.
Content (25 Points)	All requirements and objectives are identified, evaluated and competed. Most target vocabularies are properly explored in various instructions.	All requirements are identified and evaluated but some objectives are not completed. Some target vocabularies are explored in various instructions.	Many requirements and objectives are not identified, evaluated and/or completed. Only a few of target vocabularies are explored in various instructions.

Subject Knowledge (25 Points)	The material demonstrated knowledge of the course content by integrating major and minor concepts into the response.	The material demonstrated knowledge of the course content by integrating major concepts into the response.	The material did not demonstrate knowledge of the course content.
Design (15 Points)	The material was well organized and easy to follow. It was exceptionally attractive in terms of design, layout, and neatness..	The material was organized and clearly written for the most part. It was attractive in terms of design, layout, and neatness.	The material lacked overall organization. It is acceptably attractive though it may be a bit messy.
Grammar (15 Points)	Sentences were grammatical and free from errors	Sentences were mostly grammatical with only a few spelling errors, but they did not hinder the reader.	There are many grammatical and spelling errors.

Rubric 2. Learning Steps Rubric

Criteria and Score				
Aspects	**4 (Excellent)**	**3 (Good)**	**2 (Fair)**	**1 (Poor)**
Planning (giving essential questions; designing a plan for project)	Students are able to arrange project planning systematically.	Students are able to develop systematic project planning. However, it does not fit the criteria.	Students are not really able to compile project planning systematically and it does not fit the criteria.	Students still need guidance in preparing project plans.
Data Collection (collecting data for the project)	Students collect data completely, systematically and fit the project objectives.	Students collect data entirely and systematically. However, it does not fit the project objectives.	Students collect data completely. However, it is less systematic and not suitable for the project objectives.	Students collect data incompletely, unsystematically and it does not fit the project objectives.
Data Processing (creating the project)	Students are able to analyse and use the data systematically based on the project objectives.	Students are able to analyse and use the data based on the project objectives. However, it is less systematic.	Students are able to analyse, but they are incapable of using the data based on the project objectives.	Students are incapable to analyse and use the data based on the project objectives.
Reporting (presenting the project; evaluating the project)	Students are able to present the appropriate project results with proper language.	Students are able to present the Correct project results but with inappropriate language.	Students are less able to present	Students are not able to present the correct project results and

			the correct project results. However, they present it with proper language.	present them with inappropriate language rules.

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STUDENT'S REFLECTIVE JOURNAL

Course: ESP Vocabulary Building
Lecturer: Suvi Akhiriyah

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	We discussed the dimension of vocabulary knowledge, types of vocabulary instructions. After discussing it, we were asked to analyze types of vocabulary instructions in groups and developed vocabulary instructions for our ESP books and did consultation with 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)	We analyzed the types of vocabulary instructions, presented it in front of our friends & lecturer, and designed vocabulary instructions for our ESP book. We also met our lecturer to have a consultation so that we could design the vocabulary instructions correctly.
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? Is there a way I could improve my results or actions?	Yes, we did accomplish what we wanted. The final result may not be as perfect as we expected it to be, but we already did our best.
Learning	What did I learn from the experience? Would I do the same thing again	We learned a lot about leadership (especially for those who were the leaders of the group) and communication skills. What we should do in a similar experience is

| | 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? | perhaps be more active in group work & discussion, not procrastinating assignments, and always help each other. |

STUDENT'S REFLECTIVE JOURNAL

Course: ESP Vocabulary Design
Lecturer: Suvi Akhiriyah S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	In last semester's class, we conducted "ESP Vocabulary Building" which focused on how we help our students (aka clients) acquire a vocabulary based on what they need in their job. In class, we discussed in groups to make a kind of needs survey, what vocabulary words were often used and related to their needs, for instance, a specific vocabulary for a pilot. We also did midterm and final semester exams in groups with the output of learning books. In the midterm test, we collect the initial draft of the book and at the end, we are asked to submit the results of its book. All of our work also have been discussed with the lecturer to get any suggestions from what we did
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 did a vocabulary review that was appropriate for the job and then compiled vocabulary activities and tests. Because I need to know their needs so that they are exactly according to the needs of the job. Besides that we identified vocabulary groupings. Another action we can choose is to make activities more interesting in each unit.
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? Is there a way I could improve my results or actions?	In this course I achieved what I wanted with my actions, starting from doing need analysis to classifying vocabulary. In the future it may be that my actions may implicate others or myself. I'm not sure if taking different actions will get the same results, for example not doing a need analysis first but already jumping to the stage of doing the exercises and tests. To improve my results or actions, I need to consult with the lecturer about my work more deeply, because I think I haven't consulted enough.

Learning	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?	We learn how to make good assignments and exercises according to the material that has been presented. We can innovate according to creativity and it is very fun to do. We will change our method to make creative tasks, and change it to an efficient way than before. Next time, we will conduct a research first before doing our activity.