	KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA **FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS**	**COURSE SYLLABUS**	Revision Date : August 2021
			Revised by : Retno & Wiwiet
			Doc No. :

Study Program   : S-1 English Education
Faculty   : Faculty of Languages and Arts
Course   : ESP Program Design
Course Code   : 8820303268
Semester/Credit Hours : 5/3
Pre-requisite   : -
Lecturer(s)   : Retno Wulan Dari
            Wiwiet Eva Savitri
            Arik Susanti
Learning Outcomes (CLO) : Students are able to;

1. Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively
2. Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development
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
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

Description   : 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 English for pharmacist, English for Flight attendant, English for sport coach, 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.

Sources/references   :

1. Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. Palgrave Macmillan
2. Hutchinson, Tom & Waters, Alan. 1990. *English For Specific Purposes: A Learning-Centered Approach*. Cambridge University Press: New York.
3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. *The Handbook of English for Specific Purposes*. Wiley-Blackwell

A. **Teaching-Learning Activity**

Meetings	Objectives	Indicators	Materials**	Learning Strategy	Sources/media	Time Allot	Learning Experience
1	To understand definition, types, and characteristics of ESP	• To define ESP • To explain the origin of ESP • To explain the types and characteristics of ESP	Introduction to ESP	Project based learning - exploration	1, 2,3	150'	• Defining ESP • Explaining the origin of ESP • Discussing ESP definitions stated by some ESP experts • Making summaries on ESP definition, types, and characteristic
2	To understand the concept of needs analysis To conduct a need analysis	• To explain how need analysis is conducted • To explain the issues related to the design of needs analysis tools for your specific group of learners • To plan a need analysis activity • To execute the need analysis plan	Theories on Need Analysis	Project based learning - exploration	1,2,3	150'	• Discussing need analysis • Discussing the design of needs analysis tools • Designing a need analysis interview set • Conducting needs analysis

		• To conduct a need analysis					
3	To analyze the needs of a real group of English language learners	• To give and receive inputs from the target learners • To identify as completely as possible the needs of a real group of English language learners	Practice on Finding out and Analyzing Need	Project based learning – planning, implementation, evaluation	1, 2	150'	• Presenting the result of need analysis each group has conducted • Concluding the learners' need based on the interview
4	To understand specialist discourse	• To understand the definition of specialist discourse • To investigate specialist discourse • To find out the meaning difference of similar terms used by different fields	Specialist discourse	Project based learning – exploration, planning, implementation, evaluation	1	150'	• Finding out the definition of specialist discourse • Investigating specialist discourse • Finding out the meaning difference of similar terms used by different fields
5	To understand how to determine the focus of ESP program To formulate course objectives	• To explain how to determine the focus of ESP program • To explain the elements of ESP program focus • To formulate course objectives	Theories on Developing ESP Program: focusing the course	Project based learning – exploration	1	150'	• Finding out how to determine the focus of ESP program • Finding out the elements of ESP program focus • Formulating course objectives
6	To understand theories on determining ESP course content	• To explain theories on determining ESP course content • To explain the elements of ESP course map	Theories on Determining & evaluating ESP course contents (syllabus)	Project based learning – exploration	1	150'	• Finding out how to determine ESP course content • Finding out the elements ESP course map

No							
	To develop a tailored ESP course syllabus based on the need analysis	• To formulate ESP course map template • To formulate ESP course syllabus • To explain how to evaluate ESP course syllabus					• Formulating ESP course map template • Formulating ESP course map • Evaluating ESP course syllabus
7	To understand theories on developing ESP materials	• To explain theories on selecting ESP materials • To explain theories on developing ESP materials • ….	Theories on Developing ESP materials	Project based learning – exploration	1	150'	• Finding out how to select ESP materials • Selecting interesting book templates • Finding out how to develop good and interesting ESP materials
8	MIDTERM TEST						
9	To evaluate some case studies in ESP course development	• To compare and contrast practices in some ESP courses • To find the strengths and weaknesses of an ESP course • To explain the factors that make an ESP course succeed	Case studies in ESP course development: English for the police, English for medical doctor, etc.	Project based learning – exploration	1, 2, 3	150'	• Discussing some Case studies in ESP course development • Comparing and contrasting practices in some ESP courses • Analyzing the factors that make an ESP course succeed
10	To formulate ESP course objectives based on needs analysis result	• To determine the objective • To determine appropriate operational word • To formulate appropriate course objective	Making course objectives	Project based learning – planning, implementation	1	150'	• Finding out how to determine ESP course objectives from needs analysis result • Finding out the elements ESP course objectives • Formulating ESP course objectives

11	To set up the ESP course contents based on the course objectives	• To determine the timeline of the course • To identify the topics that reflect the course objectives	Determining ESP course contents	Project based learning – implement ation	1	150'	• Finding out how to specify course objectives into specific course topics
12	To set up the ESP course map based on the course objectives and topics	To select materials which are suitable with the course objectives and topics	Developing ESP course map/scope & sequence	Project based learning – implement ation	1	150'	• Finding out how to select ESP course materials • Finding out the elements ESP course map • Formulating ESP course map template • Formulating ESP course map
13	To analyze ESP course map/syllabus	To check whether the course objectives and detailed topics/content are relevant	Reviewing ESP course map/syllabus design	Project based learning – evaluation	1	150'	Checking the relevance of the course objectives and its detailed topics/content
14	To revise the weaknesses of ESP course map/syllabus	To revise the course objectives and detailed topics/contents	Revising ESP course map/syllabus design	Project based learning – implement ation	1	150'	Revising the course objectives and detailed topics/contents in the ESP course syllabus/map
15	To finalize the ESP course map/syllabus	To do final check and revision on the course map/syllabus	Finalizing ESP course map/syllabus design	Project based learning – evaluation	1	150'	Finalizing the course objectives and detailed topics/contents in the ESP course syllabus/map
16	FINAL TEST						

B. Assessment Blue-print

No	Indicator	UTS		
		Type	Form	Instrument
1.	• 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 • To explain how to determine the focus and elements of ESP program •	Written & spoken assessment	Report & presentation	• Rubric to check needs analysis report • Rubric to check students' performance in presenting needs analysis report

No	Indicator	UAS		
		Type	Form	Instrument
	• To formulate course objectives • To formulate ESP course syllabus • To determine the timeline of the course	Written & spoken assessment	Report & presentation	• Rubric to check needs analysis report • Rubric to check students' performance in presenting needs analysis report

- To identify the topics that reflect the course objectives - To explain how to evaluate ESP course syllabus - To check whether the course objectives and detailed topics/content are relevant			

C. Rubric

1. Assessment rubric
   a. Rubric to check needs analysis report
   b. Rubric to check students' performance in presenting needs analysis report

2. Participation/Attendance Rubric

ATTENDANCE		PARTICIPATION	
CRITERIA	SKOR	CRITERIA	SCORE
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

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Mengetahui,

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