	Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Study Program				Document Code
	Lesson Plan				

COURSE		Code	Cluster	Credits	Sem	Compilation Date
English for Specific Purposes		8820302075		**2**	8	2019
AUTHORIZATION		**Lesson Plan Developer**	**Coordinator**		**Head of Study Program**	
		Wiwiet Eva Savitri, M.Pd.	Wiwiet Eva Savitri, M.Pd.		Ririn Pusparini, M.Pd.	

Program Learning Outcome (PLO)	**PLO**	
	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
	Course Learning Outcome (CLO)	
	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

Course Description	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)	
Learning Materials/ Topics	Theory of ESP, needs analysis, course design, ESP material development, assessment in ESP	
References	**Primary**	1. Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. Palgrave Macmillan 2. Woodrow, Lindy. 2017. Introducing Course design in English for Specific Purposes
	Supplementary	1. Hutchinson, Tom & Waters, Alan. 1990. *English For Specific Purposes: A Learning-Centered Approach*. Cambridge University Press: New York. 2. Paltridge, Brian & Starfield, Sue (Eds.). 2012. *The Handbook of English for Specific Purposes*. Wiley- Blackwell
Lecturer(s)	Wiwiet Eva Savitri, M.Pd.	
Prerequisite	-	

Teaching Learning Activity

# Meet	Objective	Indicator	Materials	Learning Strategy	Source	Time	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	• Definition of ESP • The origin of ESP • The types and characteristics of ESP	Discussion, Question-Answer	1,2,3	100'	• 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 role of ESP teacher	• To explain the role of ESP teacher • To distinguish between the role of ESP teacher with the General English teacher	The role of ESP teacher	Discussion, Question-Answer	1,2,3	100'	• Discussing role of ESP teacher
3	To understand needs analysis	• To explain how need analysis is conducted	Need Analysis	Discussion, Question-Answer	1,2,3	100'	• Discussing need analysis •
4	To understand the issues related to the design of needs analysis tools for your specific group of learners	• To explain the issues related to the design of needs analysis tools for your specific group of learners	Need Analysis	Presentation, Discussion, Question-Answer	1,2,3	100'	• Discussing the design of needs analysis Designing a need analysis interview set

		• To conduct a need analysis					
5	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
6	To understand ESP in relation to teacher, syllabus, and students' goal	• To identify ESP in relation to teacher, syllabus, and students' goal	ESP in relation to teacher, syllabus, and students' goal	Presentation, Discussion, Question-Answer	1,2,3	100'	• Presenting each topic in group • Discussing each topic • Reflecting and concluding the topic(s) of the day
7	To understand the issues related to planning, conceptualizing, developing ESP programs	• To explain the issues related to planning, conceptualizing, and developing ESP Program	ESP course design	Project based learning	1,2,3	100'	• Presenting each topic in group • Discussing each topic • Reflecting and concluding the topic(s) of the day
8	Mid-term Test						
9	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

10	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
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 – implementation	1	150'	• Finding out how to specify course objectives into specific course topics •
12	To understand theories on determining ESP course content To develop a tailored ESP course syllabus based on the need analysis	• To explain theories on determining ESP course content • To explain the elements of ESP course map • To formulate ESP course map template • To formulate ESP course syllabus	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 ofESP course map • Formulating ESP course map template • Formulating ESP course map • Evaluating ESP course syllabus

		• To explain how to evaluate ESP course syllabus					
13	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
14	To understand issues involved in ESP materials development	• To explain issues involved in selecting ESP materials • To explain issues in using images and graphs in ESP materials • To explain issues in adopting & adapting ESP books materials	Issues involved in ESP materials development	Presentation, Discussion, Question-Answer Assignment	1,2,3	100'	• Finding out issues involved in selecting ESP materials • Finding issues in using images and graphs in ESP materials • Finding issues in adopting & adapting ESP books materials
15	To understand the assessment and testing in ESP	• To explain the assessment and testing in ESP	Assessment and testing in ESP	Presentation, Discussion, Question-Answer, Assignment	1,2,3	100'	• Presenting each topic in group • Discussing each topic • Reflecting and concluding the topic(s) of the day
16	Final test						

Assessment

# Meet	Indicator	Assessment		Criteria	Point (%)
		Type	**Instrument**		
1-7	• To define the ESP • To explain the origin of ESP • To explain the types and characteristics of ESP. • To develop needs analysis instrument • To do needs analysis	Topics in Meeting 1-7 are assessed by conducting mid-term test in the 8th meeting.	• Define ESP in your own words. • Why was ESP introduced in your country or teaching institution? • Explain briefly the types and characteristics of ESP. • Why do you think that English for Science and Technology (EST) has set the trends in development of ESP? • Why is the role of teacher in ESP important? • What is difference between ESP teacher role and general English teacher role? • How do you identify a real group of English learners? • What important issues do you know related to the design of needs analysis for your specific group of learners? • Explain what genre is and how to identify the different types of genre. • What is the relationship between ESP and the goals of teacher, syllabus, and the students?		
9	Midterm test		Midterm test questions are taken from the instruments meeting 1-8.		20%

10-16	• To explain issues involved in ESP materials development • To explain the issues related to planning, conceptualizing, and developing ESP Program • To explain the assessment in ESP programs		• What do you use syllabus for? • What can the ESP teachers learn from the evaluation of materials? • 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? • How does ESP testing differ from General English testing? • What particular problems does ESP tester face? • How do you use technology as a resource for ESP?		
	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 • secara runtut dengan bahasa yang berterima, • menunjukkan pemahaman konsep yang baik, • berbantuan media ppt atau bentuk lain sesuai kriteria media, • jawaban untuk penanya benar, • mampu memformulasikan saran untuk perbaikan
3	Presentasi dilakukan • secara runtut dengan bahasa yang berterima, • kurang pemahaman pada beberapa konsep, • berbantuan media ppt atau ybentuk lain sesuai kriteria media, • jawaban untuk penanya secara umum benar, • mampu memformulasikan saran untuk perbaikan
2	Presentasi dilakukan • kurang runtut • menunjukkan kekurangpahaman terhadap beberapa konsep, • berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media,

	• jawaban untuk penanya secara umum tidak benar, • mampu memformulasikan saran untuk perbaikan
1	Presentasi dilakukan, • kurang runtut • menunjukkan kekurang pahaman terhadap banyak konsep, • tidak berbantuan media sama sekali, • jawaban unuk penanya tidak benar, • tidak mampu memformulasikan saran untuk perbaikan

2. Participation Rubric

Untuk Kehadiran		**Untuk Keaktifan**	
hadir	skor	keaktifan	skor
		lebih dari	
lebih dari 12	60	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