



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
ESP Program Design	8820303268	Study Program Elective Courses	T=3	P=0	ECTS=4.77	5	August 21, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Wiwiet Eva Savitri, S.Pd., M.Pd.		Wiwiet Eva Savitri, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively																																																																																																									
	PO - 2	Possessing knowledge of basic concepts of ESP, both theoretical and applied, that has shaped its subsequent development																																																																																																									
	PO - 3	yryry																																																																																																									
	PO - 4	Being able to plan																																																																																																									
	PLO-PO Matrix																																																																																																										
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
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Short Course 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 sports coach, etc.). It introduces students to the basic principles and techniques in ESP course design. Students look at practical aspects of the course design such as 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.																																																																																																										
References	Main :																																																																																																										
	<ol style="list-style-type: none"> <li>1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</li> <li>2. Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</li> <li>3. Paltridge, Brian &amp; Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley- Blackwell</li> </ol>																																																																																																										
	Supporters:																																																																																																										

1. A Munir, WE Savitri, AAsrori, N Chakim. 2023. Pre-service English Teachers' Adaptation Skills in Two ESP Courses. Script Journal: Journal of Linguistics and English Teaching 8 (01), 1-15
2. A Munir, WE Savitri, AAsrori, N Chakim. 2023. The implementation of Adaptation, Imitation, and Modification (AIM) in ESP-courses. Reimagining Innovation in Education and Social Sciences, 82-89

**Supporting lecturer**  
 Drs. Fahri, M.A.  
 Wiwiet Eva Savitri, S.Pd., M.Pd.  
 Retno Wulan Dari, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.To understand definition, types, and characteristics of ESP To understand general concept of ESP program design 2.To understand specialist discourse	1.To define ESP 2.To explain the origin of ESP 3.To explain the types and characteristics of ESP 4.To explain the general concept of ESP program design	<b>Criteria:</b> - <b>Form of Assessment :</b> Participatory Activities	Class discussion 3 X 50		<b>Material:</b> Core theories and coverage of ESP - ESP definition, types, and characteristics <b>References:</b> <i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>	5%
2	1.To understand the concept of needs analysis. 2.To find out language learners' needs	1.To explain how needs analysis is conducted 2.To explain the issues related to the design of needs analysis tools for your specific group of learners 3.To give and receive input from the target learners 4.To identify as completely as possible the needs of a real group of English language learners	<b>Criteria:</b> -	Individual task: Analyzing needs. 3 X 50		<b>Material:</b> Assignments: • Discussing needs analysis and its instrument design: questionnaire & interview set • Conducting needs analysis Stages: 1. Giving essential questions Asking the students to decide their prospective students/clients 2. Designing a plan for project Setting the timeline to distribute questionnaire and to do interview <b>Bibliography:</b> <i>Paltridge, Brian &amp; Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley-Blackwell</i>	5%

3	<p>1.To make needs analysis instrument 2.To conduct needs analysis</p>	<p>1.To plan a need analysis activity 2.To execute the needs analysis plan 3.To create needs analysis instruments (questionnaire, question list, field notes)</p>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Project based learning – planning, implementation, evaluation</p> <p>Group projects: • Creating needs analysis instruments: questionnaire &amp; interview set • Conducting needs analysis</p> <p>Group work</p> <p>1. Collecting data for the project Collecting information related to the possible questions that should be asked to the clients</p> <p>2 . Evaluating the project Checking the suitability of the questions to be put in the instrument draft</p> <p>3. Presenting the project Elaborating the instrument and the distribution plan</p> <p>4. Creating the project Composing the ready to use version of the instruments 3 X 50</p>		<p><b>Material:</b> Creating needs analysis instruments: questionnaire &amp; interview set • Conducting needs analysis <b>Bibliography:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	10%
4	<p>To analyze the needs of a real group of English language learners</p>	<p>1.To give and receive input from the target learners 2.To identify as completely as possible the needs of a real group of English language learners</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>- 3 X 50</p>		<p><b>Material:</b> Analyzing needs <b>References:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	5%
5	<p>1.To understand how to determine the focus of an ESP program 2.To formulate course objectives</p>	<p>1.To explain how to determine the focus of an ESP program 2.To explain the elements of ESP program focus 3.To formulate course objectives</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group work: Writing program objectives and meeting objectives 3 X 50</p>		<p><b>Material:</b> ESP course objectives <b>References:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	5%

6	<p>1.To develop a tailored ESP course syllabus based on the needs analysis</p> <p>2.To understand theories on determining ESP course content</p>	<p>1.To explain theories on determining ESP course content</p> <p>2.To explain the elements of the ESP course map</p> <p>3.To formulate ESP course map template</p> <p>4.To formulate ESP course syllabus</p> <p>5.To explain how to evaluate ESP course syllabus</p>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Observation on group discussion and its result 3 X 50</p>		<p><b>Material:</b> Developing ESP course <b>Reader:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	5%
7	<p>1.To understand theories on developing ESP materials</p> <p>2.To explain theories on selecting ESP materials</p> <p>3.To explain theories on developing ESP materials</p>	<p>1.To explain theories on selecting ESP materials</p> <p>2.To explain theories on developing ESP materials</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Group discussion and results presentation 3 X 50</p>		<p><b>Material:</b> Developing ESP course <b>Reader:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p> <hr/> <p><b>Material:</b> Developing ESP materials <b>Reference:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	5%

8	To show understanding on the materials learned in meeting 1-7	To answer questions related to the materials learned in meeting 1-7	<b>Form of Assessment :</b> Test	Written test 3 X 50		<p><b>Material:</b> Core theories and coverage of ESP - ESP definition, types, and characteristics</p> <p><b>References:</b> <i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i></p> <hr/> <p><b>Material:</b> Developing ESP course and materials</p> <p><b>References:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p> <hr/> <p><b>Material:</b> Needs analysis</p> <p><b>Bibliography:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	20%
9	To formulate ESP course objectives based on needs analysis results	<ol style="list-style-type: none"> <li>1.to determine the objectives</li> <li>2.to determine appropriate operational words</li> <li>3.to formulate appropriate course objectives</li> </ol>	<b>Form of Assessment :</b> Practice / Performance	Writing the objectives and the syllabus 3 X 50		<p><b>Material:</b> Developing ESP course objectives</p> <p><b>Reader:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	5%
10	To formulate ESP course objectives based on needs analysis results	<ol style="list-style-type: none"> <li>1.to determine the objectives</li> <li>2.to determine appropriate operational words</li> <li>3.to formulate appropriate course objectives</li> </ol>	<b>Form of Assessment :</b> Practice / Performance	Writing the objectives and the syllabus 3 X 50		<p><b>Material:</b> Developing ESP course objectives</p> <p><b>Reader:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>	5%
11	To set up the ESP course contents based on the course objectives	<ol style="list-style-type: none"> <li>1.to determine the timeline of the course</li> <li>2.to identify the topics that reflect the course objectives</li> </ol>	<b>Form of Assessment :</b> Practice / Performance	Project based learning – implementation 3 X 50			3%

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	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project based learning – implementation Selecting relevant materials 3 X 50		<b>Material:</b> Selecting ESP materials <b>Bibliography:</b> <i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>	2%
13	To analyze ESP course map/syllabus	To check whether the course objectives and detailed topics/content are relevant		Project based learning – evaluation  Checking the relevance of objectives and the topics/content 3 X 50		<b>Material:</b> Selecting ESP materials <b>Bibliography:</b> <i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>  <b>Material:</b> Developing ESP course objectives <b>Reader:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%
14	To revise the weaknesses of ESP course map/syllabus	To revise the course objectives and detailed topics/contents		Project based learning – implementation Revising objectives and the topics/content 3 X 50		<b>Material:</b> Developing ESP course syllabus <b>References:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%
15	To do last check and finalize the ESP course map/syllabus	To do final check and revision on the course map/syllabus	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Finalizing the ESP course map/syllabus 3 X 50		<b>Material:</b> Developing ESP course syllabus <b>References:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	0%
16	To have the final syllabus finished and ready to be used for material development process	Presenting the final syllabus	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Submitting the final syllabus		<b>Material:</b> Developing ESP course syllabus <b>References:</b> <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	30%

### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Project Results Assessment / Product Assessment	49.5%
3.	Practice / Performance	18%
4.	Test	20%
		100%

### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.