

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF LANGUAGE AND ART EDUCATION  
INDONESIA UNIVERSITY OF EDUCATION**

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**Course** : ESP Course Design  
**Code** : IG 330  
**Credit** : 2 Chs  
**Instructors** : Wachyu Sundayana, Drs.,M.A.  
 Drs. Prawoto S. Purnomo  
 Sudarsono M.I., M.A.  
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**Objectives:**

At the end of the semester, students are able to:

1. identify curriculum elements and foundations;
2. identify and compare approaches to ESP course designs;
3. identify and analyze principles and practices of ESP Course designs in Vocational School (Sekolah Menengah Kejuruan/SMK);
4. discuss and identify the existing ESP curriculum and syllabus documents ( Standar Isi, Pedoman Pengembangan Kurikulum Tingkat Satuan Pendidikan, dan Standar Kompetensi Lulusan untuk SMK);
5. identify approaches and steps of need assessments;
6. conduct need assessment; and
7. design ESP syllabus and lesson plan based on the current approaches.

**Contents:**

This course covers curriculum foundations, the elements of curriculum, and approaches to ESP course designs including approaches to syllabus designs for ESP. Principles and practices of ESP syllabus design will be discussed in connection with school-based curriculum development (Kurikulum Tingkat Satuan Pendidikan). The course will be primarily focused on the current principles and practices of ESP course design in Indonesian vocational schools (SMKs).

**Learning activities** : Classroom discussion based on reading assignments, group presentation based on the chosen topics, group projects on analyzing and developing ESP syllabus for SMK are the primary classroom activities.

**Prerequisite:** ESP Foundations

**Evaluation:**

Evaluation will be based on the following components:

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|---|-------------------|
| 1. Two assignments: designing need assessment and developing ESP syllabus | = 75 points       |
| 2. Class attendance and participation                                     | = 25 points       |
| 3. A midterm test   | = 25 points       |
| 4. A final test   | = 75 points       |
|   | <u>200 points</u> |

**Grading:**

175 - 200 = A  
 145 - 174 = B  
 115 - 144 = C  
 85 - 114 = D  
 <84 = E

**References:****A. Main Sources:**

1. Brown, J.D. 1996. *The Elements of Language Curriculum: A Systematic Approach To Program Development* . Boston, Mass: Heinle&Heinle Publishers.
2. Dubin, Fraida and Elite Olshtain.1987. *Course Design: Developing Programs and Materials for Language Learning*. Cambridge: Cambridge University Press.
3. Hutchinson, Tom and Waters.1986. *English for Specific Purposes*, Oxford: Oxford University Press.
4. Krahnke, Karl. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs, N.J.: Prentice-Hall.
- 5.Sundayana, Wachyu . 2003. *Handouts English Curriculum and Material Development*.

**B. Other Relevant Sources:**

1. Depdiknas. 2005. *Kurikulum Tingkat Satuan Pendidikan (KTSP) SMK*
2. Depdiknas. 2005. *Standar Isi Mata Pelajaran Bahasa Inggris untuk SMK*.
3. Depdiknas. 2005. *Standar Kompetensi Lulusan untuk SMK*

Sessions	Topics	Objectives	Learning activities	Evaluation	Sources
1	Introduction to course outline and overview of basic concepts in curriculum development	Students can explain basic concepts in curriculum development	Introduce course outline Overview of basic concepts in curriculum	Oral test	Syllabus Handouts Brown, 1996 ch. 1
2	Foundations and the elements of English Curriculum	Students can explain foundations and the elements of curriculum	Discuss the foundation and elements of English curriculum	Oral test	Brown, 1996. Ch 2 Handouts
3-4	Approaches to ESP course designs	Students can compare at least two two approaches to ESP course designs	Discuss and compare at least two approaches to ESP course design	Oral test	Hutchinson & Waters, 1986, Ch 7 Dubin & Olsthain, 1986, Ch 4
5-6	Principles and practices of School-Based Curriculum Development for SMK (KTSP, Standar Isi, and Standar Kompetensi Lulusan)	Students can identify principles and practices of KTSP, Standar Isi, and Standar Kompetensi Lulusan	Discuss principles and practices of KTSP in SMK	Oral test	Depdiknas, 2005: Standar Isi, KTSP, dan SKL
7-8	Stages of ESP course Design: Identifying and conducting steps of need assessment	Students can explain stages of ESP Course design Students can identify steps of need assessment Students can conduct simple need assessmengt	Discuss steps and factors considered in need analysis Formulate instruments for need assessment	Oral test and Group assignment	Brown, 1996 Ch 2 Handouts
9	<b>MID SEMESTER TEST</b>				
10-11	Stages of ESP course design: developing goals and objectives based on need assessment, KTSP, and Standar Kompetensi Lulusan SMK	Students can identify curricular goals (in terms of standard and basic competences used in English curr.) Students can formulate curricular goals into specific objectives (in terms of indicators)	Discuss factors involved in developing goals and objectives  Formulate curricular goals into specific objectives (indicators)	Oral test Group assignment	Brown, 1996 Ch 3 Handouts
12-13	Stages of ESP course design:	Students can explain the role of	Discuss how to select and	Oral test	Brown, 1996 Ch 4, 5

	identifying instructional content developing evaluation	testing in curriculum implementation Students can differentiate at least two types of language test	organize instructional content and developing evaluation	Group assignment	Hutchinson & Waters, 1986, Ch 9 Handouts
13-14	Stages of ESP course design: developing lesson plan (Rencana Pelaksanaan Pembelajaran)	Students can identify the elements of lesson plan Students can develop lesson plan	Discuss and identify steps of developing lesson plan	Oral test Group assignment	Brown, 1996.Ch 4 Handouts
15	Program evaluation	Students can explain two models of program evaluation	Discuss at least two models of program evaluation	Oral test Group assignment	Brown, 1996.Ch 7 Handouts
16	FINAL SEMESTER TEST				