| | Universitas Negeri Surabaya<br>Faculty of Languages and Arts<br>English Language Education Undergraduate Study Program | Document Code |
|---|---|---|

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|
| ESP Vocabulary Building | | 8820302288 | Study Program Elective Courses | T=2 | P=0 | ECTS=3.18 | 5 | August 21, 2023 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---|---|---|---|
| | Suvi Akhiriyah | Wiwiet Eva Savitri | Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. |

| Learning model | Case Studies |
|---|---|

| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | |
|---|---|---|
| | **PLO-12** | Plan, implement and evaluate English language learning effectively and creatively. |
| | **PLO-16** | Demonstrate a good understanding of English language learning concepts from a national and global perspective. |
| | **Program Objectives (PO)** | |
| | **PO - 1** | Students are expected to be able to examine aspects of vocabulary learning |
| | **PO - 2** | Students are expected to be able to understand various kinds of learning instructions for vocabulary in ESP context |
| | **PO - 3** | Students are expected to be able to develop a learning instruction for vocabulary in ESP context properly |
| | **PLO-PO Matrix** | |

| P.O | PLO-12 | PLO-16 |
|---|---|---|
| PO-1 | | |
| PO-2 | | |
| PO-3 | | |

**PO Matrix at the end of each learning stage (Sub-PO)**

| P.O | Week | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| PO-1 | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | |

| Short Course Description | 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 kinds 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 achieve its objectives, throughout the course, students are assessed by means of portfolio and project. |
|---|---|

| References | Main : | |
|---|---|---|

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.

| | Supporters: | |
|---|---|---|

1. ESP courses books

| | | Supporting lecturer | Henny Dwi Iswati, S.S., M.Pd.<br>Nur Chakim, S.Pd., M.Pd.<br>Suvi Akhiriyah, S.Pd., M.Pd.<br>Eva Rahmawati, 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 | Understanding the nature of vocabulary and vocabulary learning | 1. To be able to describe the definition of vocabulary knowledge<br>2. to be able to explain the mechanics of vocabulary learning | **Criteria:**<br>1. able to explain the differences between a word and vocabulary<br>2. able to explain the definition of vocabulary knowledge<br><br>**Form of Assessment** : Participatory Activities | • Lecture<br>• Small group discussion<br><br>Assignment:<br>• Explaining the differences between a word and vocabulary<br>• Explaining the definition of vocabulary knowledge<br>2 X 50 | • Lecture<br>• Small group discussion<br><br>Assignment:<br>• Explaining the differences between a word and vocabulary<br>• Explaining the definition of vocabulary knowledge | **Material:** the nature of vocabulary and vocabulary learning<br>**References:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** the nature of vocabulary and vocabulary learning<br>**Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 2% |
| 2 | Analyzing the dimensions of vocabulary knowledge | 1. To be able to differentiate receptive and productive vocabulary<br>2. to be able to describe form, meaning, and use of in vocabulary knowledge<br>3. to be able to explain the mechanics of vocabulary learning | **Criteria:**<br>1. able to explain the differences between receptive and productive vocabulary<br>2. able to give examples of receptive and productive vocabulary<br>3. able to give examples of form, meaning, and use of in vocabulary knowledge<br><br>**Form of Assessment** : Participatory Activities | Learning method:<br>• Lecture<br>• Small group discussion<br><br>Assignment:<br>• Explaining the differences between receptive and productive vocabulary and providing examples<br>• Giving examples of form, meaning, and use of in vocabulary knowledge<br>2 X 50 | Learning method:<br>• Lecture<br>• Small group discussion<br><br>Assignment:<br>• Explaining the differences between receptive and productive vocabulary and providing examples<br>• Giving examples of form, meaning, and use of in vocabulary knowledge | **Material:** The dimensions of vocabulary knowledge<br>**References:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** The dimensions of vocabulary knowledge<br>**Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3** | Analyzing the dimensions of vocabulary knowledge | To be able to identify the nature of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge | **Criteria:** able to present examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge based on Richard <br><br> **Form of Assessment** : Portfolio Assessment | Learning method: <br> • Presentation <br> • Discussion <br><br> Assignment: <br> • presenting examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge 2 X 50 | Learning method: <br> • Presentation <br> • Discussion <br><br> Assignment: <br> • presenting examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge | **Material:** The dimensions of vocabulary knowledge **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* <br><br> **Material:** The dimensions of vocabulary knowledge **Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* <br><br> **Material:** examples of vocabulary instructions **Library:** *ESP courses books* | 5% |
| **4** | Analyzing the dimensions of vocabulary knowledge | To be able to identify the nature of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge | **Criteria:** able to present examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge based on Nation <br><br> **Form of Assessment** : Portfolio Assessment | Learning method: <br> • Presentation <br> • Discussion <br><br> Assignment: <br> • presenting examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge 2 X 50 | Learning method: <br> • Presentation <br> • Discussion <br><br> Assignment: <br> • presenting examples of vocabulary instructions in ESP books based on the dimension of vocabulary knowledge | **Material:** The dimensions of vocabulary knowledge **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* <br><br> **Material:** The dimensions of vocabulary knowledge **Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* <br><br> **Material:** examples of vocabulary instructions **Library:** *ESP courses books* | 10% |

| No | Topic | Sub-CPMK | Assessment | Learning method | Learning method | Material / Reference | % |
|---|---|---|---|---|---|---|---|
| 5 | Analyzing target vocabulary for ESP materials based on types of vocabulary | To be able to differentiate types of vocabulary | **Criteria:** 1. can explain core, academic, and technical vocabulary 2. can explain high and low frequency words **Form of Assessment** : Participatory Activities | Learning method: • Lecture • Small group discussion Assignment: • Explaining core, academic, and technical vocabulary • Explaining high and low frequency words 2 X 50 | | **Material:** types of vocabulary **Reference:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* **Material:** types of vocabulary **Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 3% |
| 6 | Develop target vocabulary for ESP materials based on types of vocabulary | 1. To be able to discuss targets for Vocabulary Learning 2. to be able to select appropriate target vocabulary based on types of vocabulary for ESP materials | **Criteria:** planning target vocabulary based on types of vocabulary **Form of Assessment** : Participatory Activities, Portfolio Assessment | - - | Assignment: Planning target vocabulary based on types of vocabulary (doing need analysis) 2 X 50 | **Material:** types of vocabulary **Reference:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* **Material:** types of vocabulary **Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 0% |
| 7 | Formulate target vocabulary for ESP materials based on types of vocabulary | 1. To be able to discuss targets for Vocabulary Learning 2. to be able to select appropriate target vocabulary based on types of vocabulary for ESP materials | **Criteria:** presenting target vocabulary based on types of vocabulary **Form of Assessment** : Portfolio Assessment | Learning method: • Presentation • Discussion Assignment: presenting target vocabulary based on types of vocabulary 2 X 50 | Learning method: • Presentation • Discussion Assignment: presenting target vocabulary based on types of vocabulary 2 X 50 | **Material:** types of vocabulary **Reference:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* **Material:** types of vocabulary **Reference:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 15% |

| 8 | Designing a vocabulary learning program within ESP context | 1.To be able to examine 3 main components in designing the vocabulary component of a course 2.To be able to discuss various kinds of vocabulary instructions | **Criteria:** Planning vocabulary instructions for 4 skills in ESP materials **Form of Assessment** : Participatory Activities | 2 X 50 | | **Material:** vocabulary instruction in ESP **Reference:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* **Material:** vocabulary instruction in ESP **Reader:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.* | 2% |
| 9 | Designing a vocabulary learning program within ESP context | to be able to communicate ideas about the project | **Criteria:** can design a plan for a project **Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning (providing criteria for the project; designing a plan for a project 2 X 50 | Project based learning (providing criteria for the project; designing a plan for a project 2 X 50 | **Material:** Designing the vocabulary component of a course **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language . Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.* **Material:** Designing the vocabulary component of a course **Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.* **Material:** Designing the vocabulary component of a course **References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 5% |

| 10 | Designing a vocabulary learning program within ESP context | to be able to provide materials for vocabulary instructions | **Criteria:** providing materials for vocabulary instructions<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment | | Project based learning (collecting data for the project)<br>2 x 50 | **Material:** Designing the vocabulary component of a course<br>**References:** *Nation, ISP (2001) Learning Vocabulary in Another Language . Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** Designing the vocabulary component of a course<br>**Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** Designing the vocabulary component of a course<br>**References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 5% |

| 11 | Designing a vocabulary learning program within ESP context | To be able to communicate ideas in designing vocabulary instructions | **Criteria:** communicate ideas in designing vocabulary instructions<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning (monitoring the project) 2 X 50 | Project based learning (monitoring the project) 2 X 50 | **Material:** Designing the vocabulary component of a course **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language . Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** Designing the vocabulary component of a course **Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** Designing the vocabulary component of a course **References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 5% |

| 12 | Designing a vocabulary learning program within ESP context | To be able to communicate ideas in designing vocabulary instructions | **Criteria:** able to improve vocabulary instructions based on the feedback given<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning (monitoring the project) 2 X 50 | Project based learning (monitoring the project) 2 X 50 | **Material:** Designing the vocabulary component of a course **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language . Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** Designing the vocabulary component of a course **Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** Designing the vocabulary component of a course **References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 5% |

| 13 | Designing a vocabulary learning program within ESP context | To be able to communicate ideas in designing vocabulary instructions | **Criteria:** able to improve vocabulary instructions based on the feedback given<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning (monitoring the project) 2 X 50 | Project based learning (monitoring the project) 2 X 50 | **Material:** Designing the vocabulary component of a course **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language . Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** Designing the vocabulary component of a course **Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** Designing the vocabulary component of a course **References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 5% |

| 14 | Designing a vocabulary learning program within ESP context | To be able to communicate ideas in designing vocabulary instructions | **Criteria:** able to improve vocabulary instructions based on the feedback given<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning (monitoring the project) 2 X 50 | Project based learning (monitoring the project) 2 X 50 | **Material:** Designing the vocabulary component of a course **References:** *Nation, ISP (2001) Learning Vocabulary in Another Language . Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** Designing the vocabulary component of a course **Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** Designing the vocabulary component of a course **References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 5% |

| 15 | Designing a vocabulary learning program within ESP context | 1. To be able to present their project in designing vocabulary instructions<br>2. To be able to give feedback for other groups' projects | **Criteria:**<br>can present their project and give feedback for other groups' projects<br>**Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning (presenting the project; evaluating the project) 2 X 50 | | **Material:** all materials<br>**Reference:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** all materials<br>**Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** all materials<br>**References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 10% |
| 16 | 9-15 | able to revise the project (an ESP book) based on the feedback given | **Criteria:**<br>can finish the final draft of the project<br>**Form of Assessment** : Project Results Assessment / Product Assessment | | Submission of the Final Project | **Material:** all materials<br>**Reference:** *Nation, ISP (2001) Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. doi: 10.1016/s0889-4906(02)00014-5.*<br><br>**Material:** all materials<br>**Reference:** *Nunan David (2015) Teaching English to speakers of other languages an introduction . New York: Taylor & Francis.*<br><br>**Material:** all materials<br>**References:** *Richard, JC (2015) Key Issues in Language Teaching. Cambridge: Cambridge University Press.* | 20% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|----|-----------|------------|
| 1. | Participatory Activities | 10% |
| 2. | Project Results Assessment / Product Assessment | 60% |
| 3. | Portfolio Assessment | 30% |
| | | 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.