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

Study Program : English education
Faculty : Languages and Arts
Course : ESP assessment
Course Code :
Semester/Credit Hours : 2
Pre-requisite : **Passed the (course/s)** _____
Lecturer(s) : Syafi'ul Anam, Ph.D & Ahmad Munir, M.Ed., Ph.D

Course Learning Outcomes (CLO) :

Students are able to:

1. demonstrate integrity, fairness, commitment, and persistence in the instructional process
2. demonstrate systematic, critical and innovative thinking, make informed decisions to solve problems in course-related tasks and regulate their own learning
3. elaborate reasons for doing assessment, describe various task characteristics, describe and develop various kinds of listening, speaking, reading and writing ESP assessments
4. make use of various digital sources and IT in understanding concepts of ESP assessment and developing ESP assessment instruments

Description : This course encompases the knowledge how to assess language for specific purposes covering components and language skills. This subject is initiated with the understanding the reasons and logics of assessing English for specific purposes, tasks and strategic competence in ESP testing. At the end of the course, the learners are asked to develop specific purpose tests of listening, speaking, reading, and writing.

References :

1. Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
2. Cheng, L. & Fox. J. (2017). *Assessment in the language classroom*. London: Palgrave.
3. Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press
4. Harris, M. & Mc Cann, P. (1994). *Handbooks for the English Classroom:* Assessment. Oxford: Macmillan.

A. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1	By the end of this session, students will be able to describe reasons and logics of ESP assessment	• To explain reasons for assessing ESP • To describe the logics of assessing ESP	Intro to ESP assessment: Reasons and logics of ESP assessment	Lecture Discussion	Douglas (2000) Cheng & Fox (2017) Douglas (2000)	150’	Student attend the lecture and discuss the reasons and logics of ESP assessment
2	By the end of this session, students will be able to describe types and characteristics of tasks and make tasks for ESP assessment	• To elaborate types and characteristics of tasks • To make various tasks	Task types and characteristics	Lecture Discussion	Brown (2004) Cheng & Fox (2017) Douglas (2000) Harris & Mc Cann (1994)	150’	Students attend the lecture and discuss the types and characteristics of tasks
3-4	By the end of this session, students will be able to explain and make specific purpose assessment of listening	• To describe of test tasks for listening • To develop test instrument for listening	Specific purpose assessment of listening	Lecture discussion assignment	Brown Douglas (2000)	150’x2	Students participate in the discussion about assessing ESP listening and develop an instrument for listening assesment
5-6	By the end of this session, students will be able to explain and make specific purpose assessment of speaking	• To describe of test tasks for speaking • To develop test instrument for speaking	Specific purpose assessment of speaking	Lecture discussion assignment	Brown Douglas (2000)	150’x2	Students participate in the discussion about assessing ESP speaking and develop an instrument for speaking assesment

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
7	By the end of this session, students will be able to explain and make specific purpose assessment of reading	• To describe of test tasks for reading • To develop test instrument for reading	Specific purpose assessment of reading	Lecture discussion assignment	Brown Douglas (2000)	150’	Students participate in the discussion about assessing ESP reading and develop an instrument for reading assesment
8	**Midterm**						
9	By the end of this session, students will be able to explain and make specific purpose assessment of reading	• To describe of test tasks for reading • To develop test instrument for reading	Specific purpose assessment of reading	Lecture discussion assignment	Brown Douglas (2000)	150’	Students participate in the discussion about assessing ESP reading and develop an instrument for reading assesment
10-11	By the end of this session, students will be able to explain and make specific purpose assessment of writing	• To describe of test tasks for writing • To develop test instrument for writing	Specific purpose assessment of writing	Lecture discussion assignment	Brown Douglas (2000)	150’x2	Students participate in the discussion about assessing ESP writing and develop an instrument for writing assesment
12	By the end of this session, students will be able to describe and use technology used ESP assessment	• To choose appropriate technology used in ESP assessment • To use technology in specific purpose	Technology aided ESL assessment	Lecture Discussion	Douglas (2000)	150’	Students participate in the classroom discussion and practice using certain technology use ESP assessment

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		assessment of English					
13-15	By the end of this session, students will be able to develop test instrument for English specific purposes covering all skills	• To design and make specific purpose test instrument for the four skills pf English	Specific purpose test development	Lecture Discussion Project	Brown (2004) Douglas (2000)	150'x3	Students do the project of developing test instrument for ESP and try it out
16	**Final term test**						

B. Assessment Blue-Print

Indicators	Assessment			
	Forms	**Items**	**Rubric/scoring**	**Weight (%)**
• To explain reasons for assessing ESP • To describe the logics of assessing ESP	Non-test/quizes	Please explain why assessing students' English skill in ESP classes Describe the logic of ESP assessment	Score 1-10 point for one response	
• To elaborate types and characteristics of tasks • To make various tasks	Non-test/quizes	Discuss characteristics of tasks used in ESP assessment	Score: 1-10 point for one response	
• To describe of test tasks for listening • To develop test instrument for listening	Non-test/assignment	Develop an instrument used to assess uni students'' listening.	Rubric 2	

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
• To describe of test tasks for speaking • To develop test instrument for speaking	Non-test/ assignment	Develop an instrument used to assess university students'' listening.	Rubric 1	
• To describe of test tasks for reading • To develop test instrument for reading	Non-test/ assignment	Develop an instrument used to assess university students'' listening.	Score 1-10 point for one response	
• By the end of this session, students will be able to describe and use technology used ESP assessment	Non-test/quizes	Give examples of online platforms used in ESP assessment.	Score 1-10 point for one response	
• By the end of this session, students will be able to develop test instrument for English specific purposes covering all skills	Non-test/project	In group of 3, write test items for listening and reading, and tasks for speaking and writing.	Rubric 2	

Rubric 2

No	Aspects	Scores (1-20 points for each aspect)
1	Test items are aligned with the test objective	
2	Each item is clearly expressed	

3	There is only one correct answer	
4	Directions to questions are specific and clear	
5	Alternatives are concise, clear and free from clues about which response is correct (if applicable)	

Surabaya, _____

Mengetahui,
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Dosen,

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