Digitizing English for Specific Purposes in the Era of COVID-19 Pandemic

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A B S T R A C T

A critical concern on English for Specific Purposes (ESP) has been voiced to meet the demands for English proficiency to survive in international business exchanges. Not only have most college graduates, majoring in economics and business been challenged by the digital advancement of economics but also the ability to win tight business competition at international level. This article explored procedures for a syllabus design of English for Specific Purposes (ESP) digitized and functionalized in the sense that it is particularly designed for the online mode of teaching ESP (e-learning) adopting pedagogical applications of Halliday's Functional Grammar (1994). The digital literacy was much reviewed and discussed for Society 5.0 with the four language skills equally treated within Systemic Functional Linguistics (SFL)'s Language Meta-functions with reference to Cambridge Proficiency Level of English (the CEFR). Recommended herewith is to redesign the ESP syllabus to comply with high quality education in the digital age.

1. Introduction

English for Specific Purposes (ESP) has a long history of development. However, basically it was first developed in response to the steady growth of international business interaction in which English as an international language (EIL) in line with the emergence of context-based World Englishes (McKay, 2018) with reference to globalization, literacy and ideology (Hasan, 2003) was particularly selected as a means of both oral and written communication. Indonesian colleges started offering English classes with the primary aim to develop students' reading comprehension skills due to fast and prevalent spread of science and technology-related textbooks written in English (Susilowati, 2008). Only much later on has the teaching of ESP shifted to a new paradigm with the four language skills equally treated in response to the demands for a higher level of English proficiency.

Recent trends in Asian ESP during a period from 2011 to 2013 were reported in the Second International Conference on Education and Language (2nd ICEL), 2014. It was argued that there had been tremendous changes of development in Asian ESP practices in terms of authors and geographical origins of articles, topics, skills and targets. Authors writing ESP articles (60%) were dominated by China, Taiwan, and Iran to reflect two main trends: (1) positive spread of ESP around Asian, and (2) acceptance of ESP as a recognized academic discipline in a growing number of Asian countries. In terms of topics, authors mostly wrote needs analysis and syllabus design in search of the most suitable format of ESP practices. Meanwhile, the skills focused on were writing and speaking, considering that the other two skill counterparts were conducted on an on-going basis along with the teaching of writing and speaking. The underlying philosophy is that one writes as a result of his or her reading; and one speaks as a result of how much he or she has listened. Finally, it was reported that the ESP programs

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were mostly targeted at students in their college education and professionals through in-company training or privately-held courses (Sa-ngiamwibool, 2014).

With the emergence of Industrial Revolution 4.0 (IR4.0) toward Society 5.0 (S5.0), the world is shrinking. The terms 'borderless countries' have been used to describe a situation where exchange of information (types and amount) can be freely executed in just few clicks on smartphones or computers. Employments (home and overseas) are widely open to anyone on meeting the required skills at international level. Skills are now more specialized and certified in response to the high demands for fast and accurate job accomplishment. In terms of competence, job seekers are judged from their certified skills regardless of what colleges from which they have graduated.

With COVID-19 Pandemic, ESP classes and other educational services have been conducted online (Ali, 2020). The teacher's roles have shifted from the sole resource of information to facilitator, supervisor, and evaluator of classroom activities. All shall be executed online by means of Learning Management System (LMS). The students are normally assigned to present materials developed from the reading assignment by uploading them to LMS, to participate in online discussions, to write up report essays, and to complete the online exercises in the e-workbooks (Wajdi et al., 2020). Through teleconference (such as ZooM), the class may be set up similar to an office cite for the students to practice in job interviews, customer's complaint dealings and any other business-related activities. What can we perceive of the current expected trend of ESP? An ESP class is characterized as an independent type of learning with full access to resources of information for the students' own development. Therefore, it is recommended the existing ESP be reviewed toward future platforms (Gunawan et al., 2020).

2. Methods

This article employed a library research which partly has been presented in the above previous studies, leading the novelty, namely the urgent need to redesign the existing ESP in response to COVID-19 Pandemic. This pandemic has required all modes of teaching be carried out online by means of LMS. Bate's Teaching in a Digital Age (Bates, 2018) was reviewed to get access to digital literacy formulated in students' competencies for their global survival. In addition, Japan Government's Realizing Society 5.0 (2018) was also reviewed to have the concept of Society 5.0 combined with Patal et.al in their Internet of Things (IoT).

With respect to English proficiency levelling, Cambridge English Proficiency level along with Common European Framework (Cefr_en., 2001) was reviewed and used ESP levels of proficiency. Halliday's Functional Grammar (1994) and Eggins's Introduction to Halliday's Systemic Functional Linguistics (2001) were also reviewed to functionalize ESP with its register variables. The researcher created the ESP Syllabus design with comprehensive contents as there has so far been a fixed format regarding the design. In short, ESP syllabus is therefore designed to facilitate the above learning trends especially during and possibly after COVID-19 pandemic with clear and measurable competency standards in compliance with the general needs of industry.

3. Results and Discussion

Presented herein are results and discussion concerning the current study on which recommendations for ESP syllabus design can be based.

3.1. Systemic Functional Linguistics: Principles and Pedagogical Application

At the level of theoretical approach, language is systemically-theorized as a resource for making meaning which involves a network system of making a choice among possible alternatives. For example, if a verbal group is of simple past tense, a choice has to be made whether the verb is marked or unmarked; if marked, we have to choose the correct past tense form of the marked verb while for the unmarked from, we simply add a suffix –ed in accordance with the correct spelling system. We have to complete one choice after another until the whole of the grammar is fitted in a (Eggins, 2004). It is therefore not a random choice; rather, it is a choice to fit acceptable lexical and grammatical rules in a language. The lexical choice guarantees the production of intended meaning and so does the

grammatical choice to comply with syntactic requirements. Such a process is referred to as 'lexico-grammatical wording.' (Halliday, 1994).

The acquisition of lexico-grammatical wording can be natural in the case of first language. An English politician may be able to produce a lengthy English address on political issues almost unconsciously without necessary efforts with respect to phonological and lexico-grammatical wording of English as it is his or her first language. However, in ESL and EFL, the case turns otherwise. An individual may have to take a course in English to acquire lexical items and grammatical features for him or her to produce acceptable lexico-grammatical wording. The choice of lexical items, which is paradigmatic in nature involves a number of considerations with respect to the intended meaning—moreover in **ESP** where vocabulary becomes a critical concern, especially dealing with the **registers**. Meanwhile, grammatical features which clearly adopt syntagmatic developments—MOOD, TRANSITIVITY, THEME, CLAUSE COMPLEX systems—are not at all easy to choose from, considering every bit of language meta-function to comply with communicative performance. Halliday writes:

> [**SFL**] has been used for a variety of purposes … and for a number of educational applications. This is probably the broadest range of its [**SFL**] applications; it includes experience in initial literacy, children's writing, language in secondary education, classroom discourse analysis teaching of foreign languages, analysis of textbooks, error analysis, teaching of literature and teacher education (Halliday, 1994)

Problems in personal letter writing has also been researched in SFL perspective (Hidayat & Kurniawan, 2020). A functional approach to content-based language learning has also been used in pedagogical researches (Mohan & Beckett, 2003). Consequently, it is logical to say that **SFL** has positive contributions to pedagogy particularly in the teaching of English as a second or foreign language at philosophical, theoretical and practical levels. The principles of SFL, that language is used to create 'meaning' through the production of spoken and written texts, lexico-grammatically constructed within generic frames (genre) conforming to the **field**, **tenor** and **modes** of the discourse under certain ideology, further confirm its possible applications in language teaching (Melissourgou & Frantzi, 2017). Spoken texts are characterized by their *grammatical intricacies* while written texts can be identified in their *lexical densities*.

In real discursive practices, according to **SFL**, meaning making in language use involves simultaneously three language meta-functions: *ideational* (field)*, interpersonal,* (tenor) and *textual* (mode) for the production of culturally and situationally contextualized texts. Thus, in designing the syllabus of ESP, the following principles of SFL shall be carefully considered with respect to simultaneous involvement of the three language meta-functions:

- Every text produced for teaching purposes must have a clear **field** of the discourse pertinent to the *ideational* meta-function. In other words, it must have a clear subject matter—what it is all about. This can be accomplished by providing relevant **registers** in economics and business; by degree of difficulty, all related terminologies must be included.
- Secondly, the **tenor** of the discourse pertinent to the *interpersonal* meta-function must also be taken into account when producing a text for educational purposes. The social relation of the text has to be clearly defined—having to do with readers' positioning, (im)politeness strategies, power relation, unbiased use of lexical items, and many other related features of the interpersonal meaning.
- Finally, all texts for ESP must adopt suitable genres, and be cohesively and coherently worded to comply with the **modes** of the discourse represented in consistent thematic development in order for the information easy to understand. A spoken text can be seen from its grammatical intricacy, while a written text from its lexical density.

What do these principles suggest for?
- types of texts suitable for ESP classes depending on the major?
- methods of presentation of each text (spoken or written) under the spirit of independent learning (students' active learning)?
- information to be included in the syllabus of ESP?

In this respect, the use of authentic texts, realia will be very much recommended (Torregrosa Benavent & Sánchez-Reyes Peñamaría, 2011). Local English newspapers may contain *state of the art* economic

issues and many more which can trigger active students to participate in classroom discussions to strengthen their actual knowledge in English. It is argued that a student can easily express what is in his or her mind in a language he or she is learning. At the same time, the students' word power (vocabulary) related to their majors can be enriched on a regular basis. Above all, the occasional use of published materials (textbooks) is of course not bad at all as long as the materials fit the students' interests.

With abundant sources of materials which can be accessed through the internet, it is also wise to assign a group of 2 students to download a text relevant to subject matters. The students are then supposed to present the materials in a PowerPoint presentation. The rest of the students can therefore participate in the discussion moderated by the teacher / lecturer—during COVI-19 pandemic, Zoom, Google Meet may be used in teleconferences. New words can be consulted with Google Translate (currently getting more developed) with regards to the meaning in the students' first language and the pronunciation of the new words in question. Most importantly the teacher must be creative enough to design class activities that would encourage the students to use English to talk about the major of study.

Related to the syllabus of ESP, the teacher can design it by him-or herself in accordance with the guideline provided by the institution. Better still, he or she may just use a complete set of syllabi of ESP for his or her teaching. Basically, the syllabus must contain some information on (1) competency standard—a sort of general competency that should be achieved at the end of a program, (2) the credit points. This competency standard is then broken down into several basic competencies distributed on a weekly basis. Thus, basic competencies must support one another to achieve the grand competency standard. The weekly teaching activities must be well designed and implemented. Changes are still possible to be made during the course of study for the betterment of the overall teaching process. Most importantly, the ultimate goal of language teaching is to achieve 'discourse competence' (Celce-Murcia et al., 1995) as outlined in Figure 1 below:

Figure 1 Communicative Competence (Celce-Murcia et al., 1995)

Thus, the acquisition of communicative competence is indicated by the mastery of discourse competence supported by linguistic competence, socio-cultural competence, and actional competence. In order for the system to work, we finally need strategic competence.

Linguistic competence consists of knowledge on English phonology, morphosyntax—as for ESP students, they need only practical application to develop their listening, speaking and writing skills. Meanwhile, socio-cultural competence through authentic texts (written and spoken) produced by English native speakers. Similarly, actional competence will offer the students choices of linguistic forms in terms of politeness and appropriateness. All of these competences are governed by the strategic competence which can only be over time in real language use.

3.2 Language Proficiency Levels for ESP

The success of learning a language depends on several factors one of which is the students' appropriate placement of proficiency level. It is hard to imagine how stressful a student may be if he or she is placed in the wrong class. Placement test therefore plays an important role with which to declare whether certain students meet the proficiency requirement of the study program. Below is the process of formulating English proficiency levelling and their rationales (North & Piccardo, 2018) for Common European Framework of Reference (CEFR) compared with Cambridge English Scales of Proficiency

as depicted in a diagram as follows:
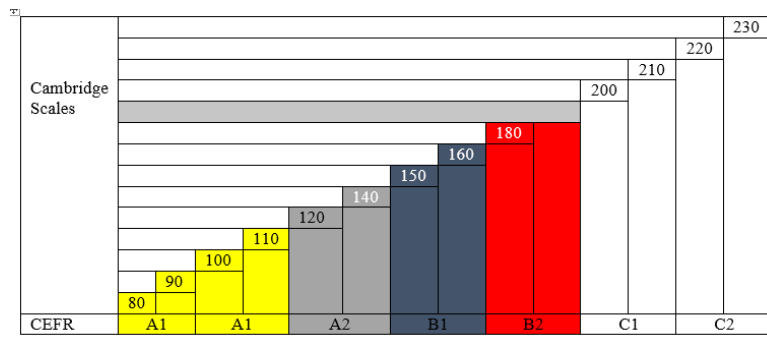
Comparative levelling of CEFR and Cambridge Scale

English in Indonesia is the first obligatory foreign language offered at school, starting from Year 7, which is Junior High School up to the end of Senior High School, which is Year 13 although some Elementary Schools offer EFL with more challenges (Alwasilah, 2013). In terms of proficiency regarding the structure complexity and vocabulary coverage, High School Leavers (Year 13) should achieve Level-A1 (CEFR) or Score of 120 (Cambridge Scale). However, school qualities in Indonesia are of various kinds. There are marginalized schools, average schools and favorite schools (Alhadi & Saputra, 2017). Therefore, it is not quite right to assume that all school leavers have achieved Level A2. Some may fall at Level A1-a, or A1-b. Level-A2 may be achieved by students from favorite schools, who, some of them may pursue further education abroad upon graduation, especially from intercultural schools where Chinese and non-Chinese are mixed for unity and diversity (Harjatanaya & Hoon, 2018).

With respect to the proficiency level of ESP, the students at Elementary English Proficiency Level are not recommended to join an ESP class (Askar, 2013). As previously mentioned, the emergence of Englishes across Asian countries is relevant to the style of ESP which is meant for mutual communication at international level. It does not have to be native-like. Even Level C2 has not been labelled 'native-like' (North & Piccardo, 2018). However, there is still another problem related to ESP in Indonesian contexts—colleges differ from one to another regarding how much ESP is going to be offered. Some colleges offer two semesters of ESP, some others three semesters, still others extremely offer only one semester of four credit points. It all depends on the college policy regarding the English proficiency (Askar, 2013). This may be due to the fact that the students may take extra English courses outside the college premises.

Ideally, there must be general English classes prior to ESP classes. By so doing, the students will have an average level of English proficiency at Level B1 as a point of departure of ESP. if at all possible, there has to be a placement test to join ESP course.

3.3 Digital Literacy and Society 5.0

Digital literacy cannot be separated from Industrial Revolution 4.0 (IR4.0) in all aspects of life. Almost everything is now digitized. Daily activities, such as booking tickets, booking a hotel, ordering food / drink, ordering local transport can now be performed online in fastest possible services. Banking services ranging from depositing, withdrawing and transferring can now be performed using banking applications form mobile-phones. Automatic Machine Teller (ATM) is available in almost every strategic point of the city for bank customers to withdraw a small amount of cash and to transfer some funds to the same or different bank account(s). The use of debit and credit cards, PayPal as a method of payment is very much recommended instead of cash payment. Offline shopping such as in a mall or supermarket has made use of virtual payments (debit or credit cards). Carrying cash in a large amount is very much discouraged for both safety and efficiency purposes.

To respond to the demands for highly-qualified human resources, everyone regardless of the educational levels will have to be equipped with digital literacy to survive in the digital era with high competitiveness. Outlined below are the basic competencies of digital literacy (Bates, 2018: 18). He argues the importance of the following issues:

❖ *to have communication skills*: in addition to the skills of reading, speaking and writing clearly and coherently, there must be social media communication skills—being able to make the best use of social media for promotional purposes and control and distribution of information;

❖ *to be able to learn independently*: this means to be aware of what is being required; and how to fulfil the requirements; without being told you know what to do in response to the emergence of new things—toward the process of knowledge-based work which keeps changing from time to time;

❖ *to have ethics and responsibility*: trust has become a pivotal asset of an individual as one of the members in social networking, in spite of different business competitors relying on others to finalize the tasks of various kinds;

❖ *to be skillful in teamwork and flexibility*: collaboration, knowledge sharing and team-working are indispensable amid individual professionalism in his or her job. Everyone shall be flexible to take over others' responsibilities within a company. Thus the ability to work both online and off-line modes is of great contribution to the success of one's career. In hectic times, tasks are often equally distributed among workers regardless of his or her professional talents and skills to solve the problems toward the vision of the company. Interpersonal skills are required to work with customers and or partners. No one shall refuse to undertake any possible task;

❖ *to possess thinking skills:* novelty or something different has to be exposed. Year after year, newly-diversified products are launched to market. Without the work of creative workers, it is impossible to cope up with competitive business. Colleges are challenged to provide their graduates with these vey skills which are not of managerial levels. Instead, what is most wanted is of the production lines requiring the thinking and problem-solving skills. It is therefore important to outstand the others, regarding distinctive contributions to the company's sustainable goals.

❖ *to possess digital skills*: technology has taken over manual working system as everything has been digitized. Workers are therefore required to be able to equip themselves with basic-to-advanced digital literacy to comply with the job(s) assigned by the management. These may include controlling and operating robotic instruments, monitoring sales trends over different geographical locations, and integrating skills of the subject area;

❖ *To be skillful in knowledge management*: technology rapidly changes in response to the immediate needs of products diversification. It is wrong to assume that colleges can teach necessary skills required in the work places. Learning shall take place regardless of time and place as technology updates and upgrades are performed on a daily basis. Most importantly, it is how to manage and engineer information to back up the company's changing needs (Bates, 2015).

The above competencies need to be integrated in the teaching of ESP. Assigning the students to do 'presentation' would make them improve their communication skills (presenting, arguing). They have to identify what information is needed for the presentation through internet browsing and critical reading. They have also to be familiar with operating a number of equipment necessary for classroom management. They must be computer literate in words processing, PowerPoint slide making. The students as digital-natives, will not find it hard to adopt and adapt digital technology advancement. Therefore, ESP class must include, but not limited to, the following activities:

1. Critical internet browsing—the ability to explore information as required;
2. Critical reading—the ability to critically read any text to find out what has to accept as new knowledge, to deny as misleading information, and to argue against or for an issue of interest;
3. Critical thinking—the ability to identify problem and to give possible solution;
4. Critical speaking—the ability to express opinions in response to current issues in speaking, employing acceptable rhetorical strategies without violating intercultural norms
5. Critical writing—the ability to express opinions in response to current issues in writing, producing cohesive and coherent texts, depending on the purposes.

Such skills are obligatory to survive in any social discursive practice toward Society 5.0 (S5.0) where everything is managed by Big Data. It is argued that, in Society 5.0 (Solution for Better Human Life)

as claimed by Japan (a ready country), all people's lives will be more comfortable and sustainable as people are provided with only the products and services in the amounts and the time needed. Human-life is really challenged to face the unpredictable reality. A lot of things have to be prepared since a sudden jump of situation will be unfavorable.

In the meantime, the world is still suffering from COVID-19 pandemic, resulting in the fact, whether or not we like it, we have to teach ESP online via LMS. Video conferences (Zoom, Google Meet) may still be used to develop the students' productive skills. The students can be assigned to produce videos for their presentations. The teacher can upload teaching materials, quizzes, assignments for the students to perform accordingly and submit the works by uploading to the system.

Japan is a country that claimed to have 'top preparedness to go on with technological innovation just to facilitate human's life toward perfect well-being and prosperity. Holroyd writes:

> The Government of Japan is pursuing an ambitious policy program, Society 5.0, designed to respond to the formidable economic and social challenges facing Japan and the world, capitalize on Japanese technological sophistication and commercialization abilities, and provide a coordinated, forward-looking strategy that could ensure Japan's leadership in the technological revolution" (Holroyd, 2020).

There would be a shift of paradigm from an era of 'Before Society 5.0' and 'During Society 5.0' for innovative technology but unfortunately COVID-19 was not of an issue yet. We do not know if Japan Government would modify the following issues and solutions:

Table 1 Issues and Solutions with Reference to Japan's Preparedness for Society 5.0

Issues	Description	Solutions
1. Healthcare	*Facing an aging society*. Japan may be suffering from increasing medical and social security expenses and demands for caring for the elderly.	☐ Connect and share information between medical data users including medical check-up records, as well as treatment and nursing care records. ☐ Put remote medical care services into practice. ☐ Use AI and robots at nursing-care facilities to support people's independence.
2. Mobility	*Population decline* results in underpopulated rural areas which lack access to public transportation. The fast growing e-commerce segment has shown a shortage of drivers.	☐ Promote use of autonomous driving taxis and buses for public transportation to make rural transportation more readily available. ☐ Improve distribution and logistics efficiency by introducing innovations such as a single driver cargo truck in a convoy using unmanned-following vehicle system and by using drones.
3. Infrastructure	Deterioration of public infrastructure developed during Japan's rapid economic growth period has created a shortage of skilled labour and an increase in the financial burden for inspection and maintenance.	☐ Sensors, AI and robots will be used to inspect and maintain roads, bridges, tunnels and dams.

4. Fin.Tech	A high proportion of money transactions is still conducted in cash and bank procedures are cumbersome. Usage of IT in companies is limited and installation of cashless payment and convenient financial services is slow.	☐ Use block-chain technology for money transfer ☐ Introduce open application programming interfaces (API) to FinTech firms and banks. ☐ Promote cashless payment.

Source: (Japan Government, 2018)

A promised society, namely Society 5.0 or a super smart society as Japan calls it, is a kind of society in which various social challenges can be resolved by incorporating the innovations of Industrial Revolution 4.0 (e.g. Internet of Things (IoT), Big Data, Artificial Intelligence (AI), Robot, and the sharing economy) into industrial and social aspects (Japan Government, 2018) (Fukuyama, 2018) (Shiroishi et al., 2018). This revolutionary breakthrough will facilitate people to do almost anything by means of cyber technology.

In the issue of Healthcare as above, and in line with the solution offered, it is possible to provide effective medical treatment based on data by means of data sharing—integrating data dispersed in various hospitals into one Big Data. In this respect, elderly people do not have to visit hospital for a medical check-up very frequently as everything can be done from home through '**Remote Medical Care'** program**.** In addition, minor actions such as measuring and managing health data (as heart rate) can be accomplished without ever leaving the house. By so doing, it is very likely that people can expect longer expectancy of healthy life (Japan Government, 2018).

Accordingly, with respect to the issue of Mobility and in accordance with the solution offered, autonomous public transports are available in just few clicks on Smartphones (Japan Government, 2018). Such a system of transportation has been practiced in Indonesia through an application (downloadable from Google Play-store) called 'Gojek' and 'Grab'. These two companies primarily offer services of autonomous public transports, namely motorcycles for local areas, cars for both local areas and out of town (Azzuhri et al., 2018). However, due to the high demand of multiple services, these two companies compete with each other in offering other services, such as 'Gofood' to order food and drinks from local restaurants, 'Gosend' to send goods in town, (Buamona, 2017) and many more to expect in the future.

As for the issue of Infrastructure and its solution, new technologies can be employed including Information and Communication Technology (ICT), robots, sensors for inspection and maintenance systems that require specialized skills, detection of places that need repair can be made at an early stage. By doing so, not only is it possible to minimize unexpected accidents but also to reduce the time spent in construction work. At the same time, safety and productivity can be kept to maximum (Japan Government, 2018). However, it is still far beyond reality at least in Indonesian context. The current government is still working on infrastructure nationwide.

FinTEch is another issue of importance in Society 5.0. Overseas remittance has so far caused a lot of problems due to the fact you have to spend time and pay bank fees. Block-chain technology will reduce time and cost while assuring safety in global business transactions (Japan Government, 2018). Money transfer from one bank to another (inter-banks or intra-bank) can be accomplished within minutes from Smartphone. Such a banking application is already available in Indonesia, especially in big cities apart from Automatic Machine Teller (ATM) located in local areas. However, many more things have still to be done to improve such facilities.

It, therefore, goes without saying that urgent steps have to be taken to prepare quality human resources, one of which is to redesign ESP Syllabus within the theoretical framework of SFL following the demands of the digital era. What can we imply from the phenomena of IR 4.0 and Society 5.0? So many things—social and professional—can people do independently from home or anywhere. Covid-19 outbreak can be of practical exercises where people have to stay at and work from home, obeying the authority's attempt to cut off the spread of the deadly virus—corona—whether it is a total lockdown as practiced by several countries or simply large-scale social distancing as employed throughout Indonesia.

There are several things that should be kept in mind in redesigning Digitized ESP Syllabus as outlined below:

☐ Giving more independent assignments, following the principle of 'Never Tell the Students Something They Can Find out by Themselves'; in addition, to promote maximum physical distancing by means of online interactions, such as Zoom, Google Meet, Google classroom, etc. can be best utilized;

☐ Making use of the social media for informal interactions such as reminding the students of the assignment due date, exchanging information, making appointments, and many other things that can be done online;

☐ Making the best use of cyber technology inside and outside the classroom setting; this is to stress the importance of computer / digital literacy;

☐ E-learning facilities, such as Moodle and many more available as additional activities—applying a variety of learning activities available as distant mode of material delivery in such a way to minimize face-to-face interactions;

☐ Promoting on-going evaluation systems—not any more based on paper test. Rather, classroom presentation, active participation, portfolio can be good alternatives—for this, transparency shall be encouraged. There must be a system (an integrated system for both administrative and academic activities) from which the students can have a look at the learning progress, achievement, feedbacks, etc.

3.4 Developing a Syllabus for ESP

ESP syllabus is an integral part of the study program curriculum. Normally the classroom teacher has to design the syllabus. Therefore, some points that we have described above can be referred to as a guideline to consider despite the fact that a teacher is given as much freedom as possible to design and create his or her course under the spirit of campus freedom and freedom of learning.There is no fixed format of any syllabus design and a teacher is the best course and syllabus designer (Rahimpour, 2010). However, a good syllabus must have three parts: (1) **Heading**, (2) **Content Course**—including Evaluation / Assessment system and (3) **Students' Tasks and Assignments**. The heading contains at least information on Name of the Course, Course Code, Semester, Credit Points, Name of Lecturer, Faculty, Study Program, Study Program Goals, Competence Standard, and Course Description. A suggested template (Borgemenke et al., 2013) is available in the Appendix 1.

The content course is actually to break down the heading into activities on weekly basis. Normally there are twelve meetings, one mid semester test and final test. One thing to remember that the syllabus is designed for **online mode of teaching**. Therefore, the teacher's activities shall be explicitly stated, such as uploading materials (PDF files, e-books, etc.), writing up quizzes, assignments, setting time-limit (due date) for the students to submit or upload the responses (written responses, PPT presentation, video presentation, etc.). At one time or another, there may be discussion forum, chatting and video conferencing to check the students' progress. The last but of no least important is to design assessment system—all done online. All types of questions or tasks or whatever for the mid-semester test and final test shall be made in such a way to minimize cheatings on the part of the students. LMS may recommend strategies for being 'cheating free' in the online examinations.

The students' Tasks and Assignments must be well-designed in four forms: structured tasks & assignments, independent tasks & assignments, and field studies. The students should be assigned to independently get access to information from cyber technology and present in a video presentation to be uploaded to **YouTube** for the class to watch. This is very inspiring and most students would love to do it. Finally, teachers are supposed to be self-creative in handling online classes—problems ahead on even a daily basis.

4. Conclusions

A number of things have to be considered in designing an ESP syllabus. First of all, we have to be aware of the mode of teaching—in this case all teaching materials shall be presented online through LMS during and probably after COVID-19 pandemic. When selecting reading materials, nowadays preferably done by the students via internet browsing under supervision and guidance of the lecture, we

have to be adhered to the relevant topic in line with the study program, level of English proficiency and digital literacy. Secondly, the study program goals have to be clearly stated—the same for all subjects— prior to the statement of competence standard which must be achieved in one- semester sessions. Finally, the syllabus shall be broken down into weekly-based activities with basic competences generated from the competence standard in support of the study program goals—all designed for online modes of teaching with a minimized possibility in students' cheatings. Considerations shall also be made and stressed on activities toward Society 5.0.

We suggest that (1) ESP syllabus be collaboratively constructed in Task Forces involving several parties, such as stakeholders, industry practitioners, linguists, student representatives, ESP teachers/lecturers); (2) ESP course be fully designed for online modes of teaching during and possibly after COVID-19 pandemic and (3) socialization of e-learning be made to all students, especially with respect to their honesty as the basis of their professional development—equipping them with sufficient knowledge of digital literacy to succeed in the online learning processes.

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Appendix 1: Syllabus Template[2]

[2] Syllabus Template is also available in Bahasa Indonesia, depending on the Instructor's preference. Contact Faculty Staff. Changes may be made upon consultation with Head of Study Program

COURSE SYLLABUS FOR COVID-19
(Template)

COURSE TITLE: ENGLISH FOR ACCOUNTING

COURSE CODE:		**TERM:**	
COURSE CREDITS:	2	**DELIVERY:**	E-LEARNING
CLASS SECTION:	MORNING & EVENING	**START DATE:**	
FACULTY:	ECONOMICS AND BUSINESS	**LAB LOCATION:**	
STUDY PROGRAM:	ACCOUNTING	**LAB TIME:**	
WEBSITE:			

Course Description

English for Accounting is a course designed to ….

Pre-requisites

English Proficiency Certificate (Intermediate Level) issued by LTC (Language Training Centre) Universitas Stikubank (UNISBANK) Semarang

Learning Outcomes (Basic Competencies)

Upon completion of this course, students will be expected to be able to
1. carry on simple but professional exchanges in job-related settings
2. make a presentation on selected subject matters of accounting reports
3. etc.

Course Overview

In no more than 75 words, specify a summary of the course

Class Schedule

Week	Module	Activities[3]	Evaluation Due Date
1	Topic 1	Reading, doing quizzes,	
2	Topic 2	Video recording etc.	
	FINAL EXAM		

Midterm and Final Examination Scheduling

Midterm and final examinations must be specified on the date scheduled.
.

Length and Mode of Final Assessment

IDEALLY ALL CONDUCTED ONLINE

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[3] Activities may include video viewing, video recording, audio recording, making PPT, chatting, forum, video conference, etc. depending on the nature of the topic and the learning outcomes

Instructor Information

Contact Information
Email address, mobile number

Office Hours
Days and time to contact

Instructor Profile
Includes name, expertise, research interest

Required Activities
THIS WOULD INCLUDE THE MIDTERM AS WELL AS OTHER ACTIVITIES

Required Resources

Readings/Textbooks

Other Required Materials

Electronic Resources

Downloads

Supplementary Resources

Grading Scheme

Total	100%

Evaluation Components

Assignment 1: Name of Assignment 1

Value	: % of final grade
Due Date	: See Course Schedule
Type	: Brief (1-2 sentences) description of how the assignment relates to the course.
Description	: Detailed description of assignment expectations and procedures.

Participation (Discussion Forums for online classes)

Value	: …% of final grade
Due Date	: See Course Schedule
Type	**:** Brief (1-2 sentences) describe how the Discussions relate to the course.
Description	: Detailed description of Discussion expectations and procedures.

Midterm Exam/Assessment
Value	: % of final grade
Date	: See Course Schedule

Length   :   ___ hours
Type   : Comprehensive? Invigilated? Open book? Take home, etc.
Description   : Details about the type of exam questions, etc. Calculators or other electronic devices allowed or not?

Final Exam/Assessment
Value   : % of final grade
Date   : See Course Schedule
Length   : __ hours
Type   : Comprehensive? Invigilated? Open book? Take home, etc.
Description: Details about the type of exam questions, etc. Calculators or other electronic devices allowed or not?

Submitting Assignments
Specify methods of submitting assignments, such as uploading to the e-learning system, via email…etc.

Late Assignments
Specify clearly how you will deal with late submission of assignment

Criteria for a Passing Grade
INCLUDE IF ANY PARTICULAR OR ALL ASSIGNMENTS ARE NEEDED TO PASS

Attendance Expectations (for synchronous components)

Participation (for synchronous or asynchronous components)

Experiential Learning
SPECIFY IF THERE ARE ANY EXPERIENCIAL LEARNING ASPECTS OF THE COURSE AND HOW WILL THEY BE MONITORED AND EVALUATED?

Use of Video and Recording of the Course
SPECIFY IF THE INSTRUCTOR WILL BE RECORDING THE COURSE (IF YES, SEE SUGGESTED LANGUAGE BELOW)? ARE STUDENTS ALLOWED OR PROHIBITED FROM RECORDING THE COURSE?

Use of video and recording of the course:
At one time or another or due to one cause or another, you possibly miss the class(es). If this happens, you can still view the video conference sessions in this course. All classroom activities were recorded for this purpose. It is also possible to review the materials in the discussion.
It is important to note that course recordings may be subject to copyrights. Downloading, copying or sharing shall be strictly discouraged without the explicit consent of the instructor. More information on class recordings can be found in the Academic Handbook or www.unisbank.ac.id

Required video use:
At times in this course you will be asked to turn your video on during video conferencing sessions (Zoom or Google Meet). In addition, a webcam must be built into or connected to your computer (laptop).

INSTRUCTORS, OR LECTURERS, WE SUGGEST INCLUSION OF A SENTENCE ON WHY THIS IS BEING REQUIRED (E.G. TO OBSERVE COMPLETION OF A SKILL AND PROVIDE FEEDBACK.

For more information about the use of video in your sessions, including those related to your privacy, contact your instructor.

Copyright

Course materials are available for you based on types of enrolment in a class, and anything created by your professors and instructors is their intellectual property, unless otherwise stated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes.

Prior to distribution of others' copyright-protected materials, please make sure that the use of the materials is covered under the University's Fair Dealing Copyright Guidelines which can be found in the Academic Handbook or www.unisbank.ac.id

Student Feedback

SPECIFY CLEARLY HOW THE INSTRUCTOR WILL USE FORMATIVE AND SUMMATIVE FEEDBACK FROM THE STUDENTS?

Integrity in a Distant Learning Context

On changes in the learning modes due to covid-19, the rules and principles of our academic integrity remain unchanged. In case of doubts, ask your instructor / lecturer in charge. The rules related to online examinations must be clearly stated right at the beginning of class and must be thoroughly observed.

Universitas Stikubank (UNISBANK) Semarang is committed to excellent standards of academic integrity and honesty. Students are expected to comply with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to be familiar with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and may cause suspension or expulsion from Universitas Stikubank (UNISBANK) Semarang upon the decision by University Senate.

All students should read and be familiar with the Regulations on Academic Student Misconduct (…………………………………………………..) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (……………………………………….)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: …………………………

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the community …………………….

Examinations with Access and Equity Services (AES)

Examinations (quizzes, mid-term, and final) shall be conducted online through our e-learning systems. All students shall get access to the examination(s) on the dates as specified by the institution. Different dates (arrangements) can be proposed to the administration only on certain cases (health) with medical justification. For more information, read our Policy and Procedures.

Student Supports

Academic Support for Students

The University Library offers a range of learning and academic support to assist the students. For information on specific services, please see the Learning page on the Library web site ……………………….
Distant learning support information ………………….
Distant learning tutorial ………………………
Study skills materials for online learning ……………………………….

A guide on netiquette, principles to guide respectful online learning interactions ………………………….

Teaching, Learning and Student Experience
Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site at ………….

Financial Support
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central ………………………….

Recommended Technology for Remote Learning

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at ……………………………

College Supports
OTHER SUPPORTS OFFERED BY THE COLLEGE OR DEPARTMENT

Other Acknowledgements

Course Contributor(s)