



Mohammed Khieder University of Biskra  
Faculty of Letters and Languages  
Department of English Language

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the language major

Submitted and Defended by:

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## Title

**The Effect of Using the Assessment Procedure in Improving ESP  
Students' Achievement**

**The Case of First-year LMD Students of Hydraulics at Mohamed Khider University  
of Biskra**

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Dissertation Submitted to the Department of English Language  
in Partial Fulfillment of the Requirements  
for a Master's Degree of Master in Sciences of the Language

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**June, 2024**

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**Declaration**

I *Hadjer DJEDIDI*, do hereby declare that this work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that the provided list of references indicates all the works of others that have been cited or quoted. This work was certified and completed at Mohammed KHEIDER University of Biskra, Algeria

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**Dedication**

*I dedicate this work to my parents.*

### **Acknowledgements**

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### **Abstract**

Progress evaluation in any field is essentially reliant on assessment. One of the official and indispensable assessment methods is the examinations papers. In the EFL context as any other context, the content and organization of examination papers plays a crucial role in students' achievement. Accordingly, this study aims at investigating the effect of examination papers assessment in improving ESP students' achievement in the Hydraulics Department. The study was designed to investigate teachers' use of the different types and methods of assessment among ESP students in the English course, and how this application affects the students' achievement. Also a discovery of challenges that faced the ESP students is achieved. The study advanced a hypothesis that states teachers construct ESP examination papers relying on intuition and their own learning of English. Using a mixed-method approach, data were obtained from primary sources including a semi-structured questionnaire for students and an interview with teachers from various departments (Hydraulics) results showed that Most teachers in Hydraulics classes do not use most available types of assessment, and focus only on formative assessment in a limited way. However, the majority of ESP students favor if assessment diversity being as part of their learning process. Despite this, numerous ESP students face significant obstacles, and challenges to reach their target scores, since they are demotivated to learn this module, and their low attendance of the session. These findings highlighted the need for using different types of assessment is also required, Educators can better support ESP students in overcoming challenges and achieving their academic goals by helping with the construct of good examination paper models. enhance their educational outcomes.

*Key words:* Assessment, ESP Student, Hydraulics, achievement.

### **List of Abbreviation and Acronyms**

**ESP:** English For Specific Purposes

**GE:** General English

**NNS:** Non-Native Speaker

**ILP:** Individual Learning Profile

**NA:** Needs Analysis

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# **General Introduction**

## **General Introduction**

### **Background of the study**

The evaluation of students's knowledge of the instructional material is a crucial phase in teaching. it reflects student's weaknesses and strong points. Since English is a secondary major in English for Specific Purposes (ESP) studies, students do not pay attention to it and this leads to disappointment for both teachers and students. This affects students marks and the teachers' abilities to provide students with the necessary materials. Despite the importance of assessment in the English Language Teaching (ELT) process for all students, every single student in the ELT classroom has different needs. Thus, teachers are required to adopt suitable assessments for diverse students. This investigation attempts to survey the different kinds of assessment procedures and their effect on ESP students' achievements in the Hydraulics Department.

### **Statement of the problem**

The English language is a global language, hence, it is considered one of the needed tools in all fields. This led to its implementation in most departments of all universities; However, most teachers remark that ESP students are demotivated, and do not give the necessary attention to this subject, consequently, they often get low marks. teaching English to ESP students has an essential point, which is the assessment. By the latter, we discover what the student knows, what he does not know, and what he exactly needs to know. Therefore, the current study investigates the effect of using different procedure assessments in improving ESP students' achievement.

### **Significance of the study**

This study provides support to the students and the teachers of English about the effect of the assessment procedure in enhancing students' achievement. By which a discovery of the utilization of those procedures in the Hydraulics department is seeking, Also a humble



contribution to the literature in the form of student needs analysis model that could be utilized in future research. In addition to delivering results that could work as grounds for future research.

### **Research Questions**

In this study, we intended to address three questions mainly:

**RQ1\_** What are the major challenges affecting the ESP students' achievement?

**RQ2\_** What are the different types of assessment do the ESP teachers use in their teaching?

**RQ3\_** How does the use of assessment procedures affect ESP student achievement?

### **Aims of the study**

This study aims to find the different types of assessment in ESP classrooms. Also, it intended to discover the different challenges affecting the ESP students' achievement , and in what way the assessment procedure affects students achievement.

### **Research Methodology**

The mixed methods approach was considered the suitable choice to collect the necessary data for this study. To collect data for the inquiry, a questionnaire is distributed to thirty (n=30) first-year Hydraulics students to investigate the challenges they face in Second Language Learning. Moreover, an interview is conducted with one (n=1) English teacher from the Hydraulics department to find the different types of assessment she/he use and how do she/he constructs it's examination papers.

### **Delimitation of the Study**

Delimitation to the present study can be condensed in the following three elements:

**Time delimitation:** The research was carried out over the first semester of the academic year 2023-2024.

***Space delimitation:*** The research took place in the department Civil Engineering and Hydraulics at M.K University of Biskra in Algeria.

***Topic delimitation:*** The research topic is the conduct of a concrete study about the effects of Examination paper Assessment In improving ESP student's achievement.

### **Structure of the Study**

This study contains two parts, a theoretical part and a practical part. Chapter one explained the nature of assessment in the Hydraulics field. The second chapter discussed the examining ESP in Hydraulic Major, and the third chapter, which is the practical part, deals with the description of the data-gathering tools, data analysis, and results discussion.

# *Chapter One.*

## *The Nature of Assessment in Hydraulics Classes*

## **Chapter One: The Nature of Assessment in Hydraulics Classes**

### **Introduction**

Assessment has been a part and parcel of education by it's using the educator is able to know the learner strengths, weakness and lacks. But, only recently have educators started to expand the scope of assessment to include more than just students' outcomes, to determine who passes or fails at the conclusion of a given period, and to improve learning through modifying classroom instruction (Rabinowitz, 2010). This is precisely what assessment for learning accomplishes, as it seeks to raise the standard of instruction and use the findings of assessments to influence students' Giving immediate, targeted feedback following each learning step is the foundation of the evaluation for learning to prevent needless delays in making corrections. In this chapter we are concern to see the deep meaning of the concept from different sides i.e.: Definition, the different concept of Measurement (test, examination, evaluation and assessment) the different questions about Assessment in the classroom, and it's different types, it's cycles which used for learning and, finally, it's using in Hydraulics classroom.

### **1.1. Definition of Assessment**

Assessment is the procedure. Of compiling and debating data from diverse sources and exercises to create a thorough grasp of the knowledge that students possess recognize (Basturkmen, 2010) and are able to use the knowledge they have gained from their school experiences. When evaluation results are utilized to plan and adjust following learning, the process recommences.

Assessment is a methodical process used to analyze student growth, program efficacy, and the efficiency of instructional activities. It is the process of organizing, carrying out, making clear, and creating gathering, dissecting, reorganizing, and reworking in order to improve student growth and learning. (Tontus, 2020).

This definition seems to be comprehensive but does not refer to education and foreign language teaching and learning

Assessment for learning is based on providing instant and specific feedback after each learning step to avoid unnecessary delays of correcting students' errors. For such type of evaluation to realize its maximum benefit, it is suggested that assessment should not be a once-and-done activity. Rather, it must be a continuous act, which guides teaching-learning process through provision of timely feedback. It is widely acknowledged that the effect of feedback is enhanced if and only if it is immediate and clearly articulated in order to guide the learning process and to rectify possible shortcomings (O'Malley & Pierce, 1996).

## **1.2 Concept of Measurement, Assessment, and Evaluation**

Measurement, assessment, and evaluation are often used interchangeably, despite their important roles in education. Most people feel that it is quite difficult to describe the differences between these terms and use them interchangeably. All of These phrases have a distinct meaning that sets them apart from others.

### ***1.2.1 Measurement***

Measurement is generally used to describe the characteristics or dimensions of an object. To determine an object's size, height, or weight, for instance, we measure it. From an educational standpoint, measurement is the process of acquiring a numerical representation of a student's advancement toward a preset objective. This procedure yields information about the amount of knowledge a student has acquired. For instance, measurement offers a numerical account of students' performance, such as Reeham solved 23 math problems out of 40; However, it leaves out the qualitative element; Reeham's work, for instance, was well done.

### ***1.2.2 Test***

A test is a tool or a methodical process used to measure a specific quality. For instance, English testing will assess the student's level of understanding of this specific topic or industry.

### ***1.2.3 Examination***

Examination system was first invented by Henry Fishel or Henry Mishel . In education an examination is a test to show the knowledge and ability of a student. A student who takes an examination is a candidate. The person who decides how well the student has performed is the examiner. The exam consists of a series of questions. They can both multiple choice or free text questions, or a different format. It is considered as the terminal activity in any Education process -a month, a term, or end of the year.

### **Difference between test and examination**

**Table 1**

*The difference between test and examination*

<b>Test</b>	<b>Examination</b>
A procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use.	A detailed inspection or study. A formal test of a person's knowledge or proficiency in a subject or skill.
An assessment to see how much one remembers or understands.	An inspection to see how well one is doing.
More informal	More Formal
Checks shorter period of study, e.g. a few lessons	Checks longer duration of study, e.g. end of the year examinations
Short assessment to test for something specific.	Longer, more general test just to ensure that nothing is wrong.

### ***1.2.4 Assessment***

Kizlik (2011) defines assessment as a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. For instance, a teacher could use a test to assess a student's proficiency in the English language, or they could use another tool like an oral quiz or presentation to assess the students' mastery of the language this what lead us to confirm that every test is assessment but every assessment is not the test, The term 'assessment' is derived from the Latin word 'assidere' which means 'to sit. Unlike testing, assessment has a non-threatening tone that denotes a collaboration built on mutual understanding and trust. This underlines the idea that testing and the process of teaching and learning in schools should be positively associated. In its broadest meaning, assessment is focused on the development and accomplishment of children.

In a comprehensive and specific way, classroom assessment may be defined as the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievement during the development of knowledge, concepts, skills and attitudes. ("National Council for Curriculum and Assessment,2004).

In short, assessment involves far more than just testing. Assessing and enhancing teaching and learning is done through a variety of formal and informal processes which are a part of an ongoing process.

### ***1.2.5 Evaluation***

To evaluate something is to judge something's worth or quality, it includes data analysis for feedback or advanced measurement. According to Kizlik (2011) evaluation is most complex and the least understood term. Hopkins and Antes (1990) defined evaluation as a continuous inspection of all available information in order to form a valid judgment of students' learning and/or the effectiveness of education program.

The central idea in evaluation is "value." When we evaluate a variable, we are indirectly infer it's goodness, appropriateness, and worthens. Every evaluation is conducted in comparison to a standard, goals, or criterion. Teachers assess their students as part of the teaching-learning process, and these evaluations are typically conducted in relation to comparisons between the desired outcomes (behavior, learning, and progress) and the actual results.

Evaluation is much more widely different term than measurement and assessment. It includes both quantitative and qualitative descriptions of students' performance. It always provides a value judgment regarding the advantage of the production, for example, Very good, good etc. (Mushtaq,2016)

### **1.3Classroom Assessment: Why, What, How and When?**

According to Carole Tomlinson "Assessment is today's means of modifying tomorrow's instruction." It is widely accepted that effectiveness of teaching learning process is directly influenced by assessment. Hamidi (2010) developed a framework to answer the Why; What, How and When to assess. This is helpful in understanding the true nature of this concept (Mushtaq, 2016)

#### ***1.3.1Why To Assess?***

Teachers have clear goals for their lessons and they assess to assure that these goals have been or are being met. If objectives are the destination, lessons are the path to it then assessment is a tool to keep the efforts on track and to ensure that the path is right. After the end of journey, assessment is the indication that the destination is ahead (Mushtaq, 2016).

#### ***1.3.2What to Assess?***

Teachers are not allowed to assess whatever they themselves like. In classroom assessment, teachers are supposed to assess students' current abilities in a given skill or task.



The instructor can assess students' knowledge, skills or information related to a particular field (Mushtaq, 2016).

### ***1.3.3 Whom to Assess?***

It seems strange to ask this question. However, many teachers go away from students as 'real learners' and forget that they are different humans with different potentials ie: The classroom involves the active, the less active, the quick, and the slow and keep focusing on when will he/she finish or cover its unit. Therefore, classroom assessment calls for a prior realistic appraisal of the individuals that teachers are going to assess.

### ***1.3.4 How to Assess?***

Teachers use different instruments, formal or informal, to assess their students. Brown and Hudson (1998, n.p) reported that teachers use three sorts of assessment methods – selected-response assessments, constructed-response assessments, and personal-response assessments. They can adjust the assessment types to what they are going to assess.

### ***1.3.5 When to Assess?***

There is a solid understanding of educationists that assessment is joined into instruction. Instructors proceed to assess the understudies learning throughout the method of instructing. They particularly do formal appraisals when they are reaching to make guidelines choices at the formative and summative levels, even if those choices are small. For instance, they evaluate when there is a change within the substance; when there is a move in pedagogy, when the impact of the given materials or educational programs on learning prepare is examined.

### ***1.3.6 How much to Assess?***

There is no touchstone to weigh the degree to which a teacher should assess students. But it does not cruel that instructors can assess their understudies to the degree that they favor.

It is for the most part concurred that as students vary in capacity, learning styles, and needs etc.. So, evaluation ought to be constrained to each individual's needs, capacity and information. Teachers' cautious and wise judgment in this respect can prevent them from over-assessment or underassessment (Mushtaq, 2016).

#### **1.4Types of Assessment**

By accumulating data on students' performance, teachers can ensure and enhance the effectiveness of the teaching-learning process, the more the teacher knows the student's lacks the better he /she involved the updating way of assessment.

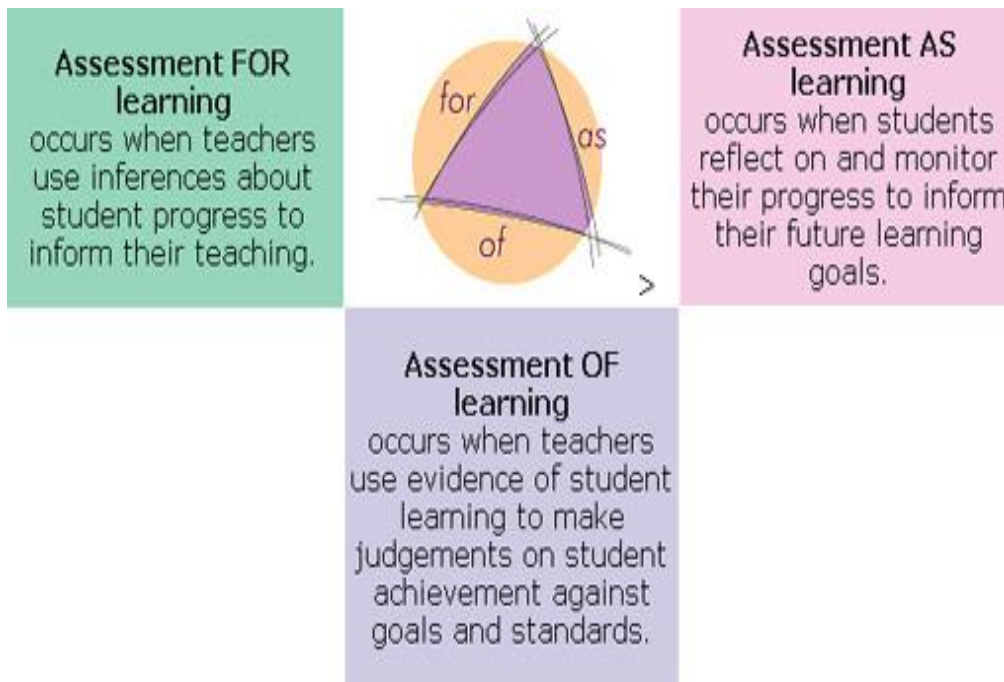
*"As coach and facilitator, the teacher uses formative assessment to help support and enhance student learning, As judge and jury, the teacher makes summative judgments about a student's achievement..."*

Atkin, Black & Coffey (2001)

Assessment is a purposeful exercise, it aiming to facilitate student learning and teachers' quality, it divided into three types: Assessment for learning, Assessment of learning, and Assessment as learning.

#### **Figure 1**

*Classes of Assessment (Teacher Moderation: Collaborative Assessment of student work by Curriculum Services Canada-Ministry of Ontario)*



#### ***1.4.1 Assessment as Learning (Diagnostic Assessment)***

Diagnostic assessment can help you identify the students' current knowledge of a subject. It means to use assessment to develop and support students' metacognitive skills. This form of assessment is crucial in helping students become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning., peer and self-assessment feedback to adjust, improvements and changes to what they understand. (Christopher, 2014)

##### **1.4.1.1 Types of Diagnostic Assessment:**

- Pre-tests (on content and abilities)
- Self-assessments (identifying skills and competencies)
- Discussion board responses (on content-specific prompts)
- Interviews (brief, private, 10-minute interview of each student)

#### ***1.4.2 Assessment for Learning (Formative Assessment)***

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. For example, when implementing a new activity in class, you can, through observation and/or surveying the students, determine whether or not the activity should be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities) Northern Illinois University, Faculty Development and Instructional Design Center (Christopher, 2014).

Assessment for learning could be a persistent and progressing appraisal that permits instructors to monitor students on a day-to-day premise and adjust their teaching based on what the students must to be effective. This assessment gives students with the opportune, particular input that they got to enhance their learning. The quintessence of developmental assessment is that the data yielded by this sort of assessment is utilized on one hand to form quick choices and on the other hand based upon this information; timely criticism is given to the understudies to empower them to memorize way better. In the event that the essential reason of assessment is to back high-quality learning at that point developmental evaluation got to be.

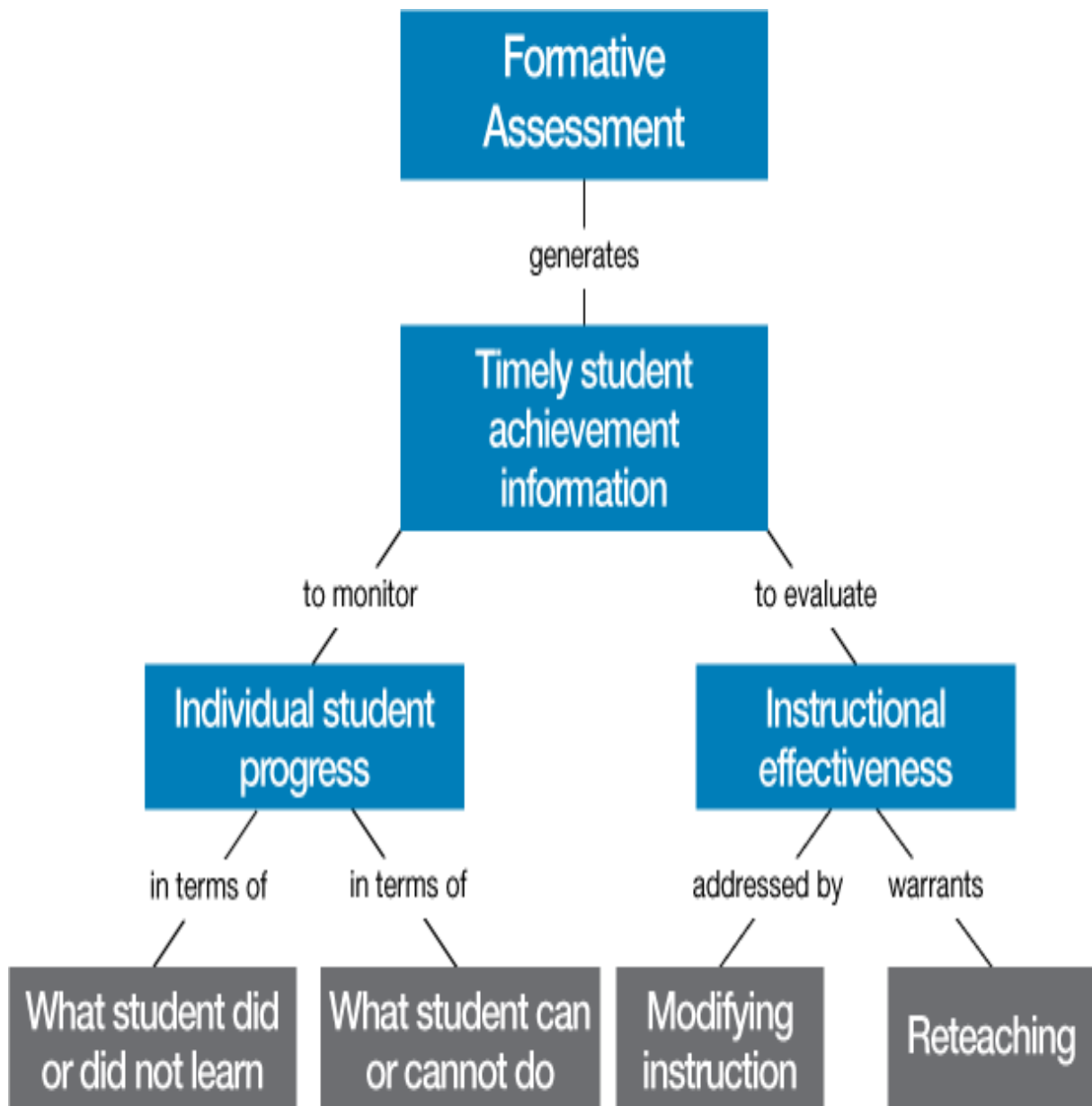
Assessment for learning has numerous interesting characteristics for example this sort of assessment is taken as "practice." Learners should to not be reviewed for aptitudes and ideas that have been fair presented. They should be given openings to practice. Formative assessment makes a difference instructor to decide following steps during the learning process as the instruction approaches the summative assessment of student learning. A good

analogy for this is often the road test that's required to get a driver's permit. Before the final driving test, or summative assessment, a learner practice by being assessed again and again to point out the deficiencies in the skill.

Another distinctive characteristic of formative assessment is student involvement, which means it promotes the implement of the student to be achieved. The role of assessment for learning instructional process can be best understood with the help of the following diagram (Mushtaq, 2016):

**Figure 2**

*The importance of Formative Assessment (<http://www.stemresources.com>,n.d.)*



**1.4.2.1 Types of Formative Assessment.** The types of formative assessment include the following:

- Observations during in-class activities; of student’s non-verbal feedback during lecture
  - Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester

- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific questions about the instruction and their self-evaluation of performance and progress (Christopher, 2014).

#### ***1.4.3 Assessment of Learning (Summative Assessment)***

Summative assessment or assessment of learning is used to evaluate students' achievement at some point in time, generally at the end of a course. The aim of this assessment is to help both of teacher and, students to know how well a student has completed the learning task. In other words, summative evaluation is used to allow a grade to a student that indicates his/her level of achievement in the course (Mushtaq, 2016). Summative assessment takes place after the learning has been finished and provides feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the end of projects and assignments (Christopher, 2014).

High-stakes summative assessments typically are given to students at the end of a set point to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment: they indicate whether the student has an acceptable level of knowledge gain—is the student able to effectively progress to the next part of the class? To the next course in the curriculum? To the next level of academic standing? (Christopher, 2014).

**1.4.3.1 Types of Summative Assessment.** The types of summative assessment include the following:

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)

- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during its development as a formative assessment)
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

### Comparing Assessment for Learning and Assessment of Learning

**Table 2**

*Assessment for Learning vs Assessment of Learning*

<b>Assessment <i>for</i> Learning (Formative Assessment)</b>	<b>Assessment <i>of</i> Learning (Summative Assessment)</b>
Checks how students are learning and is there any problem in learning process. it determines what to do next.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning?	Is designed to provide information to those not directly involved in classroom learning and teaching (school administration, parents, school board), in addition to educators and students?
Is used continually?	Is periodic?
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually uses numbers, scores or marks as part of a formal report.
Usually focuses on improvement, compared with the student's own previous performance	Usually compares the student's learning either with other students' learning (norm-referenced) or the standard for a grade level (criterion-referenced)



The previous table represents the difference between assessments while formative assessment is used continually because it checks how students are learning, and what to do next exactly, Summative assessment is done periodically, because it checks what has been learned, but we cannot neglect that both of them are measurable tools by which the learner level is discovered.

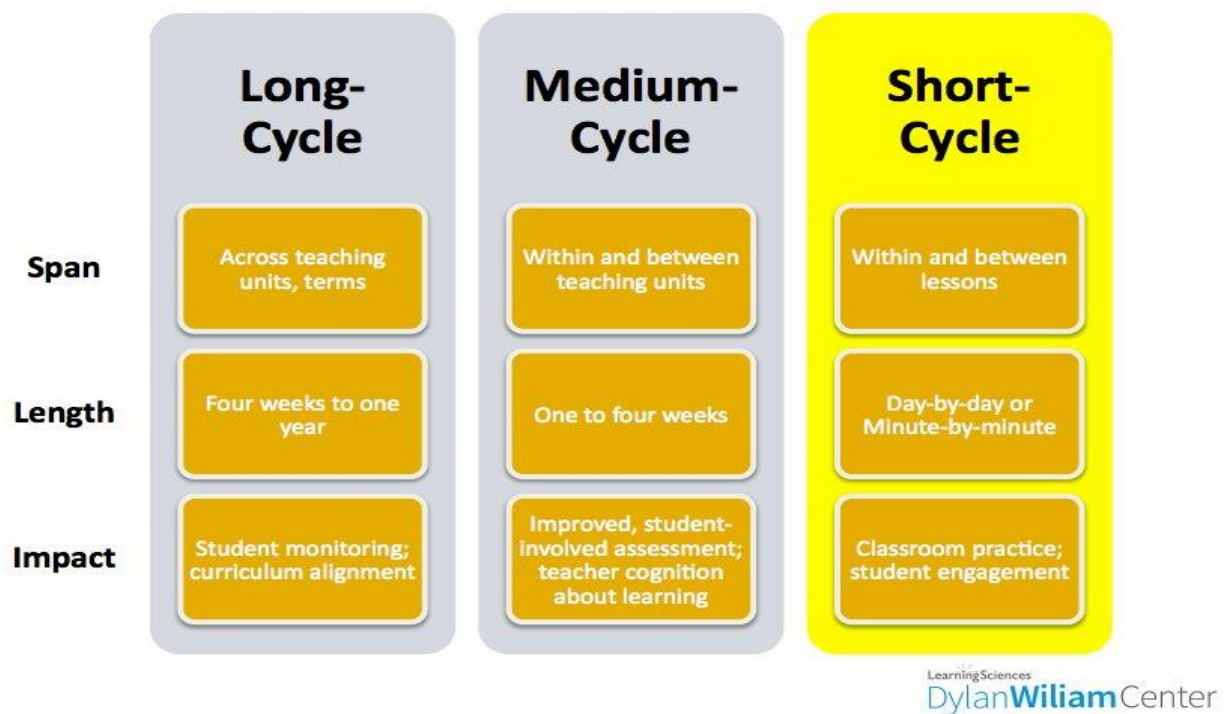
### **1.5 Cycles of Assessment for Learning**

William and Thompson (2007) propose three cycles of classification for assessment for learning based on the duration of instruction. This classification covers three levels:

- 1) Short cycle:** minute-by-minute or day-by-day assessment that concentrates on student learning within and between lessons.
- 2) Medium cycle:** occurs within and between instructional units covering a one- to four-week - period of instruction.
- 3) Long cycle:** this normally extends between four weeks and one year.

At another level, Shavelon (2008) defines the continuum of assessment for learning that ranges from informal to formal and differs in terms of specific preplanning. This continuum is tailored for short- and medium- cycle tools. Unplanned or “on-the-fly” assessment capitalizes on teachable moments through planned interactions during the course of teaching that are particularly designed to support learning and generate evidence of it. Regardless of its cycle time or formality, constructive assessment or assessment for learning starts by statement of the learning goal and how it is likely to develop. Teachers design specific activities to reveal students’ understanding of the specific learning goal, and supplement a framework to interpret and analyze students’ responses and provide feedback relative to the learning goal (Umar, 2018).

### **Figure 3**

*Cycles of Assessment*

The preceding figure represent the different cycles of Assessment which done by William and Thompson (2007), by which the common effect of those cycles is to let the student under teacher control. Either under the short cycle (which takes place between lessons day bay day) or under the long cycle (which takes place across teaching units for four weeks to one year), In addition to that we have the medium cycle which takes place within and between teaching units (one to four weeks).

### **1.6 Methods of Assessment in Hydraulics Classrooms**

It is a truism that assessment plays an important role in improving learning progress and increasing the likelihood of achieving learning objectives. Therefore, providing strict, valid, and reliable assessment methods has the potential to improve the quality of education. Basically, hydraulics assessment refers to specific content, topics, and topics in a specific field Therefore, alternative assessment methods have emerged to replace traditional evaluations. Indeed, alternative assessments have been introduced to emphasize the role of

learner-centered assessment. Additionally, the focus has shifted to summative assessments, which are likely to provide detailed feedback on learner performance.

In traditional assessments, students are typically presented with some type of question with a predetermined set of answers from which they choose an answer with true/false quizzes, multiple choice tests, and fill-in-the-blank questions. Therefore, students tend to choose the most appropriate specific answer for a given question (Stoica, 2006, p30). However, alternative assessments (peer assessment, self-assessment, teacher observation, portfolio, etc.) can be used in any type of way, such as writing short answers or writing, where students use their own thinking and find answers to questions in their own words. It is an evaluation. Something like an essay. Apparently, this type of test serves to “encourage students to prove what they can do” (Coombe et al., 2007, p 24).

That is to say, students are required to expose their abilities and encourage their creativity and critical thinking when producing answers, as they are having opportunities to reconsider their understanding, build prior knowledge, integrate ideas, explain and communicate their knowledge as well (Roscoe & Chi, 2007). Immediately, it goes without saying that the most appropriate assessment methods of Hydraulics, as it concerns special needs and vocabulary, are: objective tests, short answers, essay writing, oral assessment, and teachers’ observation. Objective tests are test types in which the marking of the answer is objective (Stoica, 2006). This category encompasses short-answer questions and multiple-choice tests.

Undoubtedly, these test formats are known by its practicality, high reliability and rapidity of scoring, the economy of time and the ability to test large content areas. Short-answer questions, on the other hand, provide learners the chance to generate answers instead of choosing from a limited set of suggestions. Besides, the most appropriate way to check out students’ language abilities and the extent to which they are qualified is to produce a

composition that transmits their ideas and knowledge; yet, essay writing is considered as time-consuming activity which is deficient in the communicative needs that Hydraulics learners require.

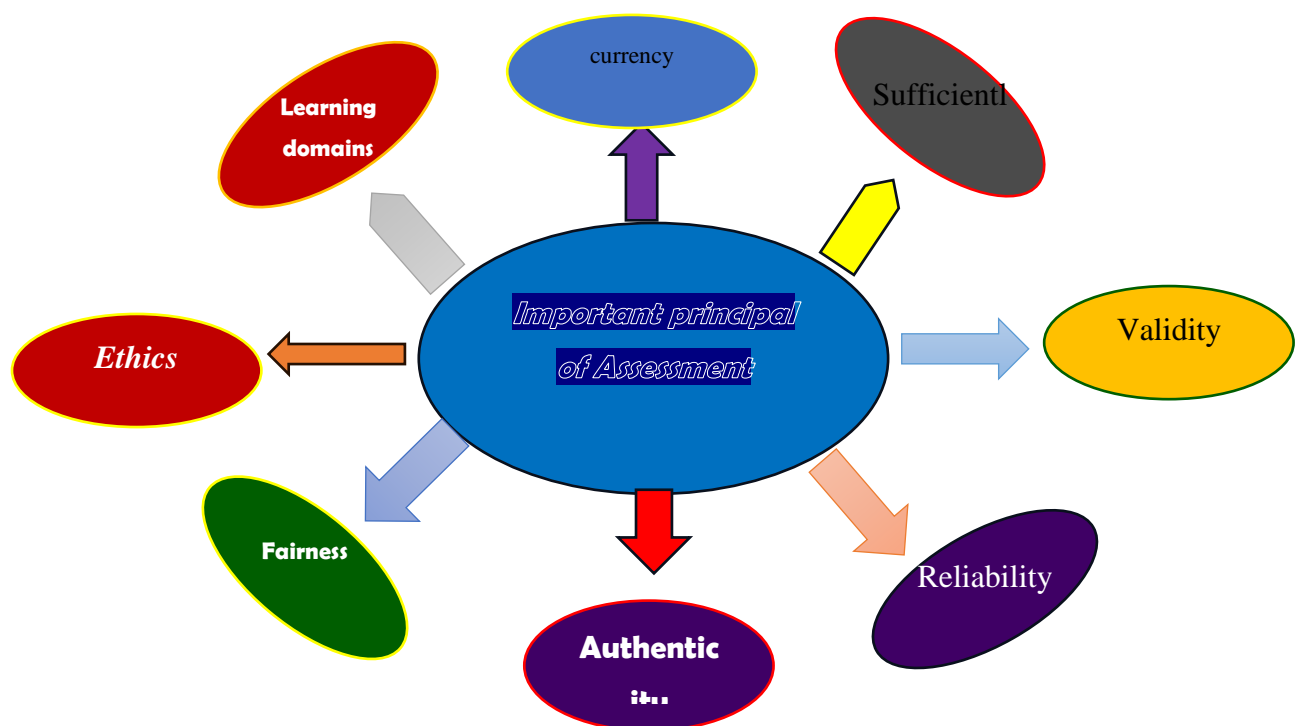
Another method is oral assessment; this type involves all tasks that trigger students to expose their oral or communicative skills with regard to their subject area such as, role plays, oral reports, retelling stories, interviews ...etc. At last, teacher's observation in classrooms is also visualized as effective methods to assess learners' skills and performance (Abbasi, Djebbari, 2021, pp. 1209-1210).

### 1.7 The Principals of Assessment

It is certainly to assert that assessment enhances the progression of teaching, and plays a crucial role in promoting the chances to attain the learning objectives. The following diagram represent the eight principals of assessment

**Figure 4**

*The Different Principles of Assessment*



### ***1.7.1 Validity***

The primary characteristic defining assessment is its validity. Validity pertains to the evidence supporting the appropriateness of the inferences, applications, and outcomes derived from the assessment process. Messick (1989, p. 13) provides the benchmark definition: validity is “an integrated evaluative judgement of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment”. Hence, academics need to seek evidence that the decision they are about to take (i.e., pass-fail, grade within pass) is sound, trustworthy, and legitimate (Brown, 2010).

### ***1.7.2 Reliability***

The key process to do with reliability is the scoring and grading of student work. If scores and grades do not reflect accurately what the student actually did or would not be awarded by another marker, then the scores lack reliability and our claims lack validity. The second hallmark of assessment is ‘reliability’, which refers to the “consistency, stability, and accuracy of assessment results” (McMillan, 2001, p. 65) (Brown, 2010). Since the reliability of scoring and the validity of assessment processes are not identical it is possible for something to be highly reliable but invalid (e.g. a multiple-choice test of chemistry knowledge may be very consistent in its scoring, but irrelevant measure of how well a doctor diagnoses patient symptoms). However, a perfectly valid measure (e.g. a performance observation of a doctor with an actual patient) may be highly inconsistent if the scoring by the panel of judges is very inconsistent and influenced by external factors such as the relationship. So, validity does not guarantee reliability, nor does reliability guarantee validity. Both need to be judged systematically and professionally.

### ***1.7.3 Fairness***

Fairness is regarded as the most controversial category in large-scale assessment (Kunnan, 2005). Practically, fairness implies dealing with learners as if they all have the same abilities, and providing them with a similar opportunity to expose their competencies (Lynch, 2001). He added that “fairness will need to address the consequences of assessment; that is, we need to examine the uses to which our assessment procedures are being put and the intended as well as unintended effects on the individual being assessed” (Lynch, 2001, p. 232) (Abbassi & Djebbari, 2021, p. 1212).

### **Conclusion**

The Assessment is still a fundamental issue in the educational process, in this chapter more details about the nature of assessment were given, in addition to its different genre i.e.: Diagnostic, Formative and the summative, Also the classroom assessment was extra discussed by which we ask and answer many questions such as why, when, how and what, this what lead to see the different cycle of Assessment for learner. classroom, and a clear method of assessment in Hydraulics, Also the principals of assessment was conducted in this chapter with some focuses on validity, reliability and fairness explanation.

## ***Chapter Two.***

# ***Examining ESP in Hydraulics***

***Major***

## **Chapter Two: Examining ESP in Hydraulics Major**

### **Introduction**

English for Specific Purposes is one of those activities where practitioners are so concerned with keeping up with the work, and with discussing recent developments that they do not make time to define in any kind of detail exactly what they are doing. To start with, this short discussion of the current state of ESP with an attempt at a comprehensive definition of ESP. We should first look at the question of needs analysis. Needs analysis remains fundamental to ESP and from the early days of ESP in the 1960s the starting point has always been what learners need to do with English. Learners may have an educational need or a professional need. For example, a (Non-Native Speaker) NNS medical student whose first language is not English but is studying medicine through English is likely to use English to read textbooks and articles in English, to write case reports and examination answers, to listen to lectures and to participate in group discussion. These are educational needs. In this chapter, an examination has carried out about ESP. From its origin, definition, types, and if the educator has a course in Hydraulics class on how to deal with? in addition to the basic knowledge of Needs analysis of ESP concept.

### **2.1 Origin of ESP**

The history of ESP started as early as 1960s. According to Hutchinson and Waters (1987), three main reasons have urged the emergence of ESP: the demand of a Brave world, a revolution in linguistics, and focus on the learners. Hutchninson and Walters (1987) explains the first reason of this emergence is attributed to the enormous expansion of technology and economics, which appeared at the end of the Second World War, in the United States of America. This quick development generated a demand for an international language.<sup>6</sup> Obviously, English language became the first communication language in the world. Consequently, a variety of language teaching books for specific needs are conceived. The



second reason that led to the emergence of ESP was a revolution in linguistics. With the appearance of applied linguistics, the new studies focused on language in its communicative context. Therefore, most works in the early 1970s are in the area of English for Science and Technology (EST), which was carried out by many researchers, such as Ewer and Latorre (1969), Swales (1971) and Selinker and Trimble (1976).

The last reason mentioned by Hutchinson and Waters (1987), which has influenced the emergence of ESP, is related to learners needs. Courses have to be relevant to learners' needs and interests. The authors argue that "the assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster" (p. 8) (Dudley-Evans et al., 1998).

## **2.2 Definition of ESP**

According to Hutchinson and Waters (1987), "ESP is an approach to language teaching in which all decisions as content and method are based on the learner's reason for learning" (p. 19). Indeed, they argue that ESP must be seen an approach not as a product. However, according to Strevens (1977) "ESP concerns the emergence of a number of activities, movements and subjects that are carried out predominantly (though) not exclusively in English across the world" (p. 57). Coffey (1985) states that ESP is "a quick and economical use of the English language to pursue a course of academic study (EAP) or effectiveness in paid employment (EOP)" (p. 79). Lorenzo (2005), believe that ESP "concentrates more on language in context than on teaching grammar and language structures" (p. 1).

Thus, from these statements, one can define ESP, merely as an approach to language teaching that focuses on language in context. Dudley-Evans & St John [5] provide their definition of ESP. They also use absolute and variable characteristics of ESP as Strevens [3] centers on defining ESP.

Absolute characteristics:

1. ESP is designed to meet specific needs of the learner;
2. ESP makes use of the underlying methodology and activities of the disciplines it serves;
3. ESP is centered on the language (grammar, Lexis, register), skills, discourse and genres appropriate to those activities.

Variable characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of 'General English';
3. ESP is likely to be designed for adult learners; either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners

### **2.3 Types of ESP**

Traditionally, ESP is divided into two main branches: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). But, Carter (1983) suggested three new types of ESP, which are:

#### **2.3.1 English as a Restricted Language (ERL)**

Carter refers to the language that is used to communicate in a very specific environment, such as the language used by air-traffic controllers or by waiters. The difference between language and Restricted language explained in this passage from Mackay and Mountford (1987, pp. 4-5) in the following statement:

...the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

### ***2.3.2 English for Academic and Occupational Purposes (EAOP)***

In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches:

- a) English for Science and Technology (EST)
- b) English for Business and Economics (EBE)
- c) English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

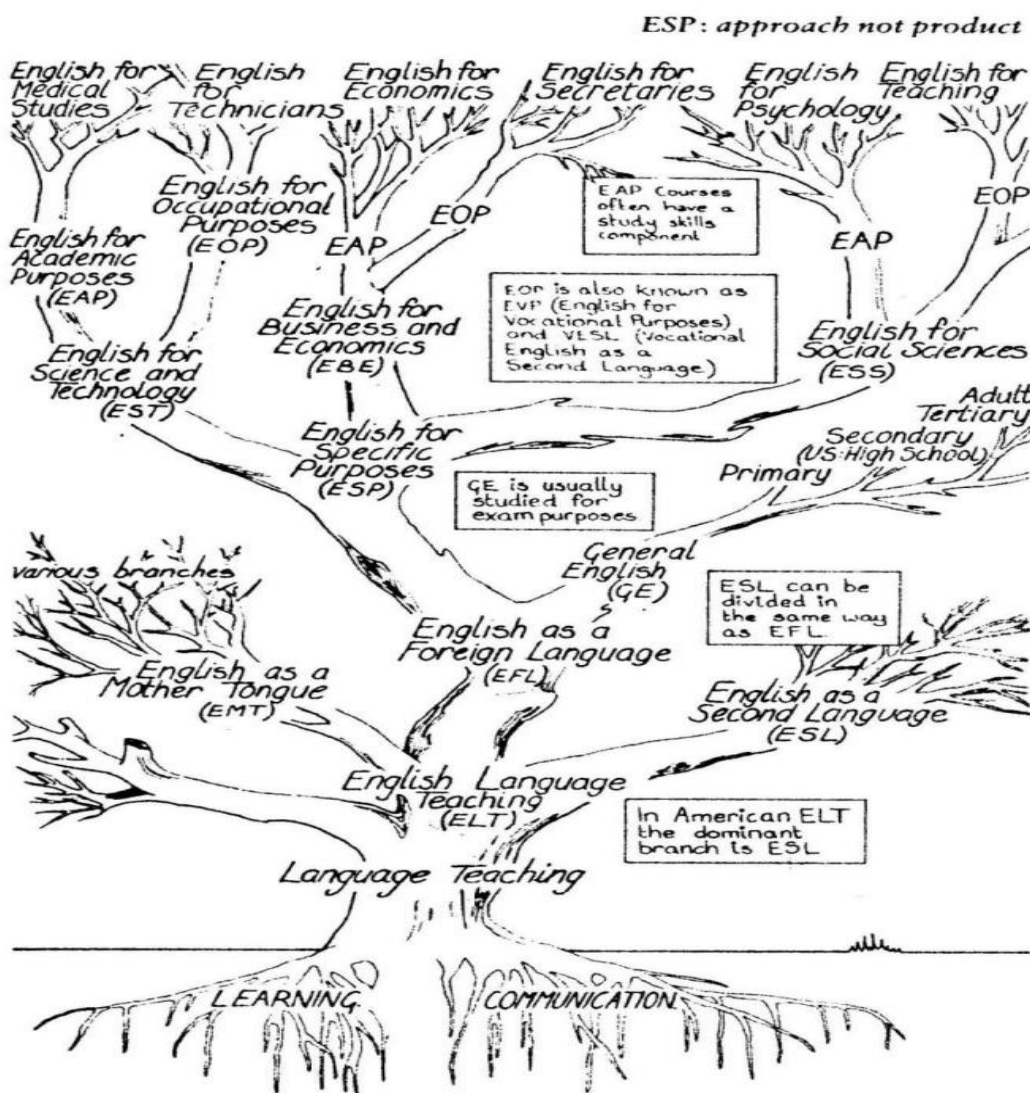
Hutchinson and Waters (1987: 6) also highlight the fact that there is no clear distinction between EAP and EOP. Also, in many cases, the language learned is likely to be used immediately, and "its use in the learning environment is later used when the student accepts a job or returns to work," Carter explains that he classifies EAP and EOP as the same type. Psychics. Mr. Carter seems to be suggesting that the end goal of EAP and EOP is the same: employment, even though the means used to achieve the goal are actually very different.

**2.3.3 English with Specific Topics (EST)**

The focus in this type of ESP is more on the topic than on the purpose, meaning that the concern is more with the learners' probable future English needs. EST should not be considered as a separate class of ESP, but an inherent part of ESP lessons with stress on situational language (the language utilized in the target workplace environments). Example of this type is scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. Many scholars presented this classification of ESP such as the following tree:

**Figure 5**

*The ELT Tree According to Hutchinson and Waters (1987)*



*Note.* The tree of ELT: Hutchison, T. & Waters, A. (1987). English for Specific Purposes: a learner-centered approach, p. 17

#### **2.4 ESP Course in Hydraulic Major, How to Deal With?**

The first thing to do is to carry out a needs analysis (sometimes known as a skills audit). In some ways it may be similar to the pre-course questionnaire commonly handed out to learners on General English courses. The difference is that a needs analysis is normally more comprehensive, and includes many relevant details about the target learners and their needs and wants. If a needs analysis for each and every learner is conducted well, then the chances of delivering a quality ESP course that will satisfy its participants are very high. The findings from such a skills audit will also help the teacher to create (and update as the course progresses) an (Individual Learning Profile) ILP for each learner (Krzanowski & Day, 2010, p. 09).

There are many vital questions that an ESP teacher may need to ask to deliver a course designed according to the preferences of the learners. Here is a checklist of 8 out of 10 basic questions sets to be included in a good needs analysis:

- Q1-Am I expected to deliver a tailor-made (custom-made) ESP -course?
- Q2- can I adapt or modify an existing course (e.g. published ESP coursebooks such as Good Practice or Cambridge English for Engineering)?
- Q3-Are my ESP learners ‘homogenous’ in their skills or are they a mixed ability group?
- Q4-Does any member have a ‘spiky profile’ (i.e. different levels of ability and performance in speaking, writing, reading, and listening)?
- Q5-Are the learners self-aware enough to inform me of this in the needs analysis questionnaire?

- Q6-What are the learning styles and preferences of my learners (e.g. visual, auditory, kinaesthetic, tactile, ICT-oriented)?
- Q7- Which aspects of their professional register (that is, the particular forms of the language used in particular professional activities)
- Q8-do they habitually use in their everyday work? For example:  
engineers need to write internal memos, reports, funding applications (Krzanowski & Day, 2010, pp. 09-10).

## **2.5 The difference between ESP and GE**

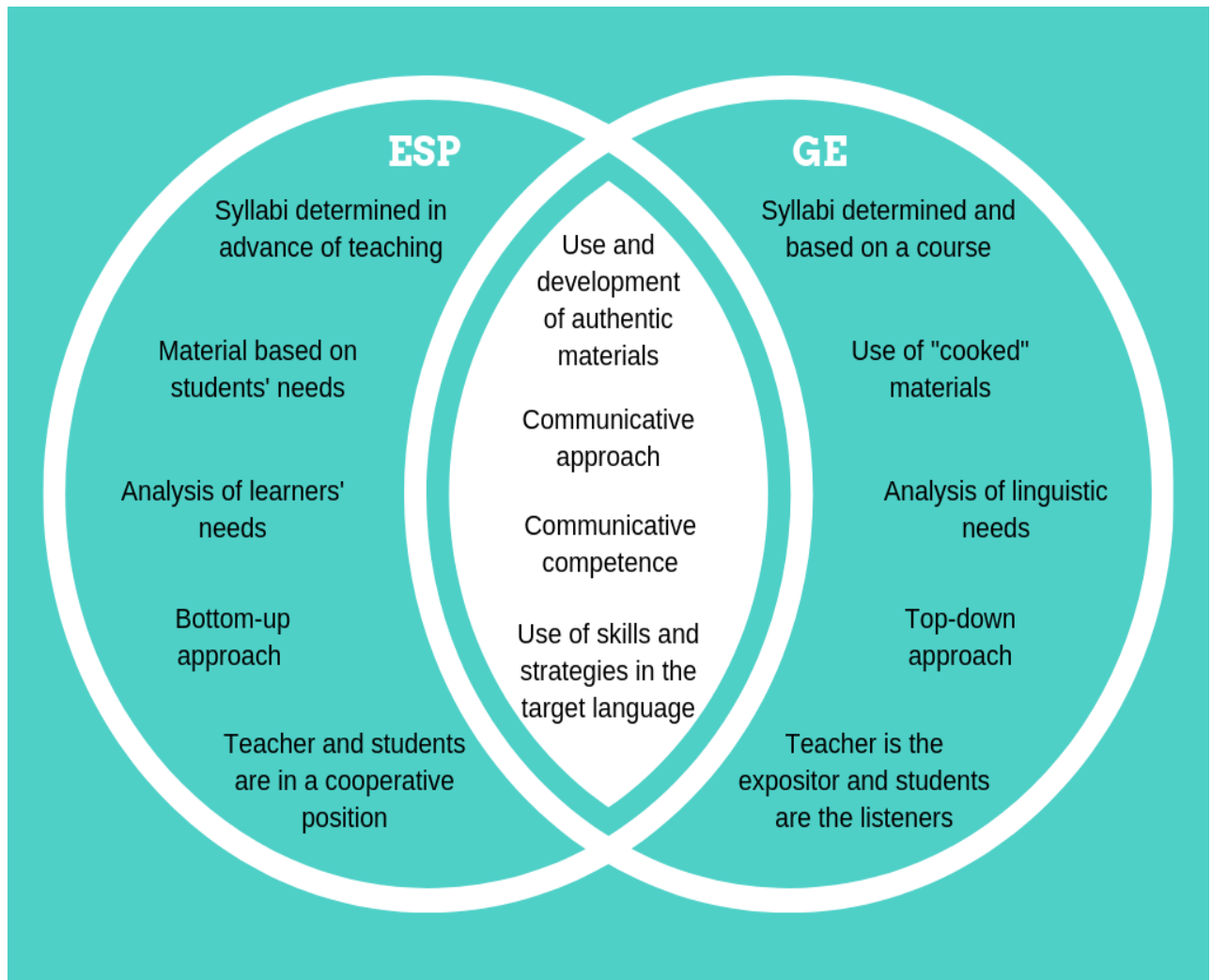
ESP can be viewed as a special and specific edition of EGP that includes practical language skills to enable students to perform professional tasks successfully (Potocar, 2002). However, EGP provides basic knowledge and skills of the English language at the school level, where students' professional/professional and academic orientations are not well defined. The main goal of introducing ESP in different nonnative/international settings is to equip learners with the necessary English skills to meet the challenges of practical communication in their future careers. As Holme (1996 as cited in Potocar, 2002) suggests, ESP should help students acquire the language skills necessary to apply their knowledge and combine work-related skills with personal development and socio-cultural knowledge.

The specifics of ESP courses require a teacher to adopt a different role and teaching strategy to impart knowledge to their students. First of all, he/she has to identify the needs of the learners, which determine the method, material, and level of language teaching (Robinson, 1991). What distinguishes ESP from general English is the sense of necessity (Hutchinson & Waters, 1987, p. 53). From this, it can be concluded that an ESP teacher is almost a general English teacher unless they understand and focus on the special needs of their students (Robinson, 1991). However, certain language knowledge and skills will likely be relevant and

useful for more than one subject or profession (Holme, 1996). For example, the communication skills required for different jobs may be similar (Potocar, 2002).

**Figure 6**

*The Difference between ESP and GE (Finodfa, 2019)*



## 2.6 The Notion Of Needs Analysis in ESP

The term, “analysis of needs” first appeared in the 1920’s in the West Bengal, a province of India when Michael West introduced the concept of “needs” to cover what learners will be required to do with the foreign language in the target situation and how learners might best master the language during the period learning. After 1920’s the term, needs analysis came to an end to exist until 1960 when the term, ‘English for Specific

Purposes' appeared at the Makerere Conference (Commonwealth Education Committee in 1961) as West [6] states. Chambers (1980): Needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation – what I will refer to as target situation analysis (Basturkmen, 2015).

Needs analysis in ESP refers to a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course. The needs analysis process involves:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer (Basturkmen, 2015).

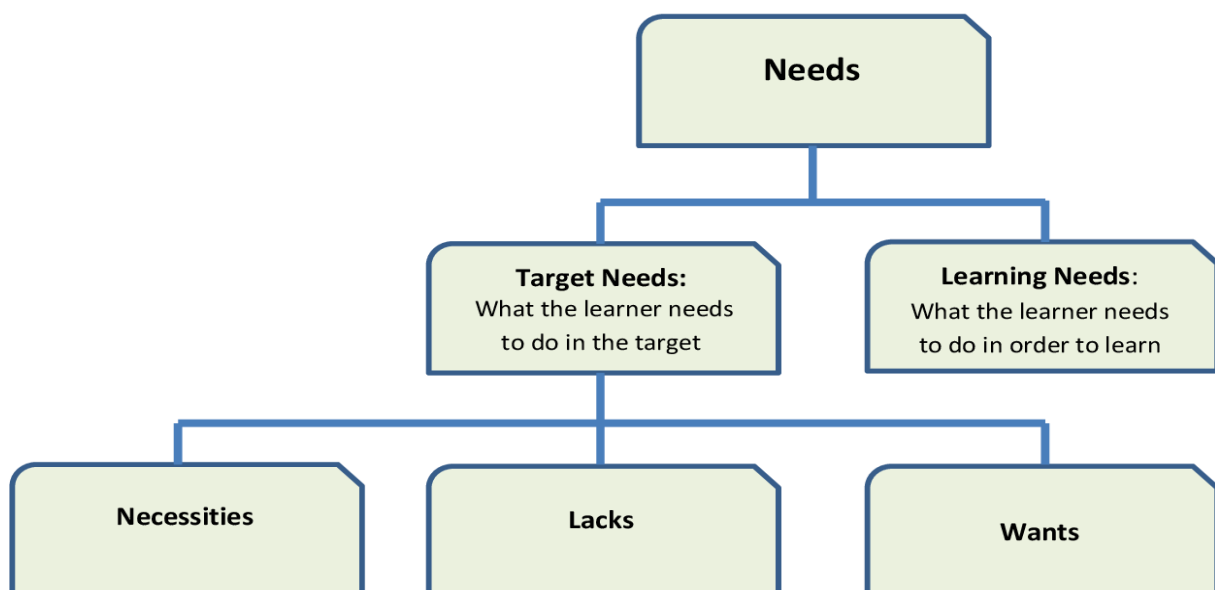


## 2.7 Needs, Wants, Lacks, and, Necessity what difference?

Whereas English for General Purposes (EGP) traditionally does not specify needs, ESP is distinguished by its high awareness of needs (Hutchinson and Waters, 1987). Conducting needs analysis is “the corner stone of ESP and leads to a much-focused course” (Dudley- Evans and St. John, 1998: 122). It is an important first step in course design as it involves the process of establishing the what and how of a course. This what and how inquiry is further explained in the words of (Basturkmen, 2010).

### Figure 7

*Hutchinson & Waters' (1987) Classification of Needs Analysis (Joanna Niemiec, 2016)*



As showed in the previous figure the needs are divided into two kinds which are target needs and learning needs, the target one subdivided into Necessities, Lacks, and wants. the target needs it self-related to what the learner must achieve in the target context, Necessities are the basic skills, knowledge, and competencies, such as grammar, or vocabulary in a language.

**Lacks:** are the missed thing, and the gaps in the learner's current knowledge or skills such as a pronunciation, poor vocabulary

**Wants:** are the learners desires to acquire they considered as additional skills or knowledge. Such as slang, idiomatic expressions.

### ***2.7.1 What is Meant by Target Needs?***

Target needs are broken down into three categories: necessities, lacks and wants. Necessities are considered to be "what the learner has to know in order to function effectively in the target situation" (p. 55). Lacks are defined as the gaps between what the learner knows and the necessities (p. 56). Wants are described as "what the learners think they need" (Nation, 2000, p. 2).

Dudley Evans and St John (1998) propose the following needs analysis approaches:

**2.7.1.1 Target-situation Analysis (TSA).** TSA reveals what the learner has to know in order to function effectively in the target situation, e.g., a businessman may need to know about letters, know how to speak at sales conferences, be able to read catalogues, etc. In Target Situation Analysis studying the situations in which the language is used, or "Survival language skills", provides a guide as to what language to teach (product-oriented approach).

**2.7.1.2 Present Situation Analysis. (PSA)** PSA seeks to identify how the students' level is at the start of their language course, looking into their strengths and weaknesses. Dudley-Evans and St. John (1998: 124) state that PSA estimates strengths and weaknesses in language, skills and learning experiences. There are three basic sources of information: the students themselves, the language-teaching establishment, and the students' place of work.

For each of these, an ESP practitioner seeks information regarding their respective levels of ability; their resources; and their views on language teaching and learning

**2.7.1.3 Learning Situation Analysis.** Learning Situation Analysis refers to subjective, felt and process-oriented needs. LSA also directs what learners want to learn. Dudley-Evans and St. John (1998) state that LSA means effective ways of learning the skills and language. According to them, LSA also refers to why learners want to learn.

### ***2.7.2 What do ESP Practitioners do with Needs Analysis Results?***

The outcome of a needs analysis should be a list of goals and objectives for the parties involved, which should inform course content, materials and teaching activities, as well as testing and evaluation strategies. The objective needs should act as the starting point in course design. Also, information on learners' ability to use English, his or her subjective needs are all necessary in order to make decisions on matters such as group division and learning mode. However, Hutchinson and Waters (1987) and Belcher (2009) recommend that needs analysis be checked constantly in an on-going process to assess needs whenever they are expressed. Whereas pre-course NA is used to determine types of appropriate course content and materials, during the course, NA assures that learner and course goals are being met, and allows for necessary changes. At the end of the course NA is used for assessing progress and planning future directions for learners and the course. (BASTURKMEN. H. 2010).

## **Conclusion**

In this chapter, ESP is defined as an approach to language teaching rather than product. Thus, ESP focuses more on language in context than on teaching grammar and language structure. Through the huge expansion of technology and economic in the USA after the World War II lead to the born of this filed. Clear definition was mentioned in this chapter. Four other point were discussed from its different types which represented by a tree of ELT

and the ESP course in hydraulics class which deal more with the necessary concept. A distinctive comparison between ESP and GE after that was seen. Also, the Notion of needs analysis in ESP was defined with the four important composition which are (target situation analysis, Discourse analysis, learner factor analysis and teaching context analysis).at the end a clear distinction between, need, lacks, wants, and necessity was oversaw.

*Chapter Three.*  
*Data Analysis, Results*  
*Discussion & General Conclusion*

## **Chapter Three: Data Analysis, Results Discussion and General Conclusion**

### **Introduction**

The coming chapter is analyzing, interpretive, discursive of the results obtained from the instruments described in the previous chapter, and finally conclusive. Analysis and interpretations took a descriptive and inferential approaching. The findings are then discussed with reference to the research questions and hypotheses. The last step was the conclusion of the research as a whole.

### **3 Data Analysis**

#### **3.1 Population and sampling of the study**

The population of the current research are first-year students at Hydraulics department university of Biskra. A Cluster random sampling was opted for selecting the participants. Dornyei (2007, p,97) suggests "... random samples are almost always more representative than non-random samples". 30 students of first-year hydraulics are randomly selected among 2 groups. The English teachers of the Hydraulic department in the university of Biskra are part of this study.

#### **3.2 Research Tool**

The research instruments opted to collect data for the research are namely Interview for teacher and a questionnaire for validating and measuring the credibility of the study to students.

#### **3.3 Students Questionnaire**

Was designed for students who learn English in technical field, specifically Hydraulics students, It contains eighteen (18) questions, It covered personal information, students' knowledge about language, students previous level, learner present level, different techniques

used in the classroom, and what relation do students have with the examination? and so on, the SPSS is used in the analysis of those data and presented in different graphs.

### ***3.4 Teacher Interview***

The interview was designed for teacher who taught or are teaching technical English as a subject or English as a course in the technical fields. Comprised of fourteen (14) questions, it covered personal information, teaching experience, teaching means, teaching skills and so on.

The analysis of interviews of the teacher has been quantitatively analyzed in Excel. The results of the interview are displayed in the graphs below

### ***3.5 Analysis of Teachers 'Interview***

#### **-Teacher's interviewee analysis :**

Section one :General information

#### **Q1 :Qualification :**

As the teacher answer she is a doctorate in hydraulics and master degree qualification in English . and this will influence positively on the mastering of this language,and this what make she more capable in teaching this language .

#### **Q2 :The years of teaching English :**

From the teacher respons she start teaching English from 5 years ago , the higher of years she had taught the good method she has to make things more clear,So we consider she as good participant in teaching this language .

#### **Q5:The Hours peer a week**

She confirmed that 1.30h is the limited time in this department, the time is a major factor in given the essential of any subject,so 1h and half is a sufficient time to teach this module .

**Q6: you taught your students:**

Our participant teach General English and ESP ( English for specific purpose). Teaching General English instead of technical English does not help the students in their current or further studies. Conversely, this practice may curb their success due to the unnecessary grammar structures and needless wide general vocabulary diction.

**Q7: Using a Pre-test In the first session :**

The teacher confirmed that she does not use a pre-test during their session Using a pre-test is a useful point for both teachers /students by it we carry out the student level, and according to this level, the teacher can know how to provide information for the learner.

**Q8: What about Self-Assessment?** (ie :those kind of test which you give to your students in the first session by which they assess their level. )

The participant answered by no, she does not give self-assessment to their students. The missing of used this method may refer to the neglection of teacher to the importance of this method, however, it is important in improving student level

**Q9: Did you think is it important to do that?**

The teacher confirmed yes it is important to use a self-assessment, since students may know his level.

**Q10.During your delivery of the lecture, how can you check if the students truly understand the material given?**

The teacher answered that the Question-answer chain is the useful one.



This confirms that teachers deal only with formative assessment

**11. Have you planned in-class activities?**

The teacher answered yes, she used in-class activities, In most time and this affect positively the students' comprehension and progress.

**Q12. After the examination, Did you think that your students had an acceptable level of knowledge gain?**

According to the teacher's answer, most students do not have an acceptable level of knowledge gained after the examination. this refers to the students' neglect of the examination's importance.

According to the teacher's response, a neglect of the students' examination importance is observable. they consider it a tool for passing to the next and not an assessment procedure.

**Q13. Based on your previous knowledge of ESP lectures, what are the major Assessment procedures in ESP?**

The teacher states pre-tests, classroom observations, and activities.

From the teacher's answer poor information about the different types of assessment procedures is noted.

**Q14. Have you applied them? Why?**

The teacher declares that she did not apply all of them during the session, and this is because of a lack of teaching material, and inadequate time.

The reasons stated by the teacher are logical, but the non-use of those procedures will affect the student resultus.

### *Discussion of Teachers' Interview Key Findings*

In ESP courses, teachers acknowledge not using assessment procedures due to perceived time constraints, insufficient teaching materials, and student demotivation. The participants are well qualified. The significant difference between departments give a huge feedback, since most of them teaching English between one to three years makes their experience as a suitable tool to conduct this research. The student's years are only first and second year this appropriate chance because they are novice and can receive as much as possible of information, we expect that the timing is relevant (one hour and a half) until we find that it is the first reason for why most teachers do not apply the assessment tool.

From the previous interview for teachers, we glean that ESP teachers focus on General English rather than Specific English, and this made them far away from the aim. All teachers are aware of diagnostic and formative assessment but do not implement it in their teaching process. Thus, this impacts their professional practice and development. Also, the students will suffer from the missed opportunities for an exposition to their strengths and weaknesses. Most teachers believe that examination is the primary source for students to achieve their marks, rather than a tool for knowledge acquisition. Additionally, they admit that the construction of examination papers is often based on their own knowledge and intuition rather than on learners' specific needs, this is what comes across with the third research question that states the way that ESP examination models affect teachers, students, and the teaching-learning process by which examination models are a representative tool for both learner needs and teachers' knowledge, but in this case it represents only the teacher's knowledge and intuition, and this confirms the hypothesis, which states that ESP examination papers rely on intuition and own learning of English.

### 3.6 Students Questionnaire Analysis

**Q1: specify your gender please.**

**Figure 8**

*Gender Distribution of Students*

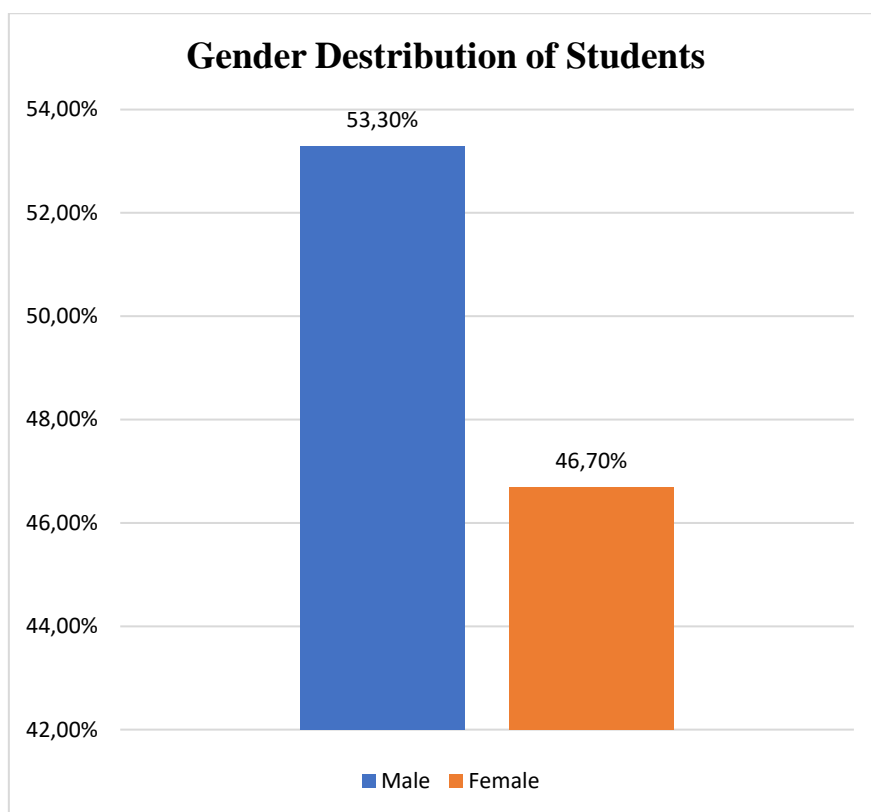


Figure 1 demonstrates the distribution of the student's gender. The results demonstrate that females (53.30%) represent the majority of the students while the rest are males (46.70%). Females' preference to specialize in the linguistic fields over males is seen in various research occasions, as males show a preferential tendency to specialize in the more demanding fields, either technically or physically, and this can be considered as a representative sampling of the whole population.

**Q2: Specify your age please**

**Figure 9**

*Age Distribution of Students*

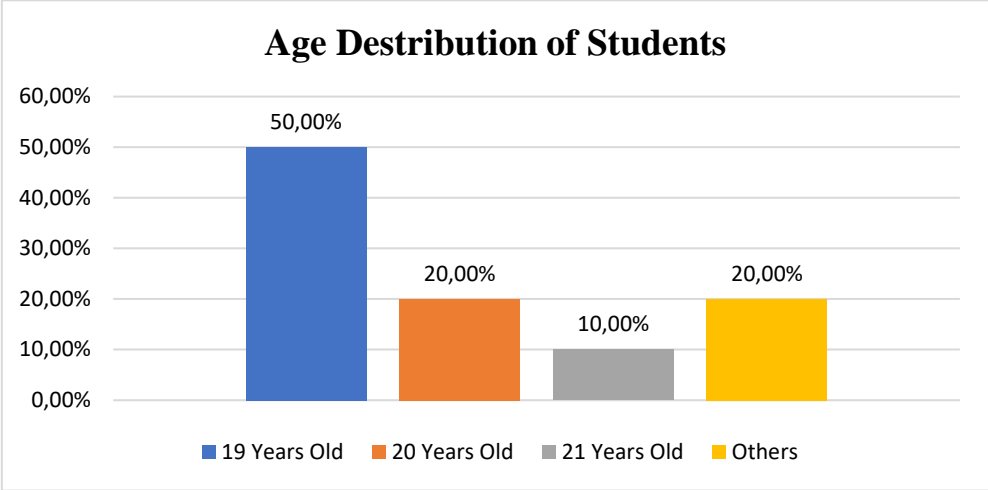


Figure 2 demonstrates the distribution of the students’ ages. The results demonstrate that the majority of the students are within the 19 to 21 years old age category with a total of 80% while the rest (20%) are older. This age similarity would indicate also a background similarity, especially in relation to the linguistic background, which would provide relevant insights to the investigated assessment topic.

**Q3: do you consider learning English as**

**Figure 10**

*Importance of Learning English to Students*

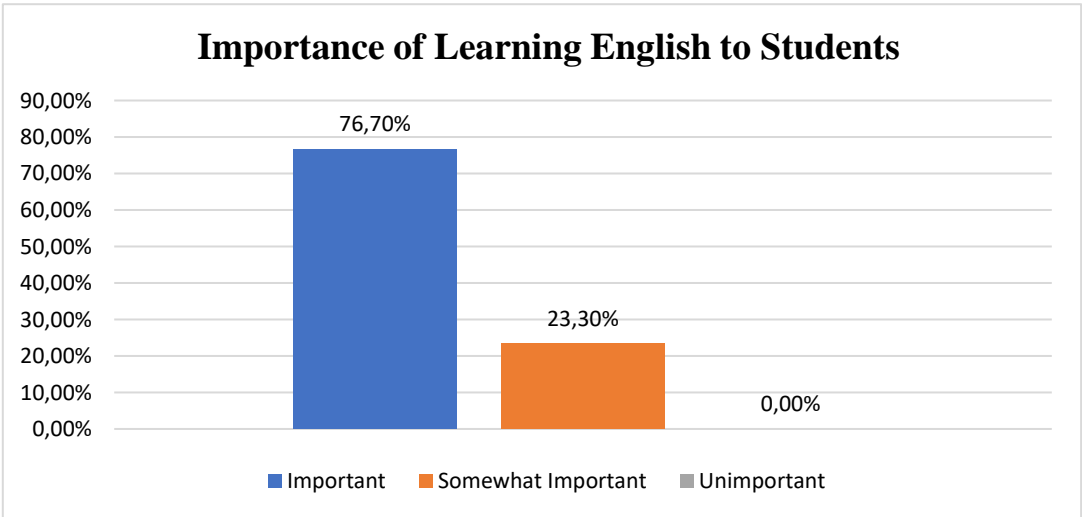


Figure 03 demonstrates the importance of learning the English language to students. The results demonstrate that more than half the students (76.70%) consider learning the English language as important while the rest (23.30%) consider it as somewhat important. As students of a specific branch that need specific and tailored English for their academic progress, it is of importance to consider the English as important to their academic progress as it has become an indispensable language in all fields and branches.

#### Q4: Do you think learning English is?

**Figure 11**

*Difficulty of Learning English to Students*

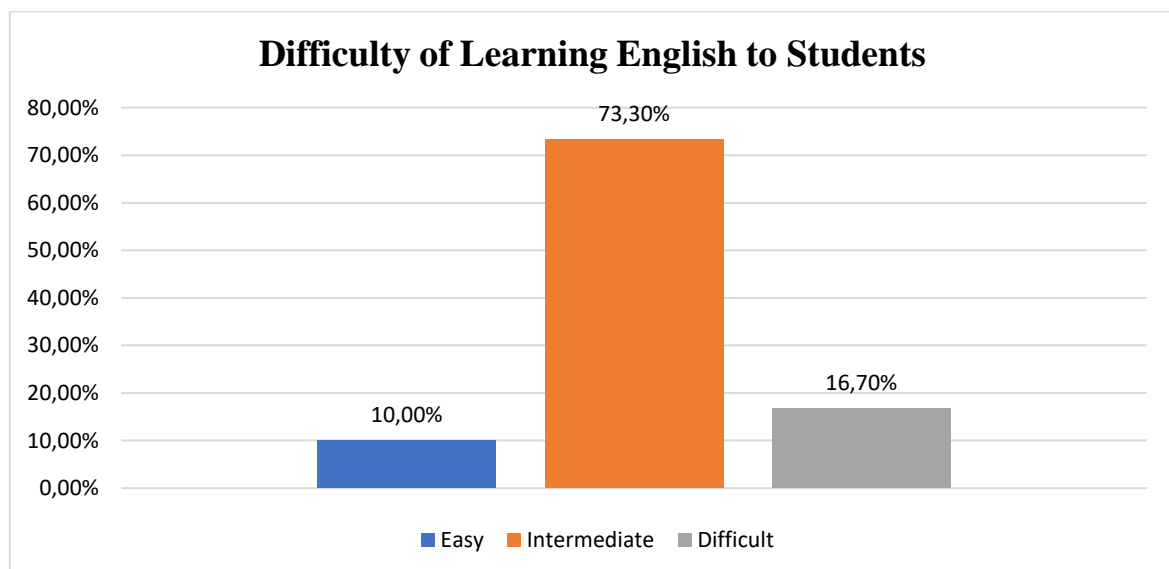


Figure 4 demonstrates the difficulty of learning English to students. The results demonstrate that the majority (73.30%) find the learning of intermediate difficulty while the rest find it easy (10%) or difficult (16.70%). The majority of the students finding the learning of English moderately difficult is a positive sign, which might indicate a possible tendency to take interest and do better in the English course.

## Section 02: Present Situation Analysis

### Q1: how long have been studying the English language?

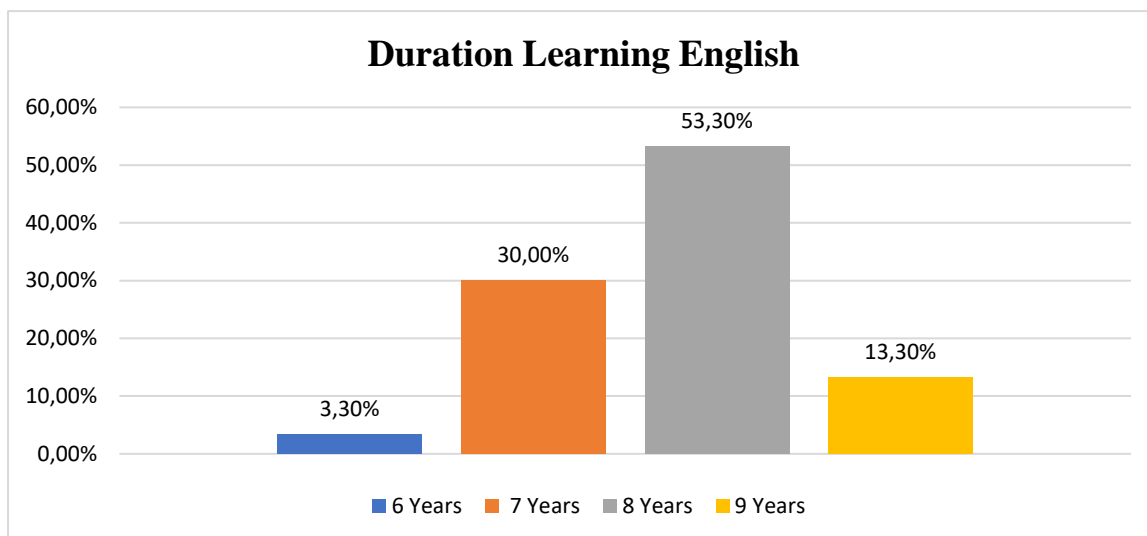
**Figure 12***Duration of Learning the English Language*

Figure demonstrates the students' duration of learning the English language. The results demonstrate that the majority of students have been learning the English language for at least eight years (53.30%). This fact means that the students have been learning English long enough to have been exposed to assessment at numerous levels, which would allow for deeper insights on the present research topic.

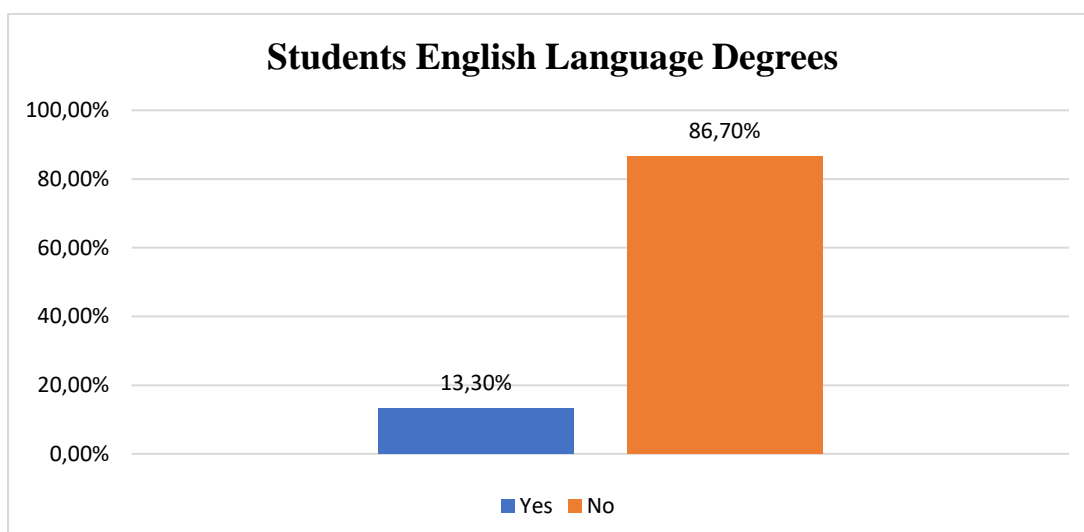
**Q2: have you earned any degrees in English language?****Figure 13***Students English Language Degrees*

Figure 6 demonstrates the English language degrees earned by the students. The results demonstrate that the students' majority have no degrees in English (86.70%) and only very few does (13.30%). The earned degrees range from beginner (A1, A2) to intermediate (B1, B2). This fact accords with the results of the fourth item where almost a similar percentage of students (16.70%) find the learning of the English language difficult, which leads them to seek level improvement and ease their difficulties of learning English in official courses.

### Q3: do you have an English course in your major?

**Figure 14**

*Students Taking English Language Course*

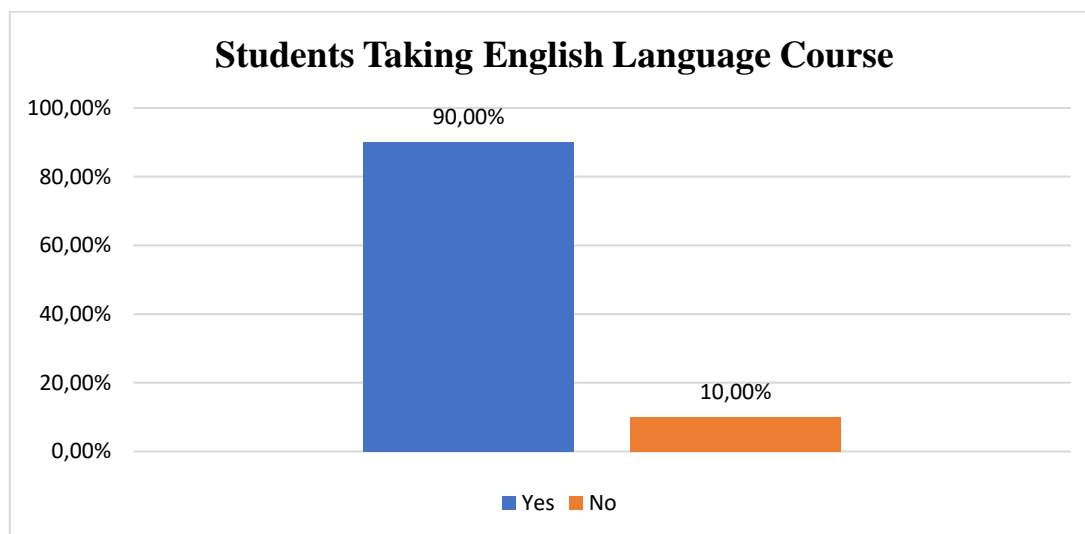


Figure 7 demonstrates if students are currently taking any English language courses. The results demonstrate that the majority (90%) of students answered yes to taking an English course at the moment. Only 10% of the students answered no to taking an English course at the moment, which means that students probably did not understand the question well, since they belong to the same sample. Students currently taking an English course means that they

are either already been assessed or to be assessed, which would enrich the assessment topic at hand.

**Q4: how many classes per week are you taking?**

**Figure 15**

*Number of English Classes Students Take Per Week*

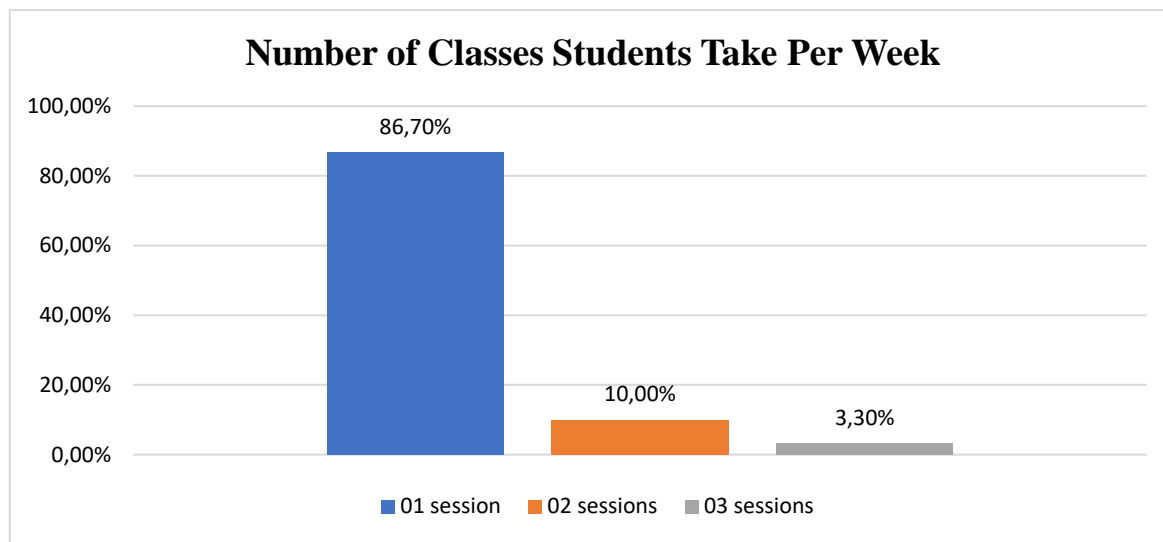


Figure 8 demonstrates the number of English classes currently taking by students. The results show that the majority of the students take a least one session per week (86.70%). The rest either take two sessions (10%) or three sessions per week (3.30%). This mean that students are at least taking one session that they have already been assessed on at least once at this point in time, which allows them to give any observations they might have on assessment strategies and exam papers in relation to the research topic.

**Q5: do you attend all of them?**

**Figure 16**

*Students English Language Course Attendance*



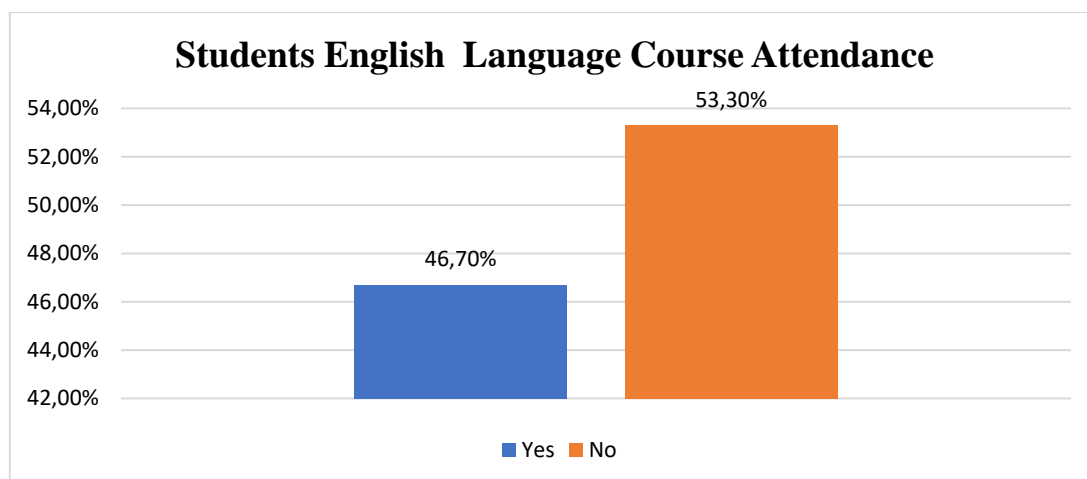


Figure 9 demonstrates the students' attendance of the official English classes. The results demonstrate that the majority do not regularly attend their classes (53.30%) while almost half of the student does attend (46.70%). Near half the students number attending their English classes is a fairly acceptable number to deliver good insights into the research topic, yet the considerably high level of unattendance could probably affect students' examinations marks.

**Q6: if you attend all the sessions, how does your teacher organize the lessons?**

**Figure 17**

*Teacher Organization of the English Language Lessons*

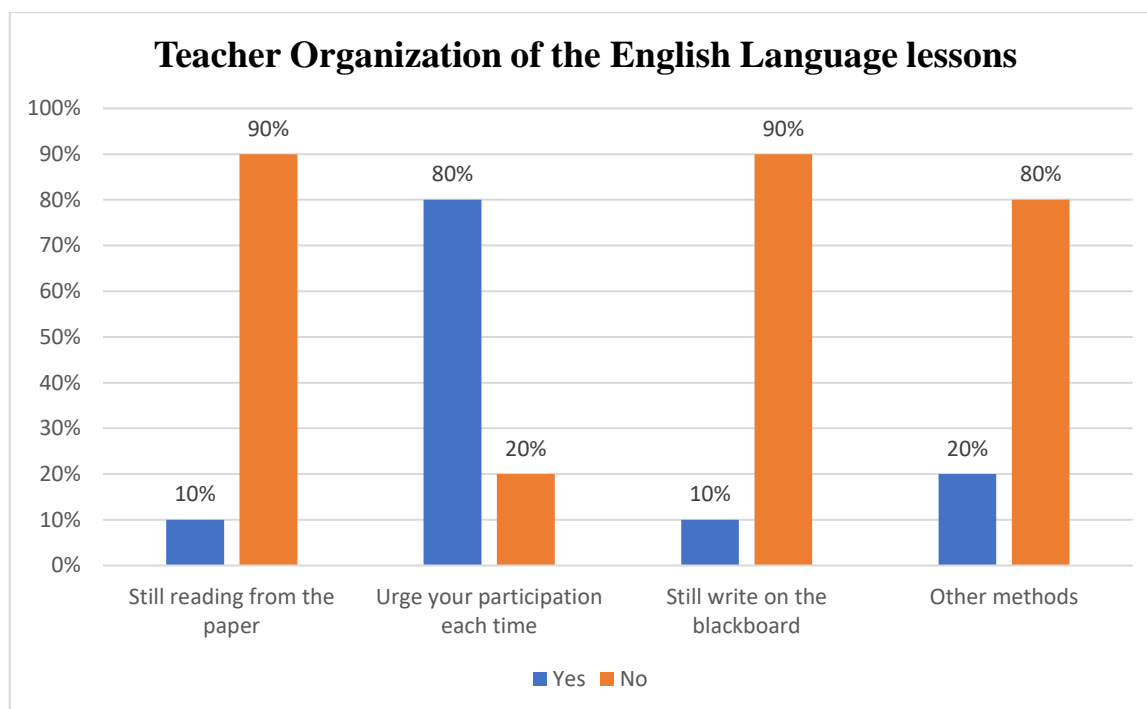


Figure 10 demonstrates the English teachers lesson organization. The results demonstrate that the teachers organize the lessons in a way that they read less from the paper (90%), they urge student to participate (80%), and write less on the board (90%), in addition to other methods. This means that teachers follow the modern methods more in their lesson organization than the traditional, which also means that they would probably modernize their assessment methods accordingly.

**Q7: how does your teacher check/assess your comprehension?**

**Figure 18**

*Teachers Assessment Techniques of Students Comprehension*

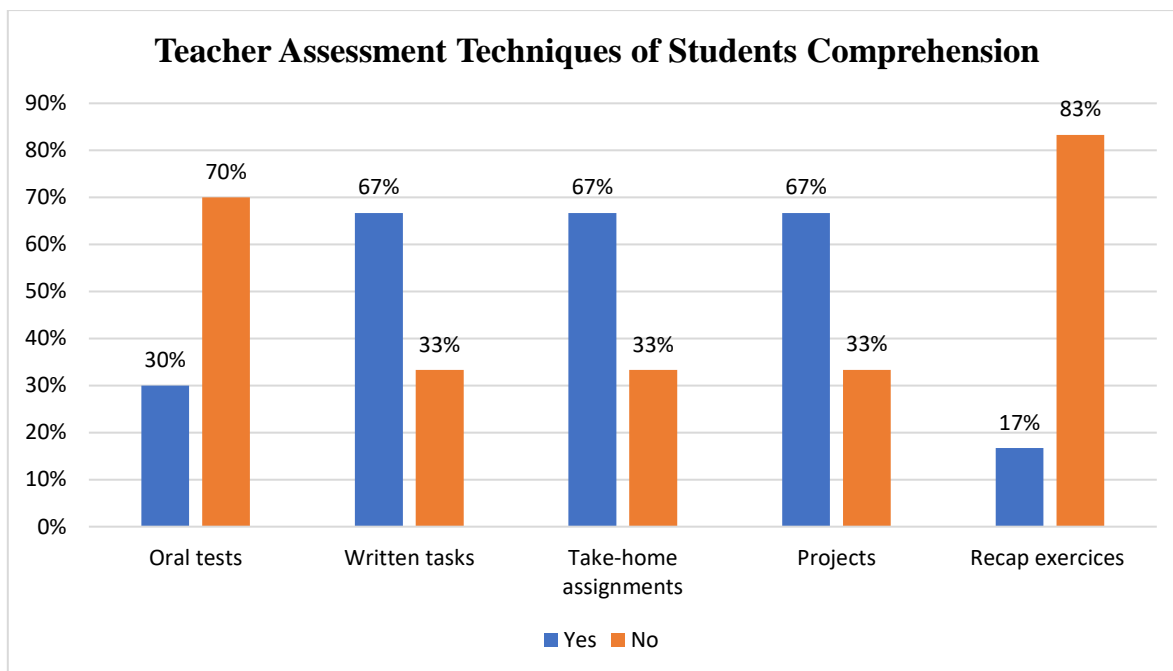


Figure 11 demonstrates the English teachers' comprehension assessment techniques. The results show that they assess comprehension mostly through written tasks, take-home assignments, projects (67%), in addition to oral tests (30%) and recap exercises (17%). Thus, all the previous techniques are belonging to formative assessment. However, teachers focus the majority of time on traditional techniques such as take-home assignments and written. Yet, they do not incorporate modern methods like recap exercises or oral tests. This indicates that they have not adapted to all formative assessment techniques.

**Q8: how often does your teacher carry out each of the following strategies to check your progress?**

**Figure 19**

*Teachers' Frequency of Using Strategies to Checking Students Progress*

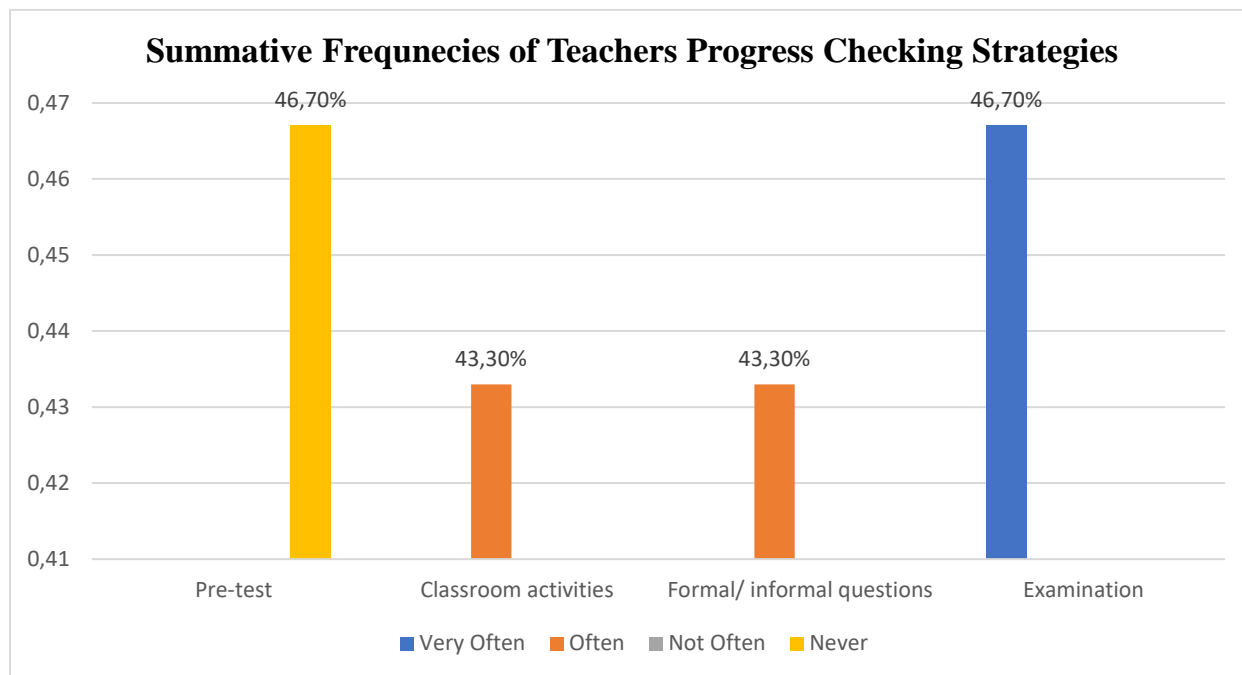


Figure 12 demonstrates the use frequencies of the diverse strategies to check students' progress. The results are displayed by their highest frequencies where examination is used very often (46.70%), and both classroom activities and formal/informal questions are often used (43.30%). However, pretesting is reported to never be used by almost half the students (46.70%). The fact of not using pretesting as a comparative basis with final examination would mean that teachers would not be overly accurate in their assessment of student progress since they have no comparative data, but this also confirmed the absence using of diagnostic assessment.

**Q9: during your classroom sessions your teacher focus on.**

**Figure 20**

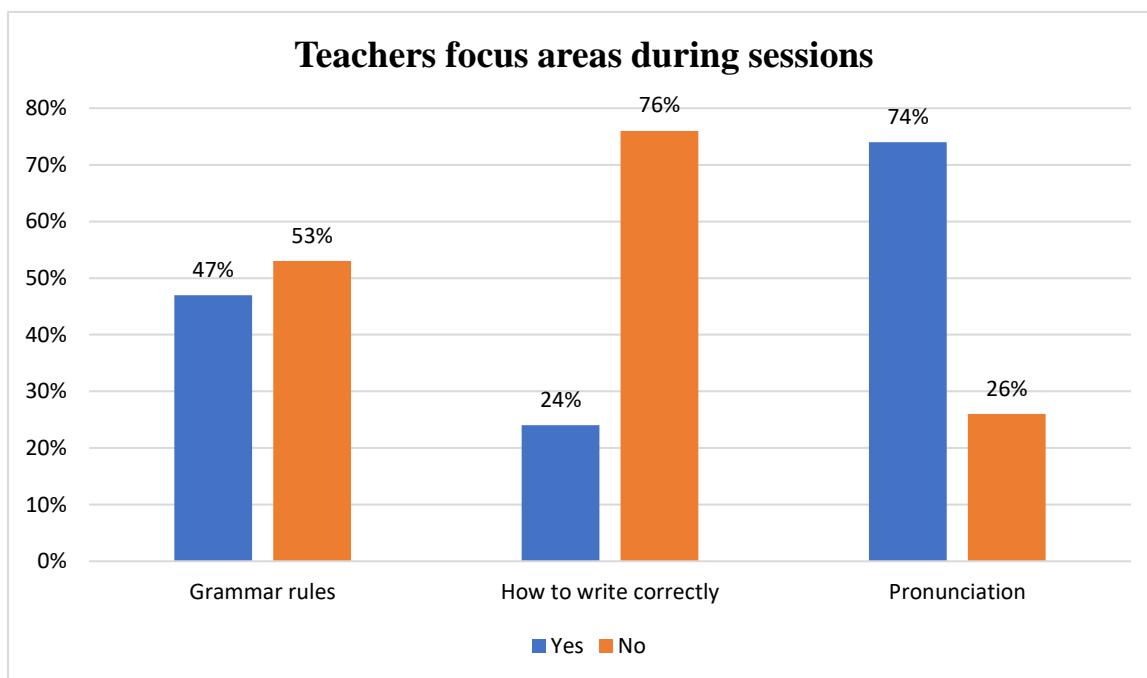
*Teachers' Focus Area During Sessions*

Figure 13 demonstrates the areas that teachers focus on during the English sessions. The results demonstrate focus primarily on pronunciation (74%), grammar rules (47%), and correct writing (24%), respectively. This fact highlights ESP teachers' awareness of the importance of the basic skills in the acquisition of any language, despite the specific purposes, that is why they focus on correct pronunciation a fundamental first step towards learning English, then grammar rules, and arriving at the accurate writing.

**Q10: does your teacher mainly focus on asking true/false and fill-in-gaps questions during assessment?**

**Figure 21**

*Teacher's Focus on True/false or Fill-in-gaps Questions During Assessment*

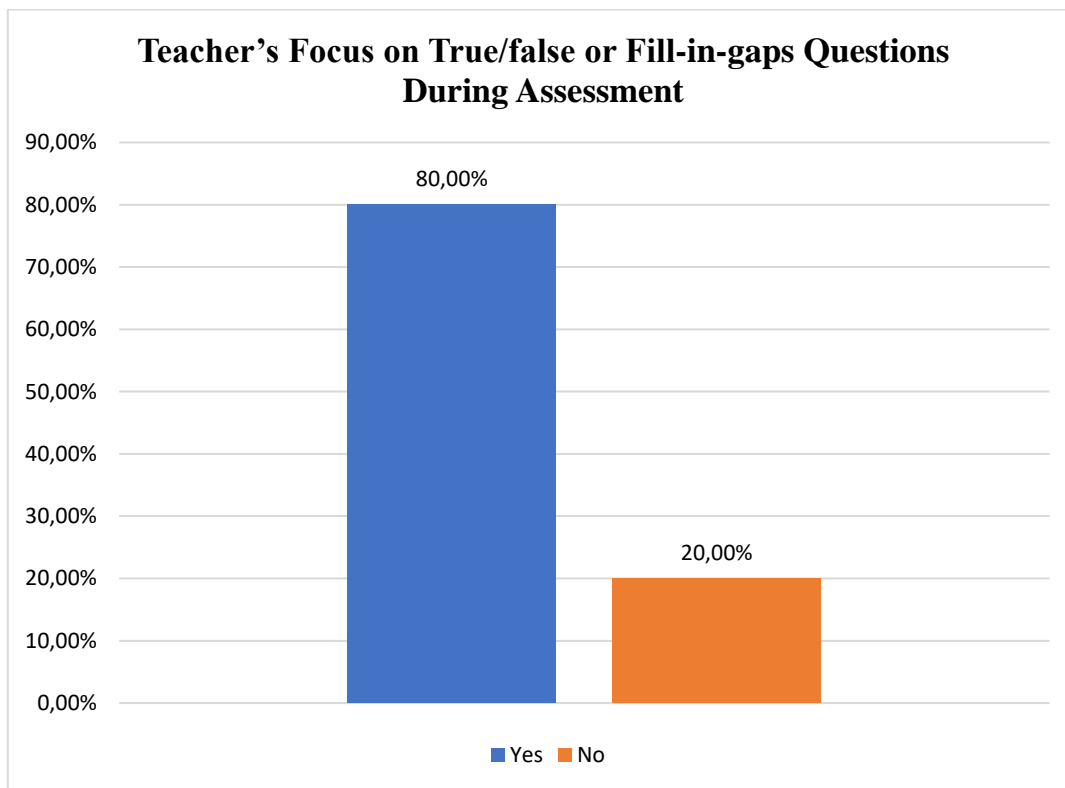


Figure 14 demonstrates the teachers' focus on the true/false or fill-in-gaps questions during assessment. The results demonstrate that teachers focus more on the true/false type of questions (80%) over the fill-in-gaps type. This could be attributed to the fact that in ESP, specific learning outcomes are set from the start, which makes true/false type of questions the best choice to assess the preset objectives.

**Q11: does your teacher mainly focus on scrambled sentences and short paragraph writing during assessment?**

**Figure 22**

*Teacher's Focus on Scrambled Sentences and short paragraph Writing During Assessment*

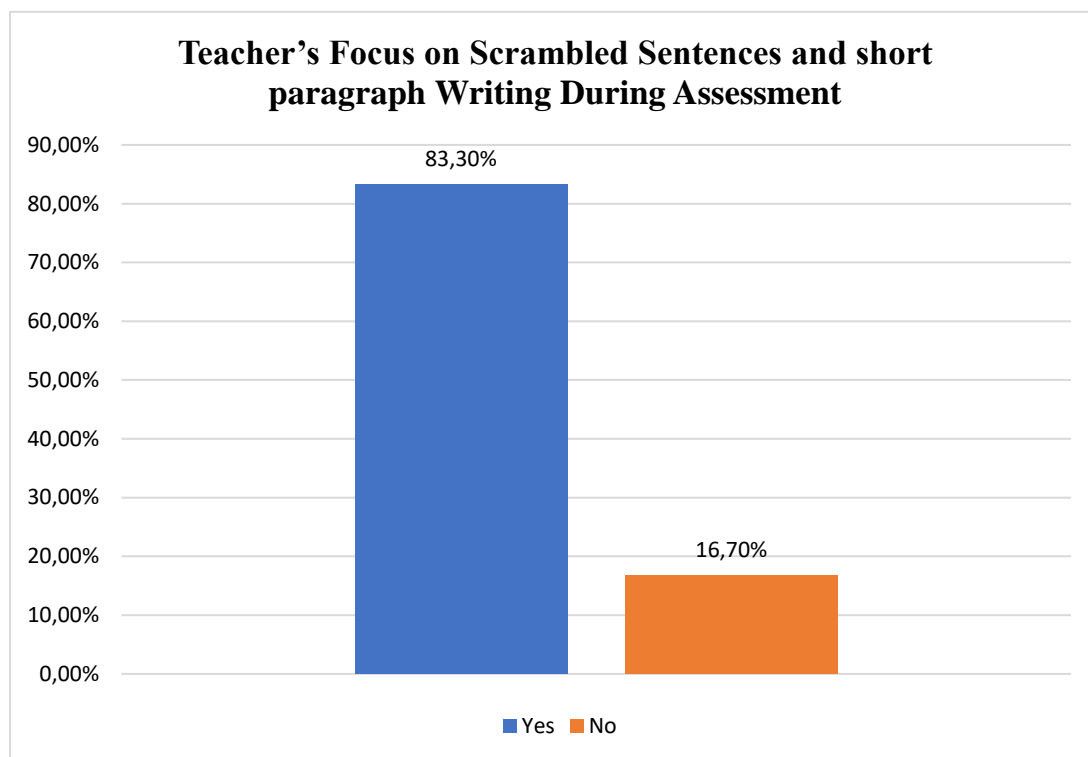


Figure 15 demonstrates the teachers' focus on scrambled sentences and short paragraph writing during assessment. The results demonstrate that teachers do focus on the scrambled sentences and short paragraph type of questions (83.30%) during assessment. Similarly, to the previous questions results, this could be attributed to the fact that in ESP specific learning outcomes are set from the start, which make this type of questions more suitable to assess the preset objectives.

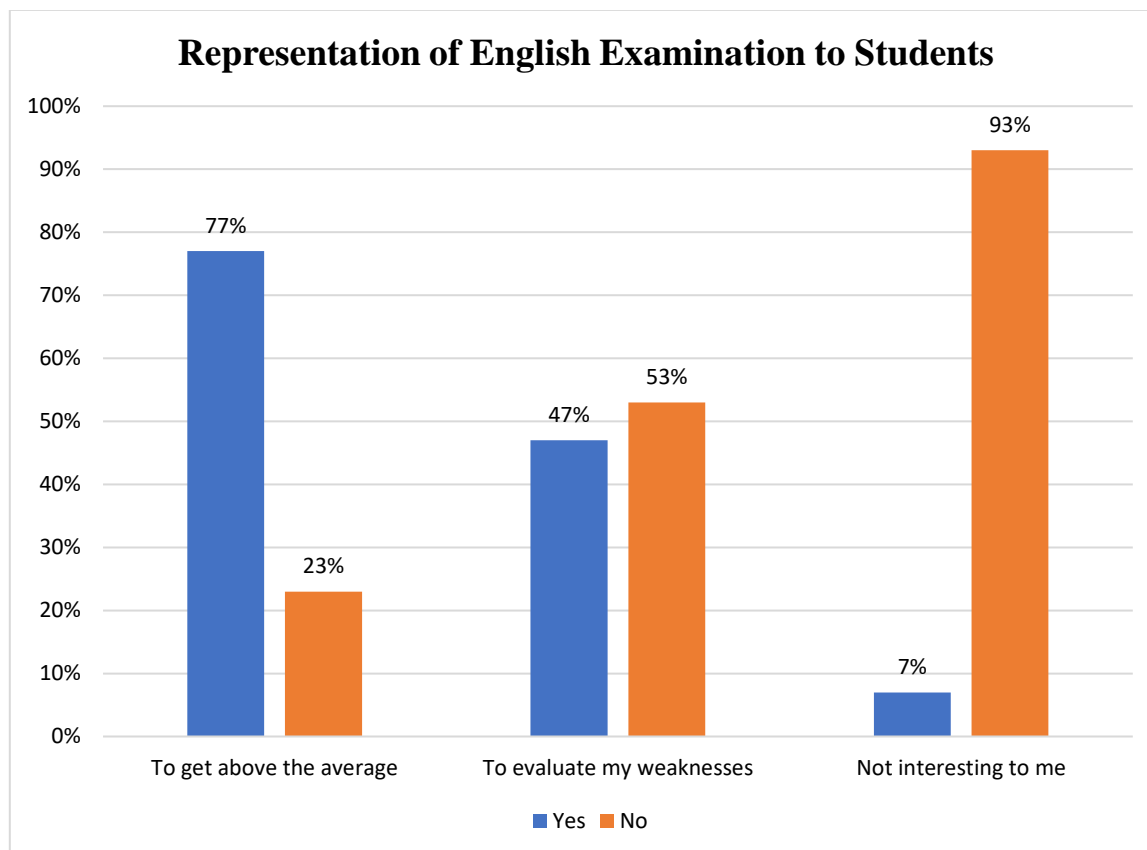
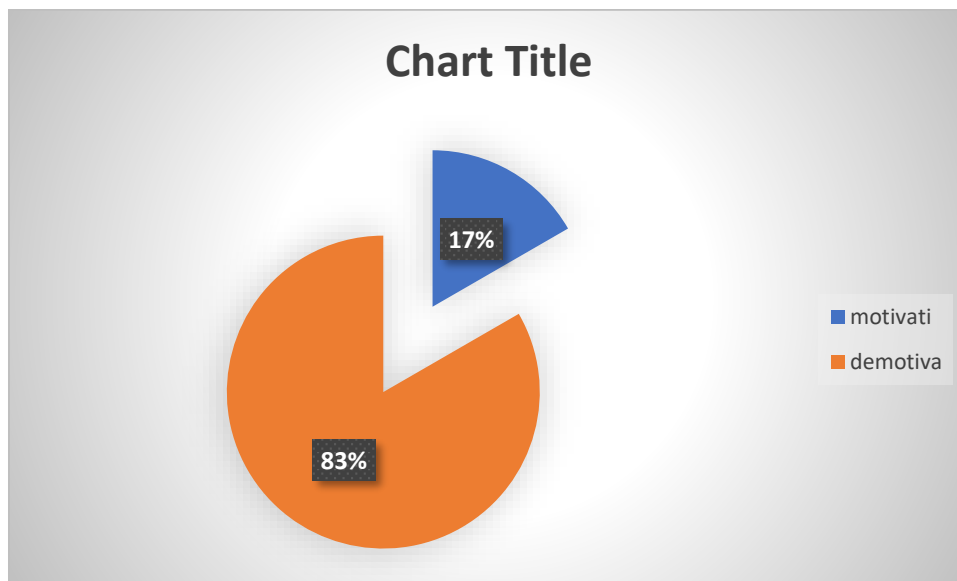
**Q12: the examination of English from me is?****Figure 23***Representation of English Examination to Students*

Figure 16 demonstrates the representation of the English examination to students. The results demonstrate that to the majority, the English examination represent only a means to get the average needed (77%). Only 47% of the student consider examination as an evaluative tool for their weakness in order to improve them while the rest expressed their complete disinterest in the examination (7%). Hence, the summative results mean that students should consider more the importance of the ESP course and examination if they are to reach more academic advancement in the future.



**Q14-do you come to the English session :***The students' motivation*

From the previous graph, we remark that 83% of students become demotivated to the English session, however, only 17% of them become highly motivated. This means the students' demotivation is a major challenge among ESP students.

**Q15\_ check the usefulness of the assessment procedure below then, tick the most appropriate choice?****Table 3***Usefulness of Assessment Products*

Assessment products	Agreement	%
I wish if my teacher starts with a pre-test to know more about our level	Strongly agree	43.30
I prefer my first meeting with the teacher start by brief, private interview that include radical questions about my level	Strongly agree	46.70
I may catch as large as possible of ideas with the questions-answering chain That take place inside the classroom	Strongly agree	50.00
Continuous assessment that my teacher does each time improves my understanding and identifies our strengths and weaknesses	Strongly agree	63.30
I may be ready to the final exam	Agree	53.30

if teacher deal with the Homework exercises

I believe that our exam mark is a tool by which we know our level	Disagree	43.30
---	----------	-------

Table 01 demonstrates students' evaluation of the usefulness of the assessment products. The results are displayed by the highest score of agreement or disagreement. As demonstrated by the table, the students' majority agree with the usefulness of the teacher starting with a pretest to evaluate the starting level (43.30%), teacher starting with a brief, private interview to evaluate students' starting level (46.70%), teacher use of question/answer chains to assess understanding (50%), and teacher use of continuous assessment in the aims of improving the understanding and identifying strengths and weaknesses of students (63.30%). Students also agree with teacher answering homework exercises to improve examination readiness (53.30%). The only assessment product students disagree with is examination mark being a tool through which they know their level (43.30%). Thus, students are accepting and encouraging of the diverse assessment products with the exception of the examination as unrepresentative of their actual level.

### ***Discussion of the Students Questionnaire Key Findings***

In research, the discussion of the key findings is usually done with reference to the research questions and hypothesis. On the one hand, in relation to the second research question that questioned if ESP teachers use the different types of assessment, the findings of the students' questionnaire affirmed with varying degrees that they do use the different assessment types but in a limited extent. through the use of chains of question-answers, continuous assessment, and homework which are the traditional ways of formative assessment. However, the lack of using diagnostic assessment is confirmed. From the other hand, this also affirms the research hypothesis that states construct ESP examination papers relying on intuition and their own learning of English. Since the questions asked are built on their own

knowledge of the language and include the traditional shape of questions. Also, the findings confirmed that the examinations contain the type of questions that represent the teacher's previous knowledge and not the ESP predetermined objectives. The types involved mainly the true/false questions, scrambled sentences, and short paragraph compositions.

Additionally, there was also reporting of the use of diverse modern strategies involved with lesson organization, such as less paper use, less blackboard writing, and more urging of students' participation. In relation to the first research question that questioned if there exist any obstacles and challenges that affect the ESP students' examination marks, the findings highlighted chiefly the low attendance rate among the students and their mere consideration of examination as only a means to get the needed average to pass or complete disinterest in examination, which affect not only their marks but also their long-term progress. Accordingly, ESP teachers demonstrated an acceptable level of awareness of the specific needs of their students. But still insufficient, since most of them either did not attend or minimally attended.

### **3.8 Results discussion**

After collecting, presenting and analyzing the data, the researcher has to discuss and interpret the obtained findings by relating them to the research hypotheses and research questions for proving the significance of the study and ensuring if the planned objectives will be achieved or not.

From students 'questionnaire, and teachers 'interview challenges remarked are varied In one hand, The low attendance rate among the students affected both their examination marks and also their long-term progress In the other hand ,learners' demotivation affect teachers giving ,and students behaviors them self .Thus they considered as a main challenges for ESP leaners.

From the teacher's interview state that she is aware about the different types of assessment but she does not use it. Since the lack of time, and the student's demotivation affect them. However, from a questionnaire of students they state that their teachers used to use in sometimes certain types of assessment such as in classroom activities, and projects, this what gives a direct answer to this question, ESP teachers use some kind of assessment in their classroom (Formative assessment) in a limited way.

### **Conclusion**

This chapter focuses on the analysis of data and the discussion of its findings. The data is collected through two different research instruments, namely a questionnaire for students and an interview for teachers. The gathered data is analyzed both qualitatively and quantitatively to ensure reliable results. In the following chapter, we will address the limitations of the study and propose recommendations to overcome the identified problems. These recommendations will be based on the insights gained from the data analysis and will aim to provide practical solutions to the challenges faced.

# **General Conclusion**

## **General Conclusion**

The role of English in the field of science and engineering is getting ever-increasing important. Serving as the global lingua franca for communication, documentation, and dissemination of scientific and technological advancements. English for Specific Purposes (ESP) further enhances this role by adapting language instruction to meet the particular needs of professionals and students in technical domains. The use of different types of assessment among ESP learners can be the key of enhancing, developing or improving their level, which is reflected by their examination paper. So, the application of distinct types of assessment is a part of teaching-learning process.

The study investigated the effects of examination paper assessment in improving ESP students' achievement in the case of first-year Hydraulics students. A mixed-method research design addressed the research aims, answered the proposed research questions, and decided on the acceptance or the rejection of the advanced research hypothesis. The probability cluster sampling employed a sample of thirty (30) participants from the L1 population at the Department of Hydraulics at Biskra University

Methodology-wise, the study opted for the mixed-method approach exploiting both qualitative and quantitative methods that materialized in the openness and closure of instruments. The quantitative aimed at collecting the numerical facts and the qualitative aimed at giving the explanations, whereby both gave answers to the two second research questions. However, the quantitative also answered the first question through a questionnaire the students.

After the administration of the tool of interview. The interviews of the teachers include more open questions than closed ended ones to investigate their use of the different types of assessment inside their classroom (see Appendix 01). However, students' questionnaire was more closed than open questions to reveal their attitudes toward the

different types of assessment, and if it is an adequate method for them. (see Appendix 02). An assessment of the examination paper was also conducted in this investigation to evaluate the students' feedback, the examination structure, and the learners' obstacles, results in this subject (see Appendix 03).

The results enabled answering the second research question by indicating the lack of using the different types of assessment in an ESP classroom. The major obstacles and challenges that affect the students' achievement were highlighted in this study by using both interviews for teachers and examination paper assessment, the latter gave answer to the third research question descriptively where the examination models affirmed that it affects students, and in turn enabled accepting the only hypothesis mentioned by the research.

### **Study Limitations**

Any research study has its limitations in terms of time, research tools, sample, or experimental conditions. For this work, classroom observation was not conducted because of time constraints. Thus, it can be considered as a formative assessment, and this led to more valid data. In addition to that, the interview of the teacher of the hydraulics class preferably conducted at the beginning of the semester, by which the sample chosen may be more precise, since the results achieved are not the suitable data. Also, the choice of examining the results of the examination paper of first semester may not be the right choice for this kind of investigation because after the analysis it was observed that the students may be novice and are not yet familiar with the university atmosphere.

### **Recommendations**

Future researchers should take into consideration the limitations of this study and try to add the classroom observation as an additional research tool which would give more insights to the topic. The use of a quasi-experimental research design is recommended for more in depth investigation, which would give a chance to examine the participants

performance with the aim of assessing implementation through using of pre-test, treatment, and post-test. This would guarantee that more valid, useful data will be achieved. Also, A separation between the two variables is also recommended, since the examination paper is an issue that is separate from the use of the assessment process in ESP classrooms. So, the more narrowed down the topic is the better outcomes it would deliver. Additionally, continuous research for why did ESP teachers construct examination papers based on their own knowledge and intuition is recommended, which future research could provide a radical solution to this issue.



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## Appendix 01: The teacher's Interview

### *Teacher's Interview*

Dear teachers, you are kindly requested to answer this interview questions, which aim to investigate the effects of examination paper assessment in improving ESP students' achievement of first year Hydraulics students.

1. What is your Qualification :

License Degree(Classical System)

Master Degree(LMD)

Magister

Doctorate

2. How long have you taught English ? .....Years

3. What module(s) have you taught in English ?.....

4. Which year ?.....

5. How many hours peer week ?.....Hours .

6. Have you taught your students:

English for specific purposes (ESP)

General English (GE)

Both

7. Generally, In the first session did you use Pre-test with your students?

Yes/No

8. What about Self-Assessment? (ie :those kind of test which you give to your students in the first session by which they assess their level . )

Yes /No

9. Did you think is it important to do that?

Yes / No

If yes, Why?

.....  
.....

10. During your delivery of the lecture, how can you check if the students truly understand the material given?

.....  
.....

11. Have you planned in-class activities ?

Yes / No

If no, Why?

.....  
.....

12. After the examination, Did you think that your students had an acceptable level of knowledge gain?

Yes /No

If No, what are the main reasons?

.....  
.....

13. Based on your previous knowledge of ESP lectures, what are the major Assessment procedures in ESP?

**14..Have you applied them? Why?**

.....

.....

## Appendix 2: Questionnaire for Students

### *Questionnaire for Students*

*Dear fellow students, you are kindly requested to answer this questionnaire, which aims to investigate the effects of examination paper assessment in improving ESP students' achievement of first year Hydraulics students. Rest assured that your answers will remain anonymous. Thank you for your cooperation.*

#### *Personal information.:*

1\_Gender

Male

female

Age

18

1

others

3\_Do you consider learning English as:

Important ?

somewhat importa

unimportant?

4\_Do you think learning English is:

Easy

manageable

difficult

#### *Present situation Analysis:*

5\_How longue have you been studying English ?

.....Years

6\_Have you earned any degrees in English language ?

Yes  No

If yes, what type of degrees have you earned?

.....  
.....

7\_Do you have an English module in your major?

Yes  No

8\_How many classes per a week ?

.....(number of) classes

9\_Do you attend all of them?

Yes

If no, Why ?

.....  
.....

10\_If you attend all the sessions, how does your teacher organize the lessons?

Still reading from the paper

Urge your participation each time

Still write in the blackboard

Other method

11\_How does your teacher check /assess your comprehension ?

12\_How often does your teacher carry out each of the following strategies to check your progress ?

Oral test				
Written tasks				
Take-home Assignment				
Projects				
Recap Exercise				
Strategies	Very often	Often	Not often	Never
	often			
Pre-test				
Class-room activity				
Formal questions /Informal questions				
Examination				
Final Examination				

13\_What does your teacher use most to assess your performance?

A/Projects

C/Assignments

B/Tests

D/Other activities

14\_During your classroom session your teacher focuses on :

Grammar rules

Pronunciation

15\_ Does your teacher mainly focus on asking true/false or fill-in-gaps questions during assessments?

Yes/No



16\_What about scrambled sentences, and short paragraph writing,is it usable in your exam questions?

17\_The exam of English for me is:

To get above the average

To evaluate my weakness

Not interesting to me

18\_Do you come to the English session :

Motivated

Demotivated

19\_check the usefulness of the assessment procedures below then, tick the most appropriate choice.

Statements	Strongly Agree	Agree	Neutral	Disagree
1_ I wish if my teacher start with a pre-test to know more about our level.				
2_ I prefer my first meeting with the teacher start by brief,private interview that include radical questions about my level				

<p>3_ I may catch as large as possible of ideas with The questions- answering chain That take place inside the classroom .</p>				
<p>4_ Continous assessment that my teacher do each time improves my understanding and identifies our strengths and weaknesses</p>				
<p>5_ I may be ready to the final exam if teacher deal with the Homework exercises</p>				
<p>6_ When teacher</p>				

gives a quick feedback, students devise ways of working better.				
7_I believe that our exam mark is a tool by which we know our level .				

## استبيان للطلبة

يرجى من الطلاب الزملاء الأعزاء، التكرم للإجابة على هذا الاستبيان، الذي يهدف إلى التحقيق في آثار تقييم ورقة الامتحان في تحسين تحصيل طلاب ESP من طلاب السنة الأولى الهيدروليكية. تأكد من أن إجاباتك ستبقى مجهولة

شكرا لكم على تعاونكم

معلومات شخصية :

1\_ الجنس \_1

نكر  أنثى

2\_ العمر

19  20  21  أخرى

3\_ هل تعتبر تعليم اللغة الانجليزية ؟

مهم  متوسط الاهمية  غير مهم

4\_ هل تعتبر تعلم اللغة الانجليزية

سهل  متوسط  صعب

2\_ تحليل الوضع الحالي

5\_ كم عدد السنوات التي درست فيها اللغة الانجليزية ؟ .....سنوات

6\_ هل تحصلت على أي شهادة مستوى في اللغة الانجليزية ؟

نعم لا

إذا نعم ما نوع الشهادة التي تحصلت عليها

.....

7\_ هل عندك مادة اللغة الانجليزية في تخصصك ؟

نعم لا

8\_ كم عدد الحصص في الأسبوع ؟ .....حصّة

9 هل تحضرهم جميعا ؟

نعم لا

اذا لا لماذا؟ .....

10 اذا كنت تحضر جميع حصص المادة كيف يقوم استاذك بتنظيم الحصة ؟

يستمر في قراءة الدرس من الورقة

يطلب مشاركتكم في كل مرة

يستمر الكتابة في السبورة

طرق أخرى

11 كيف يقوم استاذكم بفحص-التأكد من فهمكم

	اختبارات شفوية
	تمارين كتابية
	واجبات منزلية
	القيام بمشاريع
	تمارين ملخصة
	ولا أحد من الأساليب السابقة

12 كم مرة يستعمل استاذك هذه الطرق لفحص تقدمك ؟

طريقة الفحص	غالبا جدا	غالبا	نادرا	أبدا
اختبار أولي				
أنشطة داخل القسم				
أسئلة رسمية و غير رسمية				
الاختبار				

13 خلال الحصة عادة ما استاذك يركز على:

2\_ كيفية الكتابة بطريقة صحيحة

1\_ كيفية النطق

3\_ القواعد النحوية

14\_ هل يركز أستاذك خصوصا على أسئلة من نوع صحيح أو خطأ\_ ملئ الفراغات\_ خلال أسئلة الاختبار؟

نعم لا

15\_ ماذا عن أسئلة الجمل المشوشة و كتابة الفقرات القصيرة, هل عادة ما تستعمل في الاختبار أو لا ؟

نعم لا

16\_ اختبار اللغة الانجليزية بالنسبة لي هو :

1\_ للحصول على علامة فوق المعدل

2\_ لمعرفة نقاط ضعفي

3\_ غير مهم بالنسبة لي تماما

17- تحقق من مدى فائدة إجراءات التقييم أدناه ثم ضع علامة أمام الاختيار الأنسب

18\_ عادة ما أتقدم الى حصة الانجليزية و أنا :

غير متحمس على الاطلاق

حيادي

بحماس مرتفع

لا أوافق	حيادي	وافق	أوافق بشدة	الجمل
				1_ أتمنى لو يبدأ الاستاذ باختبار أولي لمعرفة مستوانا الدراسي
				2_ أفضل لو الحصة الأولى مع أستاذي تبدأ بحوار خصوصي مختصر يحتوي على أسئلة جزرية يعرف من خلالها مستوانا الحقيقي
				3_ أستطيع الحصول

				<p>على عدد كبير من الافكار عن طريق سلسلة الأسئلة- الأجوبة التي تكون وسط القسم</p>
				<p>4_ المتابعة المستمرة التي يقوم بها الاستاذ في فترات متتالية تبين فهمي و توضح نقاط ضعفي و نقاط قوتي.</p>
				<p>5_ ربما سأكون مستعدا أكثر للاختبار النهائي اذا الاستاذ أكثر لنا من الواجبات المنزلية</p>
				<p>6 أنا أؤمن أن علامة الامتحان لدينا هي أداة نعرف بها مستوانا</p>





## Résumé

L'évaluation des progrès dans n'importe quel domaine dépend essentiellement de l'appréciation. Un parmi les méthodes d'évaluation officiel et indispensable c'est la copie d'examens. Dans le contexte d'EFL comme n'importe quel contexte le continu et l'organisation du copie d'examen joue un rôle important dans la réalisation des étudiants. En conséquence cette étude vise à étudier l'effet de l'évaluation de papier d'examens dans l'amélioration de la réussite des étudiants ESP dans le départements Hydraulique. L'étude a été conçue pour étudier l'utilisation des enseignants les différents types et méthodes d'évaluation chez les étudiants d'ESP dans les courses d'anglais, et comment l'effet de cette application sur le Progress des étudiants. L'étude et donne une hypothèse qui déclare les enseignants des ESP étudier construire les papiers d'examens s'appuyant sur l'intuition et leur propre connaissance d'anglais. Avec l'utilisation du Mixed méthode, data étaient obtenu à partir de première source qui container a demi-structure questionnaire pour les étudiants et un interview des enseignants de différents départements (Hydrauliques, Biologie, Economiques, et Informatique) et une évaluation de papier d'examens et faire.

Les résultats ont montré que la plupart des enseignants de différents classes d'ESP n'utilisent pas la plupart des types d'évaluations disponibles, mais la majorité des étudiants de l'ESP favorisent la diversité de l'évaluation dans le cadre de leur processus d'apprentissage. Les modèles d'examens d'ESP n'utilisent pas les différents types d'évaluation, Cependant, la plupart des étudiants favorise l'utilisation des différents types d'évaluation dans leur processus d'apprentissage. Les modèles d'examens d'ESP ont un effet positif sur l'enseignants-étudiant et le processus d'apprentissage de l'enseignement. Malgré ça nombreux d'étudiant d'ESP sont confrontés à des obstacles et des défis importants pour atteindre leurs objectives. Ces résultats ont souligné la nécessité d'une utilisation plus structurée et intentionnelle des méthodes d'évaluation dans les cours d'ESP par l'intégrer de divers et bien structuré les papiers d'examens. Les Educateurs peuvent mieux supporter les ESP étudiants en surmontant les obstacles et atteindre ces but Academic. Cette étude souligne l'importance des pratiques de ligne et d'évaluation avec les besoins spécifiques des apprenants de l'ESP pour améliorer leurs résultats éducatifs.

Mots-clés : Évaluation, Notes d'examen, Hydraulique, réalisation.