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SECTION OF ENGLISH



**Innovative Techniques of Assessment in ESP Teaching:
Case of ESP Practitioners at Abou-Bakr Belkaid University**

*Thesis Submitted to the Department of English in Candidacy for the Degree of
Doctorate in Language Studies*

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Declaration of Originality

I declare this research is my own work and it has never been previously published in any educational institution in application or admission to a degree, diploma, or other qualification.

Signature

A handwritten signature in black ink, appearing to be 'J. Smith', written over a horizontal line.

Dedications

To my parents

To my wife

To my brothers and sisters

To my daughters “Kawther” and “Wissem”

Acknowledgements

I want to express my gratitude and acknowledge to all those who participated in making this research feasible.

Firstly, I owe a huge debt of appreciation to my supervisor, Pr. Boumediene BERRABEH, who not only provided valuable corrections, details, and advice but also offered significant moral support when my steps faltered. I was extremely fortunate to have such a tutor.

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ABSTRACT

Language assessment is a pertinent segment of the pedagogical activity affecting the global learning atmosphere which witnessed the shift towards blended teaching posed by the external factors. This sudden transition urges teachers to use some new teaching strategies to face the existing pedagogical challenges as they innovate in the assessment design. Thus, the transition from traditional to new assessment procedures nowadays is the significant challenge in the Algerian higher educational institutions. This present research aims at analyzing the effectiveness of implementing the innovative strategies in assessment and its contribution to the development of the teaching-learning process in the ESP classrooms. In order to achieve these objectives and answer the research questions, the study is based on a mixed-method research design manifested through a questionnaire addressed to twenty practitioners from different ESP departments at Abou-Bakr BELKAID University of Tlemcen. In addition, an interview was dedicated to seven(7) ESP practitioners selected from the first group. They were interviewed to enrich the findings. Besides the researcher conducted another questionnaire addressed to fifty ESP students from the department of biology in order to analyze their attitudes and readiness to accept these new assessment strategies. The study's key findings indicate that there is a capacity to use innovative techniques in assessment practices in many occasions while the traditional assessment could be reserved for the practitioners who use the classical strategies in their teaching.

Key to Acronyms and Abbreviations

| | |
|----------------|--|
| A.A.A.S | American Association for the Advancement of Science |
| AaL | Assessment as Learning |
| AfL | Assessment for Learning |
| AoL | Assessment of Learning |
| BP | British Petroleum |
| CBA | Computer based assessment |
| CALL | Computer-Assisted Language Learning |
| CMC | Computer-mediated communication |
| CLIL | Content and Language Integrated Learning |
| CLT | Communicative Language Teaching |
| COVID | Corona Virus Disease |
| CPD | Continuing Professional Development |
| DA | Diagnostic Assessment |
| DfEE | Department for Employment and Education |
| EAP | English for Academic Purposes |
| EFL | English as a Foreign Language |
| EGP | English for General Purposes |
| ELP | English for Legal Purposes |
| ELT | English Language Teaching |
| EMI | English Medium Instruction |
| EMP | English for Medical Purposes |
| EOP | English for Occupational Purposes |
| EPP | English for Professional Purposes |
| EVP | English for Vocational Purposes |
| ESP | English for Specific Purposes |
| ESL | English as Second Language |
| EST | English for Science and Technology |
| FSU | Florida State University |
| GE | General English |
| ICLTA | International Conference on Language Testing and Assessment |
| ICT | Information and Communication Technologies |
| IELTS | International English Language Testing System |
| LA | Language Acquisition |
| LARC | Language Assessment Research Conference |
| LSP | Language for Specific Purposes |
| LTRC | Language Testing Research Colloquium |
| MCQ | Multiple Choice Questions |
| MOODLE | Modular Object-Oriented Dynamic Learning Environment |
| OCDE | Organisation de Coopération et de Développement Economiques |
| OLLA | On Line Learning Assessment |
| QCA | Qualitative Comparative Analysis |
| RCEC | Research Center for Examinations and Certification |
| TBLT | Task-Based Language Teaching |
| TOEFL | Test of English as a Foreign Language |
| TSA | Target Situation Analysis |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WBA | Web based assessment |
| VLEs | Virtual learning environments |

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GENERAL

INTRODUCTION

General Introduction

In reaction to the COVID-19 pandemic, all the world's educational institutions have been closed, affecting about 98.6% of the world's scholars (UNESCO, 2020). Consequently, that had a transformative and radical impact on university education and the use of innovative techniques in distance learning has been raised. The post-pandemic period has witnessed new contexts and learning environments that share many distinctive features from classroom teaching, which has dramatically changed how teachers engage in their teaching and in assessment. Teachers were conducted to consider innovation as an alternative strategy to support the traditional methods. In effect, the consequential transition from traditional to distance learning piloted to a profound effect on several pivotal learning dimensions comprising the literacy and knowledge phase, and the assessment facet as well.

Investigating innovation in assessment is crucial to improving the national educational system and the consistent monitoring is also necessary to check if assessment practices are changing in classrooms and educational organizations. It is important then to investigate the extent to which change and innovation lead to better assessment outcomes at universities. Policymakers are obsessed with better targeting educational resources and innovative mechanisms to get quick feedback on whether reforms changed assessment practices as expected.

Understanding the conditions for and the impact of innovation on education, particularly assessment, is essential. Teachers' assessments take an integral part of the instructional process, and they play a central role in supporting students' learning. The benefits of assessment for both teachers and students are endless. In light of the changes and innovations in higher education, it's important to stay up-to-date with the latest developments to improve the assessment practices and outcomes. In fact, most traditional approaches to assessment became severe problems in some way, especially in relation to

the development of the teaching-learning process. The nature of these issues, in the case of assessment, has been investigated about how hard to change the shape of assessment while preserving the classical procedures of design. From various studies, it has been claimed that traditional assessment gives more importance to reliability, and this would negatively impact validity. The traditional approach to assessment has often been criticized for providing a limited view of how institutions and candidates are performing. Innovative assessment, on the other hand, allows for a more in-depth analysis of data, providing greater insights that can drive improvement.

Innovation has inspired some of the most important insights in recent years. It has been clearly identified in relation to the present issue to shift towards a balanced framework in terms of reliability and validity as well. By focusing on true validity in the assessment tools, numerous language researchers tried to create appropriate strategies to provide higher educational institutions, tutors, and teachers with opportunities to analyze learners' progress authentically.

There is a lot of talk today, and the assessment process takes its part as a critical issue in the eyes of language specialists who thought to innovate rather than keeping only the traditional measurement procedures. Admittedly, the learning targets of the innovation have been clearly specified in relation to many assessment problems, however, in many cases the context and associated problems are implicit and the evidence is less narrowly focused.

First, traditional assessment of language proficiency did not necessarily indicate that students can actually apply their knowledge to problem-solving techniques. Then, knowledge grows up from particular techniques and generalizes only after students who had deep experience with a number of different assessment techniques. On the other hand, the teachers are also concerned with these issues as they cannot elaborate the model of

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assessment in various ways. In fact, changes to assessments are based on different rationales and purposes than those of the methods teachers replace.

In Algeria, as in many other countries, there has been a switch over the last years in terms teaching in higher education, especially a transition towards a utilitarian view of higher education as readiness for implementation. In terms of the learning outcomes, the quality assessment has become the special ground that requires new strategies to be used in order to appraise the key learning skills rather than keeping only the classical measurements that assess solely the knowledge acquisition, and also is more time consuming and more expensive vis-à-vis the written exams.

Innovation refers to the use of assessment types to take place in learning atmosphere in order to promote the quality of assessment of the Algerian ESP students' learning. Contrary, Inexperience and unqualified instructors of assessment skills have often led to multifaceted and more complex assignments and exams. The traditional or classical assessment implications have often resulted superficial, rather than more sophisticated assessment. In fact, the reliability and consistency of standards are the necessary factors that every educational setting looks for assessing subject knowledge.

Assessing the learning capability of English language in the Algerian ESP classrooms has generally been problematic just like the other specialty matters or even worse, owing to factors such as teaching and assessing the communicative skills of the English language, and the lack of effective and pertinent assessment mechanisms, this leads to think about the employment of innovative strategies of assessment in ESP settings that is almost not realized.

The role of assessment is vital in higher education. It plays an effective role in boosting students to learn English for specific purposes. The student motivation towards assessment is the yield of the strategies presented by the practitioner and the assessment

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objectives are described either in providing the necessary feedback as informal part to promote the students' learning, or grading with which the students know the degree of their achievements.

The present research work falls within the field of language studies, and more particularly; language assessment. The choice of the topic stems from the fact that assessment is a fundamental aspect of language teaching and learning and the importance of making this aspect in the centre of the teaching learning process.

Nevertheless, it was observed that the use of innovative assessment was low until the last three years (COVID 19). Most assessment aspects were virtually ignored especially in the ESP ground and there was a little evidence that majority of practitioners are familiar with the use of innovative techniques within the assessment process and therefore, they become unable to adapt their assessment with the new vision of the ministry of higher education, and the mission and orientation of stakeholders, institutions, tutors, and the students to benefit from innovation.

ESP practitioners generally concentrate on the assessment of different language skills while they give little attention to the integration of innovative strategies in the design of their assessments. We are targeting the innovative strategies of assessment that most practitioners use to assess the students' learning progress and language proficiency in the ESP classrooms. Tools and assessment methods developed through time due to the advances in the mindsets and behavior of the Algerian ESP practitioners since innovation integration into higher education appraisal programmes had changed the landscape of assessment in this sector that led to think of implementation of innovation in assessment.

The major concern then, is to demonstrate the degree of effectiveness of utilization of innovative strategies in an ESP context through conducting the assessment procedure to determine the weaknesses, strengths, and the hindrances the ESP practitioners face during

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their professional occupation in assessing the performance of the students. Furthermore, we found it useful to engage deep study about the role of ESP students in this integration showing its impact in the development of the quality of assessment in the ESP context.

This investigation was engaged at Abou-Bakr Belkaid University and got support from teachers and students who participated to enrich it with the necessary information. The researcher has used three research instruments; the employed tools were two questionnaires accompanied with an interview. The teacher questionnaire is designed to know about the strategies they use for appraising their students' learning. It also targeted the main innovative strategies and whether the practitioners innovate in assessment or not. Relatively, a second questionnaire addressed to master one microbiology students to check their points of view in terms of assessment and innovation. Moreover, the interview was engaged to collect further qualitative information from the seven participants about the key concepts of the research; innovation and assessment.

The issue is interwoven with considerations to emphasize its demarcation; a fundamental questioning encounters the matter of innovation and assessment that is how can innovation strategies regulate the vision and conceptions towards assessment? The following research questions are set to reinforce the main question:

- ▶ What innovative techniques do ESP practitioners put forward to enhance the assessment quality?
- ▶ To what extent do Algerian ESP practitioners innovate in their assessments?
- ▶ What hindrances affect the practitioners' innovativeness to reach the targeted output of assessment?
- ▶ To what boundary does innovation in assessment benefit the literacy rate and attitudes of the Algerian ESP students?

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Principally, investigation throughout this work will attempt to provide arguments for the research hypotheses that can be formulated as follows:

First of all, the ESP practitioners do not innovate because of the overcrowded classrooms. They consider MCQ as a practical technique of assessment.

The second hypothesis is that the new generation of practitioners is innovative as opposed to the senior generation of teachers who commemorate only the same strategies in their assessment as in teaching.

Thirdly, the ESP learners' unsympathetic attitudes towards assessment, the lack of assessment materials, and the teachers' readiness to engage in innovative strategies are some of the difficulties that face assessment in its new shape.

The last hypothesis is related to the degree of effectiveness of innovative assessment; we say that it has a huge and important impact on the Algerian ESP students' literacy.

The present research work is composed of five chapters. The introductory chapter tackles the relevant literature about teaching English and its place within the Algerian education system. It also targets the area of ESP, its growth, and a brief overview of the branches and sub-branches followed by giving ideas about the roles and responsibilities of ESP practitioners and the learner. Furthermore, the course design, needs analysis, teaching language skills and terminology are introduced as pillars in the teaching of language for specific purposes. Moreover, the researcher makes a great focus on the crucial role of assessment and testing related to this context. Finally, the chapter talks about the teaching of ESP but with inserting innovation as a new reform in the Algerian teaching-learning process.

The second chapter is devoted to accentuating assessment as the main key concept of the present investigation. Likewise, it discusses the main measurement characteristics, purpose and types including formative, summative, diagnostic, self- and peer-assessment,

and the e-assessment. Besides, testing is briefly defined comprising its features, forms, and types by representing the necessity of testing related to both teaching and learning. The chapter tackles the topic of innovation as the common keyword that joins the first and the second theoretical chapters. It also highlights the degree and the advantages of innovation in generating results, enabling decisions as a result of assessments, and impacting teaching and learning.

Chapter three concerns the practical side of the research work. It introduces the current research's methodological frame and design, including the quantitative and qualitative procedures, data collection and data analysis. Next, various steps for conducting the procedures including case study, sampling, research instruments, and the participants including the practitioners' questionnaire and interview and the students' questionnaire, each one with its objectives.

The fourth chapter is purely analytic since it presents the quantitative and qualitative analyses of the two research instruments addressed to the ESP practitioners. The first instrument consists of sixteen questions with various objectives that target the answer to some of the research hypotheses. For the fulfillment of the main objectives of the research, an interview includes ten questions set to complement the mission of the former instruments. The second part of the chapter elaborates on the administration and the analysis procedures of the students' questionnaire.

The results and the findings are clearly interpreted and stated in order to serve the purpose of designing and building new efficient assessment procedures. This occurs in the last chapter that also provides the reader with suggestions and recommendations. This part of the research exposes some proposals related to the effectiveness of implementing innovative strategies in assessment of the teaching-learning at the level of ESP classrooms. This part of the research presents new assessment mechanisms that the institutions and

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practitioners need to use to apply within the appraisal procedures. It also examines the various contextual areas based on the teachers' professional experience and training. Furthermore, it suggests that the interaction between the practitioners and their students is compulsory to engage some measurement types including self, peer, and E-assessments. Teachers' and students' motivation and teaching materials are introduced in this last chapter with the importance of involving the ESP students in assessment practices as an essential partner.

This study enables us to go farther in the assessment process and, in particular, the level of innovation of the ESP practitioners who are the main focus. The assessment design is, of course, the key element that we look for in order to innovate the measurement quality in the ESP context, therefore the findings from this are applicable to all university departments. Overall, our goal in this study project is to broaden the new assessment alternatives that practitioners employ in ESP classrooms, creating the greatest possible outlook for the students' literacy in the future.

In conclusion, the research work prompts us to reconsider the best measurement approaches, the application of new assignment-creation techniques, and moreover we attempt to tackle a general understanding of how future assessment needs to be approached.

CHAPTER ONE

1.1 Introduction

The present chapter is devoted to provide the reader with a brief overview about the fundamentals of ESP by identifying its methodologies, characteristics, and the actual position of teaching ESP to the Algerian students. Furthermore, needs analysis is represented in the ESP for the identification and the designation of ESP course as well as material production. It also highlights the degree and the advantages of innovation in serving the ESP teaching/ learning process. It lists the different views about the quality assessment and testing and the strategies utilized for appraising the students' learning. Moreover, some language issues are expressed by the author considering the language skills, grammar, and terminologies.

1.2 Spread of English Language in Algeria

The English language is considered the main tool of communication worldwide. Today, the world is becoming closer and most economic and political negotiations are in need of global language as a necessity for exchange ideas. The number of the language speakers is not a criterion to decide the status of the spoken language, however, the power of the speaker is the prominent parameter to making a language dominant. (Crystal, 1997). The power of English speakers in the economic and political domains has an impact on making English a global language. In this context, Halliday quotes:

English has become a world language in both senses, international and global: international, as a medium of literary and other forms of cultural life in (mainly) countries of former British Empire; global as the co-genitor of the new technological age, the age of information. So those who are able to exploit it, whether to sell goods and services or to sell ideas, wield a very considerable power (Halliday, 2006, p 362)

Algeria, like many countries of the world, sees English as a foreign language. This language is inadequately used in Algerian national settings despite its imperialistic dominance. There are many reasons behind the current linguistic situation, and the main and important one is that the Algerian government sticks on French as a second language of the country since official documents and letters are still written in Arabic and also in French. In fact, the political decision declares Arabic as the official language of the People's Democratic and Republic of Algeria and the French language as the first foreign language. This political classification decides automatically English as the second foreign one. This is remarkable in the national educational settings (Benmoussat.2003).

On the other hand, the linguistic and mainly the sociolinguistic view has the idea that Algeria is a bilingual country in which the French language has a particular status as the second language because it has an effective role in various educational domains and performs in different national institutions. Benmoussat has supported this view when saying that 'the political view claims that Algeria is a monolingual nation, while the linguistic view considers Algeria a bilingual country' (2003, p 101). The language is put in its real position according to its linguistic roles and effectiveness. In Algeria, English is taught starting from the middle schools.

The English language in the Algerian ground is regarded as competitive within the rich linguistic environment of this country. The French language is still omnipresent and dominant in the national institutions. The coming of a new generation with new ideas leads to thinking of using English by many young people as a first favor. Therefore, according to many young learners, English acts as a means that helps them to approach the world of global thinking to enable Algeria to face the challenges in the world of economics.

In this context, the national educational settings wanted this language to be integrated within their institutions representing a new model in the modern society; this integration

has necessitated the implementation of the English language as a global language of international communication along the Algerian educational spectrums mainly in the middle and secondary education. Indeed, syllabus designers view that: “the study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated into modernity” (Programme d’Anglais 3 AS, 2006, p 2).

It is remarked that the Algerian parents boost and integrate their children in private schools to learn English for better understanding and using it in daily life. In the same vein, many parents have shifted their attention towards the learning of English since they discover their children's abilities to learn this language at primary school. The social environment including the private schools is encouraging most children to take lectures in English breaking down the age factor. The majority of the Algerian learners are with the idea to take English language courses at primary school and others do not prefer learning this language at this stage. The introduction of the English language from primary school is very particular and critical for the educational and sociolinguistic background of Algeria. All the national official institutions operate in Arabic and in French however, the sociolinguistic environment prefers to give more interest to English.

The importance of teaching English to the Algerian students continue to increase. It is not a pleasure or prestige but the actual conditions oblige us to learn this language because our life depends on communication and English facilitates this with the international community since the world is interconnected economically and scientifically.

1.2.1 ESP Teaching in the Algerian Institutions

It is well understood that the teaching of English to Algerian students is very important. This is proved in real situations where it is quite difficult to start an economic project without gaining English language competencies. Many foreign companies engage

their works focusing on the selection of employers who can use English effectively in order to facilitate communication. In BP or SCHLUMBERGER for instance, language is a prominent condition for the recruitments of the staff. Most of the selected workers have the ability to communicate some specific terminologies in their workplace. This means that specific English should be taught to take place in different contexts. ESP teaching in Algeria is valued as crucial and effective because many students are in need of English for their academic as well as a professional career. In the faculties of science and technology, English is not a fundamental module, and the students are just instrumentally motivated to attend English courses. Their main objective is to gain their grades.

On the other hand, the majority of the teachers are part-time and not well-trained to ensure good teaching mainly for the first two years. Furthermore, most practitioners reject or in other words don't know the strategies to engage needs analysis that is very important to design the syllabus and the teaching methodologies. With the actual conditions, the students have yielded very unsatisfactory results. Charchab has summarized the main reasons for the low performance in English within the Algerian students as follows:

- ▶ Most students do not prefer to learn English because they find it not familiar with the subject matter (boring).
- ▶ Teaching methods are not attractive (based on grammar or reading comprehension neglecting the other important skills).
- ▶ There are not enough textbooks that can engage the student's interest in self-initiated learning.
- ▶ There is not enough technical support, such as ICT's as well as laboratories. (2012, p 40).

In the shadow of these conditions, three important decisions making are regarded as guilty for ruining the learning of ESP. The government does not provide the faculties with adequate instrumental and material support. The lack of teacher training makes him fail in creating methodologies to motivate his students to learn English. The third one is the

student who gives more importance to the specialty he is learning and just wants to negotiate his English mark. The majority of the teaching staff, administrators, directors, and even students are not satisfied with this situation. Some measures are to be regarded as fruitful to help the ESP students to gain mastery over the English language and fulfill their specific needs. The novice teachers, on the other hand, are suffering in making translations of texts taking into account the students' ignorance and lacuna of many of the language bases. On the other hand, most of the present teachers are not ESP experts in ESP. they must learn and communicate with the specialty teachers to make their courses that contain many of the language characteristics including syntax, lexis as well as semantics, etc...

The Algerian universities actually, try to give much importance to ESP because of the importance of this latter. The foreign languages department announced some specific tests to select the brilliant students for taking formation and specific learning after their third university year. The other learners are expected to take some notions or overview about ESP.

1.3 LSP: Definitions and Characteristics

Generally speaking, language for specific purposes (LSP) is referred to as the research of language in rapport with the communicative needs of a new employer wants to use a second language in an academic or professional setting. In the workplace, language is spoken for a minimal scope of communication. At the university level for instance, students are participating and they use typical language in events such as seminars, presenting papers, asking and answering questions. In most universities, it is revealed that language is utilized in constrained and predictable ways and questions are set frequently to ask for clarification, challenge, interpretation check, and digression (McKenna, 1987, cited in Basturkmen and Elder 2006). Regarding particular context, a homogeneous group of

learners study at university and need specific language that is referred to as target situation. Their ambition is to work as engineer in a company or a nurse in a hospital. These courses can be either “pre-experience” or “post-experience” (Robinson, 1991). LSP courses aim to aid the learners deal with their linguistic demands of academic or professional target situations.

In accordance to numerous specialists in language learning, there are two key aspects of LSP that are language description in target situations and needs analysis. The second feature is of LSP (Flowerdew and Peacock, 2001). It is defined as the systematic collection attempt about the communicative demands vis-a-vis the target situation. That is a practitioner seeks to know the linguistic competences of the individuals frequently utilized in the target situation; specific academic, professional, or vocational settings.

Needs Analysis according to Sghleppegrell and Bowman (1986) is the process in which three main information elements are participating in interviews and investigation: the administrators, the content-area instructors, and the students. In the same vein, Brown introduces needs analysis as:

the systemic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (1995,p 36 cited in Benguerfi, 2017)

Needs analysis focuses to collect effective information in a systematic and analytical way about the students’ needs for the purposes of specific satisfaction. The collected data are used in designing specific courses designed to assist a group of learners to meet their communicative demands in a target situation (Basturkmen and Elder). There is therefore a close relationship between needs analysis in the target situation and LSP course design.

1.3.1 Introducing ESP

Traditionally speaking, grammar was the main focus in English teaching, but with the emergence of English for Specific Purposes (ESP), this shift in demand gave rise to a new approach and massive changes existed in scientific and technical fields. This was a new era in the technological and economic revolution. These fields looked for an international language that people of different countries required. English had become dominant at that epoch and the world's lingua franca of science, technology, and business. The learners were motivated to study English for specific reasons. Therefore, they suddenly gave the English language a new image and a valuable business, and a big scientific commodity.

The demand for teaching English accommodated the needs of the students. The big expansion of ESP aims for the purpose to unify the world. English then, has become the first international language of technology and science. This created a new generation of students who targeted their studies on various realistic circumstances including economic, industrial, and scientific. At the level of learning grounds, "ESP in its simplest words refers to the teaching/learning of English for specific purposes. Researchers, even teachers, do usually regard ESP area as being one of the most prominent areas in EFL teaching/learning the language". (Baghli, 2015, p573).

It is the act of course negotiation between the teacher and the learners regarding their needs and requirement. It involves the learning skills according to the students' needs that are claimed to be a guiding principle of ESP. In this vein, related to Hutchinson and Waters (1987) "Tell me what you need English for and I will tell you the English that you need." Moreover, the developments in linguistics turned to the important relationship between the English of technology and commerce that began revealing the ways in which language is

employed in real communication rather than defining formal features of language use, and this made people consider the notion that language usage relies upon the context. As highlighted by Anthony:

English for Specific Purposes (ESP) is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the language, skills, discourses, and genres required to address these needs, and assists learners in meeting these needs through general and/or discipline-specific teaching and learning methodologies. (2015, p 2, cited in Kırkgöz and Dikilitaş, 2018)

ESP belongs to branches of “the tree of English language teaching (ELT) but the roots that nourish it are communication and learning” (Hutchinson and Waters, 2002 p 16).

ESP was developed from the following essential trends;

- ▶ The expansion of demand of English to satisfy the specific needs of a group of professionals.
- ▶ The knowledge of new ideas about the language used for conveying specific terms.
- ▶ English courses taught to particular group of learners enrich and develop the linguistic field.
- ▶ Learners effectiveness and motivation is effected with their needs and interests.

As a result, the prevailing attitude turned into the features of specific situations that required identification, and the learner’s field of study required to be focused on these trends, as it became obvious that there are various differences between English used in different fields. ESP activities are based on a close analysis of the learners’ communicative needs, in addition to an elaborate analysis of the language of that occupation or activity (Strevens, 1980). In fact, the teacher has to treat and respect the needs of his students concerning the tools for communicating the well-structured language used appropriately in

very specific domains. According to Robinson (1980), ESP takes part from the linguistic repertoire regarding the levels of analysis of language mainly grammar, lexis, and vocabulary used in particular areas. In the ESP classrooms, learners own capacities to take part in the language learning process. Indeed, they are keen on the directions for which they are oriented towards a specific field; the English instructions are then, considered as integrating tools in their orientation.

On the other hand, the knowledge about the subject matter helps the students to identify the specific vocabulary and the linguistic structures of the ESP courses (Benguerfi, 2017). ESP goes beyond the grammatical structure though grammar is an important component for constructing communication. But, it is clear that the parts of speech are necessary for ESP courses. This means that ESP and GE are interconnected bodies. Consequently, the main target of ESP is to gain linguistic and professional enhancement.

In conclusion, ESP has been progressed quickly and a lot of researches have been engaged about it. Many theories came up to inform about this context and that practitioners can take privilege in teaching the present students mixed knowledge to meet their particular needs.

However, almost all researchers agree that less has been done in conducting studies that can help ESP practitioners better understand their role. In fact, although ESP practitioners have a lot of information they can use, they need to be accompanied in their transition from ESL to ESP teachers in order to teach them how that information can be beneficial to their teaching assignments. (Gaye, 2020, p. 203)

Around the world and over the years, ESP has witnessed significant transformations and has become a dynamic discipline of teaching in universities. This area is varied related to the subject matter of different fields establishing academic courses for engineers,

aviation, and advertising. Relatively, English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Vocational Purposes (EVP) occur as sub-areas of ESP (Paltridge and Starfield 2013).

A lot of researchers talk about two primary segments in the family tree of ESP. These fundamental branches are EAP and EOP. The third one is considered too as a member of the ESP family tree. The former consists of two fields, as well, "English for professional purposes (EPP) and English for vocational purposes (EVP).

EAP appeared from the edge of the ESP action to be an essential unit in English language teaching (Hyland and Shaw 2016). It deals with the language when it is taught generally within educational settings in which the basic fields of study are scientific and technical. The students need particular terms in their studies when they are specializing in a particular unit. Moreover, EAP subsists of other specialties that are: English for medical purposes (EMP) and English for legal purposes (ELP). The main target in EAP is the necessity to include English as a tool of communication of research papers, participation in the scientific workshops and seminars, and the exchange of particular knowledge with others. Arguably, the teaching of EAP courses gives university-level learners academic skills like writing and speaking used to perform in English-speaking or writing academic circumstances (Airy, 2016).

The second component EOP is taught wherever "the learners need it is a situation where they use English as part of their work and profession" (Kennedy and Bolitho, 1984, p 4). EOP deals with the study in a specific discipline. English that seems to be compulsory in and outside the classrooms (in –study and post-study). Administrations, hotels, touristic sites, and advertising require very professional employers to communicate the target language in order to convince and attract others. A good communicator can, by a means or another, participate in the economic development of the institution he/she works in.

Teachers within EOP require specific material to teach grammar and vocabulary to enhance the employers' communicative abilities. Over the years, and along with the internationalization of higher education across the world, ESP has undergone numerous transformations. It is recently influenced by changing trends in approaches and methodologies in English language teaching. (Boulton et al. 2012)

More recently, the flourishing of teaching English in higher education and research has introduced a phenomenon of English medium instruction (EMI) where English is used in non-anglophone countries in the teaching of academic matters like science, geography, and medicine (Dearden 2015).

Another trend is the Content and Language Integrated Learning (CLIL) that is an approach that focuses on the content through the learning of English. This means that CLIL makes a dual significance when coordinating language and content. Its courses are found in educational settings to having both language and content learning outcomes. CLIL is an educational approach where the teaching of a non-language subject such as science or geography is associated with language learning (Airey 2016).

1.3.1.1 Needs Analysis Engagement

Successful learning of language is vital for students, who take education or vocational training through the medium of a second language in their own countries where English is considered as a foreign language. They can benefit from the combination of linguistic skills, lexicons, and semantics etc. with the domain of their interest. In the case of ESP, it is clear that specific English is taught to students who have some bases concerning general English and who need to know more about English from another dimension. The teachers are course designers, and they should know about their students'

needs, wants, and lacks to design the appropriate activities for the satisfaction of their students' learning. This happens only if they engage needs analysis.

Needs analysis is one of the main parameters for making decisions in ESP classrooms. The practitioners should comprehend the needs of their students. Bojovic (2006) announced that an ESP practitioner is adapting the needs of his learners with the teaching objectives. He furthermore, shows a willingness to adjust these needs with the materials used in the classroom in order to support his students who are aware of their necessities better than their teacher. These needs are in rapport with the specialty and the language development that includes comprehending and communicating (speaking, writing) in the context of their subject matter. In other words, to gain a particular point in ESP, the practitioners should implement fruitful methods and techniques in order to detect their students' needs, attitudes and beliefs towards a particular point. It is crucial to know what an ESP learner wants. The needs analysis should be engaged only when the interaction between the teacher and his students occurs.

It should also have another type of cooperation between the teachers themselves as a group to acknowledge the suitable syllabus that would go hand in hand with the students' needs (Adams-Smith, 1979). The teacher/ students and teacher/ teacher interaction is a developmental strategy and valuable analytical technique for treating students' needs i.e. needs analysis deals with procedures for gathering information about learners and communication tasks (Nunan, 1988, p 75). Brown presents needs analysis as

The systemic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (1994,p 36 as cited in Benguerfi 2017)

It is claimed that the students' reasons for taking English courses are to apply this language in professional settings. Therefore, needs analysis targeted at collecting more information regarding the students' needs from which all the teaching plans and decisions are made. These requirements are treated in a very systematic and analytical manner for the purposes of specific satisfaction. According to Sghleppegrell and Bowman (1986), needs analysis is the procedure that demands making interviews with three information sources at the ESP department: the administrators, the content-area instructors, and the learners themselves. The administration is one of the main sources of information allowing the teachers to decide what they expect as new practitioners of the staff and to identify the objectives of the programme and courses in order to develop the students' capabilities in language.

Sghleppegrell and Bowman added that the teacher questions his administration colleagues about the examination at the level of the institution. Moreover, the practitioner must know about the necessary materials for testing and assessing the students' abilities. In ESP context, the administration presents the teacher to the subject matter teachers and responsible with whom he will cooperate to collect data for teaching students of different levels and ambitions instructors in biology science, for example, help the practitioner with adequate information about the English he will teach to biology science students. Content-area instructors are valuable sources of information for the ESP teacher. For instance, the responsible in the biology department keeps in touch with the ESP teacher, to provide him with language needs and materials such as textbooks and research articles to distribute information about the students' needs (Sghleppegrell and Bowman; 1986).

1.3.1.2 Approaches to ESP Course Design

ESP courses have witnessed different configurations. Some teachers are using new methods to develop qualities in lectures to be taught in ESP faculty. They start making contact with other teachers, who are specialists in the subject matter, to gather information and to know the needs of their students and this comprises an ESP practitioner and discipline-specific instructor. These courses, in the first step, are provided to students just to introduce the academic field (e.g. definition of biology) this is something general but also fruitful for the students to obtain new notions in this specialty using English. Other courses are geared at more advanced levels of disciplinary study. These lectures are permitting the students to analyze data upon the use of the target language which is not the sole focus of the course.

In many contexts, ESP is discussed as a part of the content in which the notions could not be treated without language. The range of ESP courses varies from one specialty to another regarding the tasks and materials. The practitioners' emphases are how to engage courses for giving the overarching information about the specialty, and also to develop the language skills including reading, writing, speaking, and/or listening. Despite the differences, most ESP specialties share the same pedagogical goal that is Communication.

It was claimed that teaching ESP in isolation, without authentic and meaningful texts, is not a purposeful strategy to meet the goals in this context and most students will not be motivated enough to attend the classes. Authentic and appropriate texts should be included in ESP classes to enable students to gain techniques in order to use the language in their perceptive sector. Accordingly, the nature of English learnt (in isolation or in context) is a parameter for the students to attend and learn English (Fiorito, 2005).

Furthermore, English is deemed to be a complement to the choice of the students since they give most or if not all their focus on the specialty they have chosen. Moreover, the nature of these students who want to learn terminology, but they need to use their native language. They may employ various language strategies taken from their native language to learn the necessary terminologies to be applied in their field of study. The majority of language researchers stress that the main characteristics in ESP courses are those where “the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners” (Mumby, 1978, p 2). In this vein, Robinson states that “ESP is for study in specific discipline” (1991, p 2). Orr has underlined these three characteristics needed in ESP courses:

ESP is a specific subset of the English language that is required to carry out specific tasks for specific purposes, ESP is a branch of language education that studies and teaches subsets of English to assist learners in successfully carrying out specific tasks for specific purposes, and ESP is a movement that has popularized the ESP profession and its work with ESP discourse. (2002, p2: cited in Xhaferi and Xharifi 2011)

Orr in his proposal says that there are purposes to gain behind the learning of ESP. These courses carry out specific tasks that the students need in their field of study. It is known that ESP has been growing and it is one of the figures of English learning, based on some characteristics started with engagement of strategies and techniques which aim at promoting the communicative competence in a specific discipline such as academics, accounting, agronomy, and business. It also focuses to meet the requirement of the ESP learners and to strengthen their proficiency to cope with everyday situation.

At the tertiary level, the ESP students look for ways to communicate and transmit utterances about the science. From this dimension, there occurs a transition from general English to English for specific purposes. The ESP practitioner facilitates this transition by

providing the necessary language skills required in the specialty. Stoller and Robinson (2018) have introduced two approaches to ESP instruction. The former one is the read-and-notice approach, in which the learners are comparing and differentiating written disciplinary conventions. The second one is the read-analyze and write approach. These innovative teaching strategies are basically progressed in many disciplines like chemistry, biology, and biochemistry.

In the context of course design, three are different approaches that have been recommended by Hutchinson and Waters (1987) that are; Language-Centered Approach, Skill-Centered Approach, and Learning-Centered Approach. The language-centered approach identifies the student's target situation which requires passing through stages of analysis for deciding the syllabus, material design, as well as the assessment of the items of the programmes. However, the target situation analysis is the main parameter to shape the road to the development of the syllabus, teaching materials, assessment methodologies, and tests.

The Skill-centered Approach is proposed to help the learner develop his skills. The skill-centered approach is identical to the language-centered approach, with one change at the level of needs analysis that enables the practitioner to discover the learners' abilities and knowledge in underlying their appropriate needs. Likewise, the plan of teaching materials requires all the pedagogical strategies engaged by the practitioner and skills students have to decide these materials. The skill-centered approach focuses more on the learners as a key-parameter in the ESP process. It is claimed that the learner is put into the centre as a principal member who has an effective role in the learning of ESP. This approach is regarded as crucial since decisions are made with the existence of the learner as an essential pole. These suggested approaches refer to the stage for the course design

process in the shadow of a total absence of the ESP syllabus. (Hutchinson and Waters, 1987)

1.3.2 ESP Practitioner vs. ESP Learner: Styles and Positions

It is generally known that any ESP teacher is in nature an English language one and he is not expert in the field or the branch he is teaching. There are numerous challenges are facing his career to enhancing the quality of learning in a setting different from that of the English department. The main target for the ESP teacher is to provide the students with adequate knowledge aiding them to use specific English in their field of study. The ESP teacher's qualifications are the subject that many linguists have discussed and still looking for advanced techniques to promote the teaching quality in this field. Teachers need to know the effective strategies to balance the English language and the subject matter. Furthermore, the ESP teacher should be aware of the responsibilities he will occupy and the role he is playing in the classroom.

It is generally declared, on the other hand, that the ESP learner is an expert in the specialty he is studying performs different things without the need to use a second language but only his mother tongue. In the shadow of the status English has occupied in various domains, the ESP learner has shifted his interest to take English courses for their professional career.

1. The ESP Practitioner's Responsibilities

Dudley Evans, (1998) has used the term "practitioner" to introduce the ESP teacher; he has suggested this name to say that ESP teacher needs to use much energy and more effort than teaching. In the same vein, Swales (1988) recommended five responsibilities that ESP practitioner has to perform:

▶ *Active Practitioner*

The aim of ESP courses is to help students to learn taking into consideration the objective behind teaching. The ESP practitioner is a risk-taker in teaching different fields and he is responsible for the failure or the success of his class. Thus, the demand for professional ESP courses needs a real active practitioner to involve himself in self-training in designing instructional programmes focusing on the needs of his students. Therefore, ESP practitioners should train themselves as they are seriously involved in the actual ESP context. At the first level, they analyze and understand the students' needs and adapt the methodologies and the activities involved in the target discipline (Harmer, 1987, cited in Benguerfi, 2017). Moreover, any ESP teacher should be flexible in listening to his students. Accordingly, they are better to invest their theories practically and apply the appropriate reflection, problem-solving, and decision-making processes. Additively, they can have fruitful insights upon their innovative teaching activities, which can be theorized and then validated into practice.

▶ *Course designer and material provider*

It is observed by ESP practitioners that there is a serious lack at the level of programme and the availability of materials for teaching ESP courses. They have to engage needs assessment in order to know about the requirement of their students, design their own syllabus, and establish the teaching materials whether they are authentic or handmade ones that suit the learners' needs i.e. as there is a deficiency of teaching materials and textbooks, most ESP courses are designed from the basis of needs analysis (Hutchinson et al, 1987 and Basturkman, 2006 in Benguerfi, 2017). To identify the learners' needs, the practitioner has to assemble information, adapting these needs in his strategies for designing courses and for providing suitable teaching materials. Moreover, he can select available textbooks and adjust activities making them satisfactory to his students. ESP

teachers, generally, appraise the performance of their teaching materials if they are published or self-produced.

► *ESP Practitioner as a Researcher*

In ESP settings, research-based language education is a fundamental method that the practitioner includes within his roles and responsibilities since it occupies an important position in the teaching of English to students whose language does not take all their focus (Basturkman, 2006). Dornyei (2007) sees that the teacher as he is involved in the ESP context has to gain certain skills being hence a good researcher. To obtain these characteristics, he should be curious enough to engage in a further investigation about the topic he is expected to teach. Dudley Events and st. John (1998) declares that a good researcher investigates language, texts, and skills needed before laying out the lectures; the ESP practitioner goes beyond the stage of needs assessment as a target situation analysis (TSA) to underline and treat the terminology confusion. Chambers represents TSA as the “communication in the target situation” (1980, p.29, as cited in Songhori, 2007 and Benguerfi 2017) from which the practitioner identifies key target events, skills and texts i.e. if the teacher is motivated to know about the specialty he is teaching, he investigates the main techniques and materials to enhance his students’ learning and rises their motivation.

► *As a Collaborator*

In teaching English for specific purposes, collaboration is considered as an important point to reduce the gap between language and the other specialties. It is thought that the subject matter is better approached between the practitioner and the subject specialists. Therefore, the ESP teacher has to preoccupy the role of collaborator. He establishes a good rapport with the subject specialists to get knowledge about the subject matter and adapt the field of research including skills, tasks, and syllabus to develop effective ESP

materials and courses for the learners (Johns and Dudley Evans, 1998). It is important if the teachers of English negotiate with content teachers the future of English in different ESP settings. On the second hand, it should be also noticed that students are information sources because they cover the subject matter and moreover the target and the learning needs. The practitioner can involve his students as collaborators since they are, with no doubt aware of the field of study, while the ESP teacher is not.

► *As an Evaluator*

Assessment practices are procedures used by any teacher to know about the general atmosphere of his class including the students' competencies, the effectiveness of courses, and teaching materials. Thus, assessment provides feedback to both learners and the teacher. The objective of conducting a test is to assess whether students become skillful to take a particular academic course and qualified to pass to the next level. An evaluation has to be engaged by the teacher because the former knows more about the learners' specialty. Furthermore, it is a compulsory tool to measure the extent to which both the teaching and the courses suit the needs of ESP students (Johns and Dudley Evans 1998).

2. *The ESP Learner's Responsibilities*

In the last few decades, ESP becomes a learner-centered approach and particular students are selected to take lectures in English to meet their specific needs. Sghlepegrell and Bowman (1986) have announced that the ESP learner has to recognize his roles, know what he can bring to the classroom, and the tasks he is expected to face in his learning. It is said that all ESP lectures including the academic and the occupational are formed to ensure that the learner will use them in the occupational post-academic setting or advanced studies. The student learns English in contexts to express scientific and specific knowledge. Among his responsibilities, any successful learner focuses on the subject

matter-field and pays attention to the language he is learning. According to Sghlepegrell and Bowman (1986), learners in ESP classrooms are conscious to assume their responsibilities in language learning. They have been directly involved in the teaching-learning process when they are asked to express their wants, lacks, and needs permitting the practitioner to know more about his students and design courses starting from these points.

The knowledge about the subject matter supports the learners to determine the vocabulary and the linguistic structures used in the ESP context. Particularly, teaching adult students is an advantage for the teacher since they work hard to learn a new language; they are able to share knowledge, skills, and capacities in learning a new language. i.e. The learning techniques the ESP learners deliver to the task; equip them to grasp faster and this would facilitate learning and enhance the general atmosphere of the classrooms (Sghlepegrell and Bowman, 1986).

On the other trend, Laxman (2011) acknowledges that the new generation of students with the innovative advancements, are generally perfected in using high-tech to meet their needs. This means that the inadequacy of traditional learning constitutes the philosophical underpinnings of learning in the ESP context.

1.3.3 ESP and Language Skills

The main skills in all languages are reading, writing, speaking, and listening. These skills are to be targeted as the essential points that the practitioner focuses on his teaching in the ESP classrooms. Belcher (2009, p 3) points out in a collection that: “ESP specialists accept the responsibility for finding out what their learners will likely need (and want) to be able to read, write, speak and comprehend as listeners to achieve their goals.” Each skill has its particular objectives and a place in the learning of the foreign language:

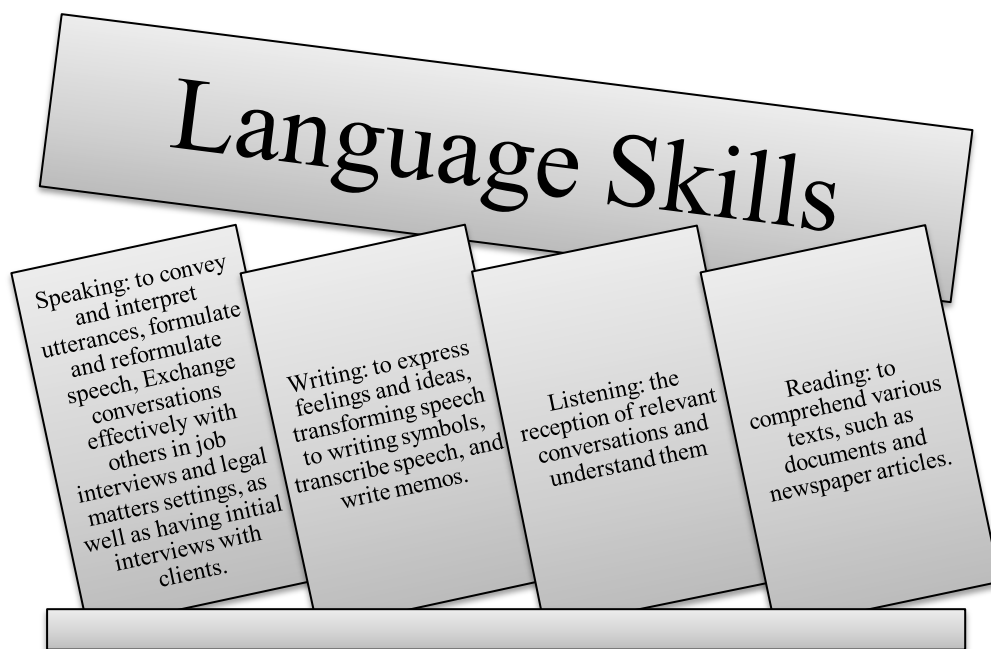


Figure 1. 1. Teaching skills in ESP context

The ESP students take courses for their studies and future career. Their objective is to strengthen knowledge in the English language. This provides them considerable motivation and interest in perceiving ESP courses. However, the students worry and the obstacle is how to employ the language appropriately in specific fields (Paltridge and Starfield 2013). It is widely recommended that language skills are very important in teaching ESP courses. These remain fundamental to the field. The learners' needs and interests depend on these skills for using specific terminology as effective communication in English; therefore there is an essential rapport between ESP and these skills for communicating some specific terminologies in particular settings. Communication with native speakers about academic or occupational purposes requires enormous capacities regarding the productive and the receptive levels (Tarnopolsky, 2013) For instance, a research paper about the social ecology in two different cities with different languages; the project may have a writing report that is presented by the ESP student. Then, it can be

presented orally via live contact or virtually via the internet. The topic can be debated by asking direct questions to the participant. Therefore, he/she needs to be perfect in all language skills. ESP teachers think that it is a favorable impact on developing students' productive and receptive communication skills.

Unlike others, ESP teaching is a subject in which the content and the medium of teaching are to be more familiar. This means that the language used is appropriate to the needs of the content. It requires a teacher who enrolls in methods that will consciously or unconsciously develop language skills throughout the course. The practitioners will develop not only general English but progress the academic and occupational writing, listening, and speaking skills (Gillett, 2011). These parts describe the language skills, lists objectives for the development of each skill:

1.3.3.1 Teaching Writing to ESP Students

Regarding the academic and occupational writing through the tasks included in the course, the learners are given opportunities to develop this skill in relation to creating an argument i.e. demonstrating their arguments, opinions, and points of view, strengthening and defending ideas, and writing scientific reports. The improvement of writing ability requires lots of practice. As writers, the students need to develop confidence but this happens only if the practitioner gives them simple, structured exercises related to the subject matter and GE tasks before he provides them longer specialty writing tasks. Consequently, the students will be able to summarize what they read in specific articles or books. They can also take notes on lectures, they, furthermore compose coherent paragraphs. Students will gain the confidence to write and express for a variety of purposes, related to the requirements of their specialty area.

1.3.3.2 Teaching Listening to ESP Students

Listening is a vital skill especially for communication in English. It is usually the most ignored of the language skills in teaching programmes. In ESP, through the tasks involved in the course, the students are provided the chance to develop this receptive skill in relation to note-taking and highlighting important points and keywords through listening to specific texts related to their specialty. The teachers can give students practice taking notes as they listen to a passage. When the terminology in the content area seems familiar during listening, students will understand and this develops their ability to answer questions about the lecture. They will also understand expressions common to the specialty field when they hear them in context. Then, they can follow instructions given in class regarding assignments and activities, as demonstrated by their correct performance of such instructions. The ESP students can guess the main ideas, finding specific information, or discovering the others' viewpoints.

1.3.3.3 Teaching Speaking to ESP Students

ESP Students can produce effective and appropriate outcomes when they are offered opportunities to prepare a scientific speech. They can be more confident when they are exposed to some specific situations. On the other hand, grammar, pronunciation, and terminology are to be contextualized. The practitioner can include these linguistic competencies with the subject matter course allowing the students to exchange information, asking different styles of questions, making clarification, and/ or making comments on others' points of view. (Mckay, 2006). When they speak, they can transform ideas and explain recent specific discoveries. As the ESP student masters speaking skill, he becomes a good communicator and therefore, he gains the attention of the audience.

Speaking skill is important to achieve the academic and professional career success of the ESP student. The construction of a variety of assessment types to maintain the integration of students in specific speaking tasks involved in the course. The practitioner can be neutral somehow by encouraging the students' peer-assessment that concentrates on strengths and areas for improvement.

1.3.3.4. Teaching Reading to ESP Students

According to most recent investigations, the reading skill is the primary source after the course is over. It is the medium from which the students can promote their English. A well-structured reading programme offers instructions that the learner requires in other skills i.e. these capacities will automatically be progressed behind this prominent skill. Extensive and continual practice is the main parameters for the development of reading. ESP courses require the learner more practice to become fluent in reading. They know a new vocabulary related to the subject matter (Schleppegrell and Bowman, 1986). Moreover, they know how to construct grammatical structures related to the ways that writers formulate their texts. Special terminology development, then, is the main target of reading. The students develop specific vocabulary taught in context. The practitioner must teach words and technical vocabulary in English in their fields taken from reading texts which are useful for the ESP students.

ESP practitioners engage in needs assessment on these four basic language skills to show them which of these skills they emphasize in their classes. This focus diversifies from one specialty to another. However, no skill can be taught in isolation that students typically need to connect all these skills to perform in an academic and professional manner. In fact, all learners want to communicate effectively without giving more focus on the grades. They can suggest these skills at the time when the teacher engages the needs analysis.

1.4 Techniques in Teaching Terminology in ESP

It was said earlier, that there was a difference between productive and receptive terminology. The former refers to what the ESP student has been taught and which ones he is able to employ respecting his field of study. The receptive one refers to terminologies which the student will perceive when he finds them but without production. Castillo declares that “ it is not the teacher's responsibility to teach technical vocabulary .The duty is to check that learners have understood technical vocabulary presented by a subject specialist” (2014,p 1; as cited in Benguerfi, 2017). The ESP students, of course, know well about the subject matter rather than the teacher but not in the target language since it is a foreign language for them and no one could provide the ESP learners with specific vocabulary concerning the discipline they are learning. Fedicheva (2011) in her point of view, says that it is better that teachers provide sets of vocabulary which students can learn and use at the same time i.e. most of these words are constantly employed in their careers as professionals. In ESP and at the first level, the students find the new words that seem difficult to learn because they have never heard them before (Woo, 2019).

There is of course a serious problem regarding the students' capabilities of storing specific terminologies and using them in very specific areas. Crucially, the teacher is responsible to present terminologies in the context allowing the students to know when and where to use these terms. Instead, the teacher gives a piece of text in the classroom and uses the words in the context of the specialty. He has also asked about the meanings of words rather than giving them to his students. Once they have met these terminologies, he can explain what these terms mean on their own. It is not the ESP teacher, on the other hand, to give everything to the student. This latter has a permanent role in using the discovery technique, to work out rules and meanings. Further, the advantages of such a

technique permit the student to remember best when he is actually doing something alone with the words learned.

1.4.1 Techniques of Teaching Grammar in ESP

Grammar examines the structural image of the language that underlies its use. For transmitting messages, students have to construct well-structured communicative forms to understand and being understood. Grammar represents a serious issue for the majority of ESP students who want to use grammar in specific situations and communicate perfectly either by speaking or writing (Richards, 2001). Grammar introduces itself as the bedrock of any code. The master of language communicative skills underlies the importance of integrating the context of grammar teaching because it is fundamental to apply its rules correctly. Thus, the degree of grammatical knowledge of the students improves his accuracy and fluency, and grammatical competence is a crucial phase of communicative competence (Canale and Swain, 1979).

In ESP context, teaching grammar requires that the practitioner shapes some strategies since it is a tricky context. Lott (2005) declares that the teaching of grammar gives the students the elements to communicate authentic and correct English by the application of a set of rules. Relatively, the ESP students' wants are to generate a large assemblage of sentences when mastering the grammatical rules of language. The degree of grammar difficulty and complexity leads to confusion for the students regarding the application of its patterns. This is important to ESP students because without good grammar knowledge, their language is not valuable (Richards and Renandya, 2002). However, the ESP teaching requires the contextualization of the grammatical patterns since there is an agreement that is without this procedure, students neglect grammar and a negative attitudes are found as well. In this vein, "Language is context-sensitive. This

means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase” (Thornbury, 1999, p 69).

As a general rule of language system, grammar is the means used for articulating meaning. Discussion with someone who recognizes how to form the past perfect continues is very significant, but only if he knows the occasions it is used and which meanings it conveys. Thinking of grammar rules tends to make scholars determine that there is a direct link between these rules and the context with which they become suitable (Proshyants, 2011). The same structures can be expressed in different ways, and different targets of the use of the grammatical rules within different contexts. During their investigations, most linguists agree about the teaching of grammar in context in ESP context. The grammatical structures would be involved within a specific context to assure students that grammar itself is a useful tool for promoting his/her communicative competencies.

The teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written (Harmer, 1991, p.56).

Teaching grammar in context offers the ESP learners the comprehension of how language performs and this serve in the development of their communication skills. Contextualizing grammar will also empower the learners’ awareness of the function of specific terms like; verbs, nouns, and adjectives i.e. they comprehend and employ the grammatical concepts very well if grammar is taught in the in the context of their specialty. Relatively, “In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication” (Nunan, 1998, p 102). To

conclude, The ESP learners will communicate with the target language in rapport with the subject matter or the profession he will occupy. Moreover, they express and interpret meaningful utterances in authentic ways.

It is clear as mentioned in the previous studies that the ESP students have a rich background about the subject matter more than their English teacher but not in the target language. This permits the practitioner to manage his group successfully. Concerning the learning of specific terminologies, no one is able to provide the learners better than their teacher and also their own efforts to become autonomous in the learning of vocabulary in rapport with their discipline. Castillo declares “ it is not the teacher's responsibility to teach technical vocabulary . The duty is to check that learners have understood technical vocabulary presented by a subject specialist” (2014, p 1, as cited in Benguerfi, 2017). In his investigation, Castillo (2014) declares that there is a very close relation between grammar and vocabulary as two major levels of the language.

1.5 Innovation Institutionalization in ESP Teaching

The learners of English arrive at the point to develop their capacities as future professionals, especially at the tertiary-level. They need to communicate the different genres valued in their fields of study. In fact, they have a lot of things to learn and many skills to develop through the transition from general English lectures that take an academic image to a very specific language. These disciplinary points are denouncing for the students because they differ materially from the general English courses. They must grasp the subject matter key terminologies and concepts. This transition from GE to ESP courses permits the students to become skillful in their disciplines and autonomous learners (Andrade and Evans, 2015). In this content, Johns (2007) declares that an essential objective in ESP teaching during the students’ academic and professional lives is to

provide them with specific terminology of the language and other analytic skills that allow them to continue to learn on their own new genres and corresponding literacy expectations.

1.5.1 Innovation ESP Teaching Practices and Methodologies

The term innovation refers to the efficiency and quality of a system, technique, or machine in serving the growth of knowledge in a particular field. It is the process that brings something new to introduce changes in any organization. It could be implemented in all levels of the organization, established to products, processes, or services. The New Oxford Dictionary of English identifies innovation as making changes to something established by introducing something new. (1998, p. 942) In education, the potential benefits that innovation has an enormous role to serve the process of teaching and learning.

Hall and Hewings say that:

Innovation in English language teaching provides both theoretical perspectives and practical tools for analyzing, developing, and evaluating English language teaching curricula. It presents English language teaching in a variety of specific institutional, geographic, and cultural contexts. (2001, p4)

Focusing on various aspects, these innovative features have been documented theoretically by many researchers. In recent years, the linguistic views regarding the behaviorist and the socio-constructivist schools consider technology as the practical tool of innovation to facilitate the pedagogical status. Particularly in ESP, technology such as the fast-growing Internet and the creation of suitable materials has been used by the practitioners to address their students in language learning. These innovative tools are useful to engage ESP learners in real life (Arnó-Macià 2012). In rapport with their disciplines, most students require the new instruments to complain about the intercultural

gap to access up-to-date information and to participate in their community. It will explicitly focus on the multiple roles of innovation in ESP teaching and learning.

1.5.1.1 Innovation and the Development of Language Learning

As an image representing innovation, all multimedia tools may aid the acquisition of technical terminologies in relation to the field of the study. This means that multimedia presentations have an impact on the earning of the new concepts. In real life situation, the key purpose of ESP is to maintain and develop communicative skills. Technological equipment like graphs and video clips facilitate the acquisition of the new terminology that helps to exploit the linguistic proficiency that closely related to linguistic acquisition is the promotion of communicative skills and the development of language skills. (Silverman and Hines 2009).

According to waters (2009), the governance of innovation is a critically major field since the use of innovative tools in education stays in its hands. The educational reforms demonstrate that the success or failure in this system is aligned with the understanding and application of the new practices and principles of the management of the innovative techniques that make a major addition to the discipline. That is applied linguistics demands to give more importance to the insights that the innovative theory contributes. Technology, as a figure and the main component in this theory, provides opportunities and facilitate communication and collaboration with people from the same profession in various contexts. Computer-mediated communication (CMC), including its online forums and synchronous and asynchronous contact instruments, has become universal in the transmission of information. These strategies are efficient in the development of the communicative competence of second-language learners.

1.5.1.2 Creativity in Teaching Materials via Innovation

In language learning, the use of authentic language materials is encouraged by tutors who emphasize the authenticity of language materials and tasks that designing materials are the first concern of all teachers. It is very likely that in different settings that ESP teachers share creativity whenever possible in the utilization of digital and web materials, for instance, to upgrade the learners' experience to know the way language is employed in different contexts and to gain more authentic input. The main need for ESP learners is how they apply the authentic language in real-life contexts. The teachers are material developers. They should not stay at the textual level. Furthermore, they can move towards the audio and visual tools in the course to give multimodal learning experiences for the students. As the use of ICT's that are considered as authentic resources for learning and culturally specific materials (Herron et al. 2002). In this vein, Arno declares that

Computer-mediated communication provides learning tools and a gateway to the discourse community. Technology also provides opportunities for collaborating, creating virtual environments and online courses, and fostering learner autonomy. (2012, p 89)

Accordingly, the ESP practitioner can involve these technologies respecting the specialty as well as the time of use. Technology offers the virtual space that collaborates in the development of educational productivity and increases the students' motivation and engagement.

1.5.1.3 Reasoning and Engagement via Innovation

Li (2014) considers innovative tools as mediational strategies especially in network-based learning and computer-supported learning. For the time being, the avocation of modern technologies is a psychological tool to manage the interaction between students

and the setting around them. These tools can also mediate reasoning, ideas, and thoughts through images, sound, and videos that are vitally important. Learners of different backgrounds and cultures can take the privilege of innovative tools to perform their thoughts and to connect the gap in intercultural communication. On the other hand, being innovative in teaching the second language in specific contexts since technology is considered as a dynamic tool to engage, motivate, and regulate learners (Li 2008).

1.5.1.4 Innovation Tools and Interaction Enhancement

The term classroom interaction refers to the degree of engagement between the practitioner and his students creating what is known as interaction. Communication can be promoted when students are being motivated to perform new ideas vis-a-vis the topic with their peers and teachers who motivate them and engage a learning atmosphere inside the classroom (Gupta and Sansanwal, 2017). Innovation tools facilitate interaction in the language learning environment. The ESP teachers and learners preoccupy with one particular technological tool in authentic interaction, for instance, a user of the Internet that serves creativity of discussion, offering space of interaction between the teachers and his students. Virtual conference is a new trend inserted in the educational settings. This means that:

Virtual learning environments (VLEs) are broadly used at schools providing secondary, high, and higher education. Universities are not an exception. Mainly, VLEs have become an integral part of the study process. They are applied in pure distance education studies and also are successfully used to support full-time students. (Iskander, 2008, p 92)

The use of distance conferences through the web can provide many successful courses, especially when facing issues that hinder learning. Smart classrooms are

developed through network-based learning and CALL (computer-assisted language learning) that assist learners to promote their interactional competence.

1.5.1.5 Innovation in Service of Learning Autonomy

Technology as an innovative tool represents one major assistant in education to realize tasks performed by individuals to pure synthetic systems. Putting the learner at the centre of instruction is one of the key targets in ESP courses. Teachers are inviting their students to engage in self-directed learning to become more autonomous. In this sense, innovative tools provide a favorable circumstance to grasp self-direction. For example, Autonomy English learning on the Internet dares the traditional approach in facilitating and suggesting the effective strategies of autonomy in English language learning. In a self-access learning environment, the learners are offered favorable factors to be able to direct their own learning and access independently to their learning materials to control their learning and gain competence at the same time and from their own place. Learners' autonomy is as crucial by offering them the adequate instruments and space to express their voices with of course the governance of the teacher who facilitates and manages the general learning atmosphere because "without teachers' counsel and supervision, the whole process will result in low efficiency or even fall into disorder." (Yan, 2012, p. 559)

The willingness of the educational community to view this process from a new perspective and to provide something new is the challenge that requires strategies that do not only rely on the use of technology but also go beyond applying new strategies in which teachers and students are directly put on the centre of instructions. The efficient methods to be implemented should be lower costs and have a greater impact in achieving the targets in the learning process.

1.5.2 Technology Use in ESP Teaching

The teaching of English for specific purposes requires the inclusion of innovative tools that helping the traditional types in learning language and creating a new vision of communication contexts. All fields of ESP are then, in the need of the new technologies. Audacity for instance is a programme used in spoken English, an example that is frequently implemented for podcasting by ESP teachers to gain specific pedagogical goals as for oral, literate, and visual modes of discourse. The participation of the students in these activities is using the appropriate technologies for the targeted types of learning in the classroom. The teacher can decide the choice of technologies to fulfill the main goals of learning respecting the curriculum that is selected from the engagement of needs assessment. Hyland (2002) has declared programmes and curriculum begins with a needs assessment of the ESP learner. Each new technology may support various communicative interactions that need a set of objectives to be incorporated into an ESP curriculum.

The addition of technologies like Twitter, Facebook, and other networking tools in learning clarifies the interaction of the traditional learner with this enhanced environment. Many learning settings permit video, audio, and textual communication to take place at the same time while a student is giving a presentation. Therefore, language learners would be familiar with these technologies like Twitter or Facebook to communicate with others to learn the discourse strategies. In the examples mentioned earlier, the technology applied across all types of ESP classrooms should create suitable norms and values (Paltridge and Starfield, 2013). According to Crystal (2001) assessment can be involved to select the appropriate technologies that become necessary tools for ESP learning. Understanding the nature of English is especially significant for most ESP teachers who need to deeply

involve their students in these types of technologies in response to their needs to use the language appropriately in the right context.

1.6 Highlighting Assessment and Testing in ESP

Measuring learning is a crucial part of the teacher's responsibilities. It is among the challenges he faces in his career. The teacher needs to check for student understanding. He has to know how his students are doing overall to help them succeed in their learning. Additionally, the Students require having a regular assessment in order to demonstrate mastery or competency to pass to the next level. The question teachers ask, "Why do we assess anyway?" From this dimension, assessment represents one of the main issues that prompt exasperation. Questioning the students is the aim of assessment that may become a naturalized part of everyday life.

Nevertheless, the experts in assessment are increasingly reflecting on the ideas behind the particular assessment practices as well as the function of measurement in teaching process. Traditionally, assessment is presented as a data-gathering activity to earn insights into learners' level of knowledge. It is not easy to understand why second language (L2) teachers refer to assessment as "a necessary evil." The individual may expect that the data gathered from assessment procedures would not be directly accepted to be an integral point of good teaching. However, many experts thought that assessment is a set of activities that has a distinction from the objectives of teaching. Indeed, teachers have often been obliged to choose "between their role as facilitator and monitor of language development and that of assessor and judge of language performance as achievement" (Rea-Dickins, 2004, p 253).

Assessment of learning in ESP is an integral and vital process to any programme of different subject matters, and how it is confronted by the interdisciplinary and

multidisciplinary fields within which ESP commonly operates. It is a very large topic discussed by various researchers. A set of directions orient ESP practitioners to administer assessment practices to their students are summarized as follows:

1. To set up the faculties' needs, the practitioners measure the linguistic proficiency of their students to select the level of the language programme and the particular language course requirement.
2. At the beginning of the course, teachers use assessment to select and orientate a grade grouping in terms of skills and competencies. This procedure inspects the language levels of the ESP students in order to place them in their appropriate group or class.
3. Regarding the language issues and problems during the course, the teacher detects his students' strengths and weaknesses as well as the effectiveness of the course content. Furthermore, the students' needs should be reflected through well and targeted questions.
4. A large number of students use to learn in the framework where course tests meet their needs. To gain the learner's anticipations, tests should be short and well administered to decide whether the candidate's language performance permits him to be selected for a particular study or occupation. Mc. Donough (1984)

These are different reasons for assessment that adhere to particular parameters. All practices are to be purposeful and may be pontificated for diagnosis or placement objectives. They also may be planned for the appraisal of the learners' proficiency or achievement about a particular course of study. Thus, assessment is regarded as one of the bases in different areas of the ESP context. It is important for designing tests it refers to the relationship between testing and needs analysis (Mc. Donough, 1984). The ESP groups have the choice between the language branches that involve notions of general English and

others from the subject matter. All in all, it depends on the students' needs that take advantage of other ones. Allwright (1982) announced that learners are responsible for insight into their needs. He also represents three prospects of learners' needs.

Needs: The skills that are allied to the learners. No one can know the student's needs except himself. These needs are privileged over any other ones.

Wants: The learners want to take precedence over any other point.

Lacks: they imply the disparity between the learner's existent know-how and the desired one (as cited in Jordan 1997, p 27 and Benguerfi, 2017).

In this circumstance, Hyland declares that "right analysis involves evaluating the findings of needs analysis, recognizing the challenges that students face and interrogating the results of creating more democratic and participatory involvement by the student in decision making" (2006, p 79, cited in Benguerfi 2017). ESP learners are integrated as decision-makers to set their learning lacks, wants, and needs that are essential in underlying the target of learning ESP courses. Thus, it is through the right assessment and awareness of the learners' needs, practitioners face no problem in making courses and syllabuses. Most language courses in ESP are associated with these criteria and most assessment practices and tests are designed through language programmes linked with the students' needs. This creates the idea of "devising test materials on an analysis of the target situation, starting from the learners' needs" (Carroll, 1980, p 9). Carroll focuses on making a sort of needs inspected by language and specialty tutors, adapted within programmes, and finally, administered for testing and assessment of ESP learners' abilities.

In relation to testing, Tratnik has suggested three main views concerning testing in ESP. in the first view, he said that the field of ESP testing is seen as a distinctive element from the general English language testing, with a very specific language used in sort of

activities or questions for measuring specific groups of future professionals like air traffic controllers, doctors, lawyers, civil and biology engineers, tour guides, and others. From the second view, testing goes in parallel with the context of ESP teaching and learning. From this perspective Dudley-Evans and St. John (1998) announced that assessment in ESP does not act independently from the context, but occupies a crucial place in the ESP process, providing a practitioner with adequate and wealth information about the effectiveness and quality of learning and teaching. Assessment and testing are then associated with needs analysis, and particularly dependent syllabus designed from engaging needs assessment. Thirdly, tests function as a learning device to promote the learning process. (Tratnik 2008, p 4)

According to Gollin-Kies, Hall, and Moore (2015), the main purposes for ESP class testing and assessment might include:

- ▶ Making students in their appropriate learning groups or classes.
- ▶ Checking whether learners have promoted their capacities in the targeted fields.
- ▶ Feedback; to help the learners to see what progress they have done.
- ▶ Evaluation and making adjustments in the current and future syllabuses.

Gollin-Kies, Hall, and Moore (2015) consider ESP learning Assessment and courses evaluation as integral components to any ESP programme. This is challenged by the reality of the disciplines and the contexts within which ESP commonly functions. In most specific domains, the ESP teacher is not working towards a formal standardized test but he calls for necessary methods to construct assessment tasks for the particular group of learners. How this testing is constructed and conducted depends crucially to the purpose of teaching. Most procedures employed for assessing the ESP students' progress have a direct significance with the teaching-learning process i.e. the quality of learner achievement reflects the teacher's pedagogical performance. Assessment and testing

should be studied to find out whether/to what extent they have influenced the general outcomes of the ESP syllabus.

1.7 Conclusion

This chapter represented an overview of ESP by identifying its branches, principles, and methodologies. It also highlighted the actual situation of ESP in the Algerian educational settings. It determined the roles and the responsibilities of the ESP practitioners and students. It dealt with the integration of innovative techniques in teaching ESP. Needs assessment was considered within this chapter in order to construct syllabus and design courses as well as material production. Moreover, some language issues and techniques for teaching the productive and the receptive skills considering the teaching of grammar and terminology were discussed in this first chapter. It, further, tackled the relevant literature in the field of ESP by giving part to assessment and testing to demonstrate their roles of assessment as a vital segment in the career of the ESP students. The second chapter of the literature review will prolong deeply with fruitful details about assessment, testing and innovation in higher education.

CHAPTER TWO

2.1 Introduction

In this chapter, the reader is oriented towards assessment through a number of vantage points with a large perspective of its manifold facets. This orientation will provide us a basis for understanding a formal interpretation of assessment considering its uses, purposes, and types which are the formative, summative and diagnostic assessments, and other types. In the second part, it is important to share the reader the concepts of testing, its role in the teaching/ learning process, the characteristics and different types of tests. The last part of this theoretical chapter, innovation is represented accompanying assessment.

2.1.1 Considerations of Linguistic Schools on Assessment

Over the last century, there has been a much wider recognition of the application of assessment in aiding students' learning. Different schools of thought and linguistic theories on assessment have been progressed regarding the three approaches of assessment: Assessment of Learning (AoL), Assessment for Learning (AfL), and Assessment as Learning (AaL). (Berry, 2008).

2.1.1.1 Impacts of Behavioral, Constructivism, and Cognitivist on Assessment

Behaviorism theory emphasizes on various practices and concepts like stimulus-response association, reinforcement, and operant learning. (Watson, 1924 Skinner, 1957). Assessment associated with behaviorist views of learning aims to check whether the learners have met the requirements as set. Behaviorisms' effects on assessment are viewed in the practices as assessing individual facts or skills in isolation from one another, expressing the degree of knowledge or background by the number of items replied correctly on an examination by a student, and in ranking learners based on how much learning is evidenced in the test results. This kind of assessment represents Assessment *OF*

Learning. The judgment is made by making comparison between the targets of the predetermined learning and the last or ultimate performance of the student. This view of assessment places the main interest on the product of learning.

Berry (2008) summarizes the association of assessment with behaviorism as a system that aims to find out if the learner has found the needs to be as set. After making judgment, it will be formed a comparison of the learning objectives and the performance of the student. This prospect of assessment makes its focus on the output of learning. This kind of assessment introduces what is known as Assessment *OF* Learning (AoL).

Constructivism, as oppose to behaviorism, had established a belief that targets to grasp the ways the learners' study i.e. how they learn, and what they can or cannot do. According to theorists, constructivist philosophy is more closely to theories of learning from which the deliberations and the decisions are helpful in the learning process. They entitle this kind as assessment *FOR* learning (afl).

According to Berry (Ibid. 1998), the principle of constructivism is that the learner himself is responsible in the construction of his knowledge and from his own experience. Relatively, for the recent constructivist movements the social interaction has its impact on the learners' learning, since education is accepted as a social factor, that the student encounters with others is almost daily happening. Consequently, students cannot construct knowledge without interacting and negotiating with others. Thanks to interaction with other persons that the learner develops and readjusts, his own unique set of concepts. Nevertheless, Glaserfield points out that "the subject cannot transcend the limits of individual experience. This condition, however, by no means eliminates the influence and the shaping effects of social interaction". (1995, p 2).

Constructivists believe that social interaction is important in constructing knowledge, and people play their role in shaping the students' experiences. Consequently, Teachers are

included among these people. They will participate in facilitating and guiding the student learning through assessment. They then, form the focus of the assessment for learning approach.

Brown (1994) notes that the term Metacognition is employed in information-processing theory to indicate an executive function. In the area of cognitive science, considerable efforts have been made to acknowledge that metacognition is as important component of assessment. This theory measures the distinction between human learning to the ways that computers treat data. This entails a four -stage encoding process of selecting, comprehending, storing and retrieving information. Metacognitive strategies involve planning, monitoring and evaluation in the learning processes. They are the measures that learners use to organize and manage their learning. Metacognitive strategies also include an awareness of what one is doing and the strategies one is employing (Berry, 2002).

2.1.2 Assessment Process: Definition and Perspectives

In education, assessment is one of the most important aspects. It is the process undertaken for collecting and interpreting information in a classroom to aid teachers in making their decisions. It involves a range of information making teachers monitor their teaching, understand the students, and construct an effective atmosphere in the classroom, i.e. assessment influences what is ‘instructed’ by the teacher and, more strongly, what is ‘learnt’. It is, then, at the leading position of the theoretical and practical developments by virtue of its role in teaching and learning. Assessment is the planned assemblage of information about the outcomes of teaching and the students’ learning. It includes a variety of methods and instruments that the teacher uses in collecting documents about the academic qualifications, to measure learners’ readiness and needs, or skill development.

There are extended definitions of assessment, to provide a useful framework to the teaching/ learning process.

The term assessment is extracted from the Latin ‘assidere’, meaning “to sit beside” (Wiggins, 1993). According to Black and Wiliam (1998), assessment refers to a series of activities engaged by teachers to measure their students, providing them with information to be used as feedback. They further added that the students could benefit from these activities to assess themselves. In the same context, Cheng and Fox affirm the role of both the teachers and the students in engaging and assessing activities. They say that “assessment activity can be carried out between a teacher and a student or a group of students. It can also be carried out between a student and another student or among students themselves” (2017, p 1). Assessment has a tremendous effect on the career of the students in the ways that they gain certain abilities to judge their own abilities and in the ways it represents what is important to know and be able to do (Taylor and Nolen , 2008, as cited in Cheng and Fox, 2017). Accordingly, Walvoord considered assessment as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning” (2010 , p 2).

According to Atkin, Black, and Coffey, (2001); Popham, (2008); Stiggins Chappuis, (2006) “Assessment is (a) a set of procedures (b) designed to provide information about students’ development, growth, and achievement (c) as compared with a standard”.(as cited in Shermis and Di Vista 2011, p 2) Westwood and Griffin argue that “Assessment is a vital and powerful force in teaching and learning. Assessments shape what individuals learn and what educators choose to teach. The feedback inherent in any form of assessment has a significant educational role shaping motivation and future learning”.(2013, p1). In this context, William points out that “Assessment is the bridge

between teachings and learning it is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.” (2010, p 1)

Depending on its use, assessment has various meanings and measures. In teaching and learning, it holds a very important lieu. it is regarded as the device with which teachers can guarantee and regulate the effectiveness of their teaching that requires a day-to-day assessment of the student learning as an important and an unquestionably demanding task. the teacher is the main agent of this procedure, therefore, he must ensure the high degree of assessment tasks and employs them in the efficient ways to help his students' learning. Assessment is of a profound importance topic in higher education. It discusses the students learning, language effectiveness, teaching efficiency, the value of instructional materials, and modifies the teaching/learning process as whole. However, it becomes the interest of many language investigators who are seeking to incorporate assessments into efforts to improve education.

Assessment is the process that data are collected about a situation. They are then analyzed and the results of the given analysis are usually reported to someone to be utilized. Alternatively, the results can be acted upon straightaway. In education, assessment has many purposes at different levels. The feedback can be given in a sort of comment to help the student move on. This has meant that some of the informal and formative aspects related to the students' learning. Such informal exchange is as much part of assessment as sitting hours of public exams. Most linguists argued that formative assessment has never been component of traditional assessment. Gearheart and Gearheart (1990, p 3) claimed that assessment is “a process that involves the systematic collection and interpretation of a wide variety of information on which to base instructional/ intervention decisions and, when appropriate, classification and placement decisions. Assessment is primarily a problem-solving process” (cited in Pierangelo and Giuliani, 2006, p 4). Correspondingly,

Clarke comments, 'It is by good teaching and learning that standards rise, not by summative or short-term measures to boost attainment' (2001, p 5)

2.1.3 Assessment Roles in the Teaching of Second Language

Measuring learning is a crucial part of the teacher's responsibilities. It cannot go unnoticed because it is among the challenges he faces in his career. The teacher needs to check for student understanding. He has to know how his students are doing overall to help them successfully in their learning. Additively, the students require having regular assessment in order to demonstrate mastery or competency to pass to the next level. The usual question instructors ask, "Why assess anyway?" From this dimension, assessment represents one of the main teaching problems. Generally, asking questions to students is the aim of assessment that may become as a naturalized part of everyday life.

Nevertheless, assessment specialists are progressively reflecting on the ideas behind special assessment practices as well as the role of assessment in education. Traditionally, assessment is presented as a data-gathering activity to earn insights into learners' level of knowledge. It is not easy to understand why second language (L2) teachers refer to assessment as "a necessary evil." The individual may expect that the data gathered from assessment procedure would not be directly accepted to be an integral point of good teaching. However, many experts thought that assessment is as a set of activities that has distinction with the objectives of teaching. Indeed, teachers have often been obliged to choose "between their role as facilitator and monitor of language development and that of assessor and judge of language performance as achievement" (Rea-Dickins, 2004, p 253).

Implementing assessment is, however, a process fraught with challenges. Bachman and Palmer (2010) argue that "people generally use language assessments in order to bring

about some benefic outcomes or consequences for stakeholders as a result of using the assessment and making decisions based on the assessment” (p. 86). Certainly, it's true that even the most well-intentioned assessment guidelines can be hard to be implemented in the real world for teachers and learners. This is something that it should be kept in mind as it works to construct new assessment blueprints, as these directives should not be theoretical but purely as practical and effective. There always remains “the possibility that using the assessment will not lead to the intended consequences, or that the assessment use will lead to unintended consequences that may be detrimental to stakeholders” (Bachman and Palmer, 2010, p 87).

Assessment and education are processes fraught with challenges. They added that “people generally use language assessments in order to bring about some beneficial outcomes or consequences for stakeholders as a result of using the assessment and making decisions based on the assessment” (2010, p 86). Certainly, all of the recent researches have drawn the new outlines for assessment. They targeted assessment as an efficient objective, which can serve instructors as well as stakeholders in making their decisions.

2.1.4 Significance and Value of Assessment

Do learners take consider all what they are taught? We generally agree that the learners do not take all that their teachers say during the lectures. If they do so, they would not require assessment. Assessment and testing should be set apart, denotes methods of following students' progress. Teachers design and implement instruction what students learn cannot be estimated with any amount of inevitability. One of the most important challenges facing the teachers is assessment. They collect information from this procedure. The teachers' objective is to bridge the gap between teaching and learning (Ghanavati 2015). It should have a rapport with the student because it follows their learning.

Therefore, if student learning is changed, modified or promoted, methods of assessment should be influenced respecting these changes. First, knowing what the students have learnt allows the teacher to set better testing quality and make better judgments about when to push each student and when to back off. Second, when students trust what they have been taught, they are more likely to accept the tests as well as the feedback and act on it. Accordingly, Angelo (1999) says that students' notions about what is a good learning is shown from the teachers' target of assessment and how it would be discharged.

The appraisal usefulness would not be undervalued. From this view, a good quality and up-to-standard assessment is central since, during this procedure, decisions made about a student can affect his carrier for the rest of his life. On the other hand, if teaching to the goal is the aim, then tests measuring information other than what instructors value would be considered as key decisions. These decisions are regarded as critical in meeting the needs of both teachers and students, and effect their present and future as two main poles in the educational settings. (Giuliani and Pierangelo, 2008)

Ghanavati (2015) added that assessment is crucial to the learning experience. In other words, based on what is assessed, students take cues on what is important and what is not important. They gain ideas about what is valuable and useful in their lives and professions. Consequently, the skills the teacher has possessed for giving accurate and practical assessment should include other qualifications as well as a good working knowledge of the components reported as follows:

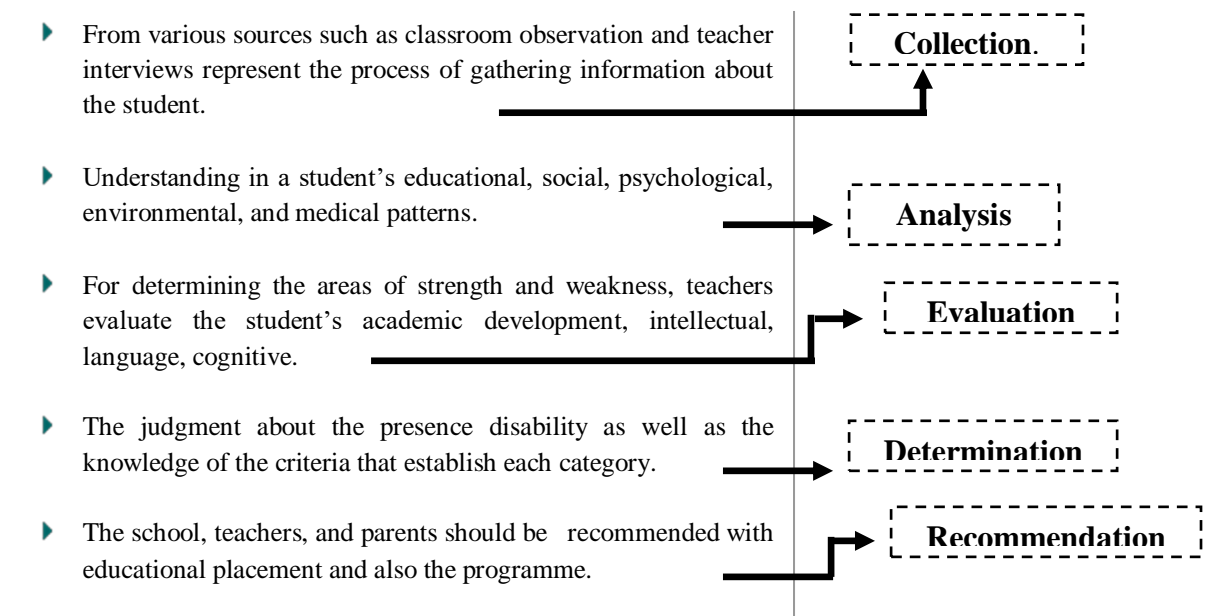


Figure 2. 1: Importance of assessment

All these gradual components are meant to bring clarity to assessment. Hence, we set the main functions and roles of assessment to underline its effectiveness in the teaching/learning process.

Teachers use assessment for more than one role. There exist various ways in the selection of the functions of assessment. These roles are mainly twofold:

- ▶ Making appraisal of the performance of individuals or the effectiveness of the system as well.
- ▶ Promotion of learning. Berry (2008, p 13)

Assessment activities are used for multiple reasons to enhance the teaching learning process. The assessment functions are reflected through placing the students in their class of learning, identifying their lacunas, observing whether the learning outcomes mirror the effectiveness of the teaching, and the progress of learning. These functions can be further

extended into four main segments: students' placement, accountability, diagnosis, and assistance of learning, as represented in this figure:

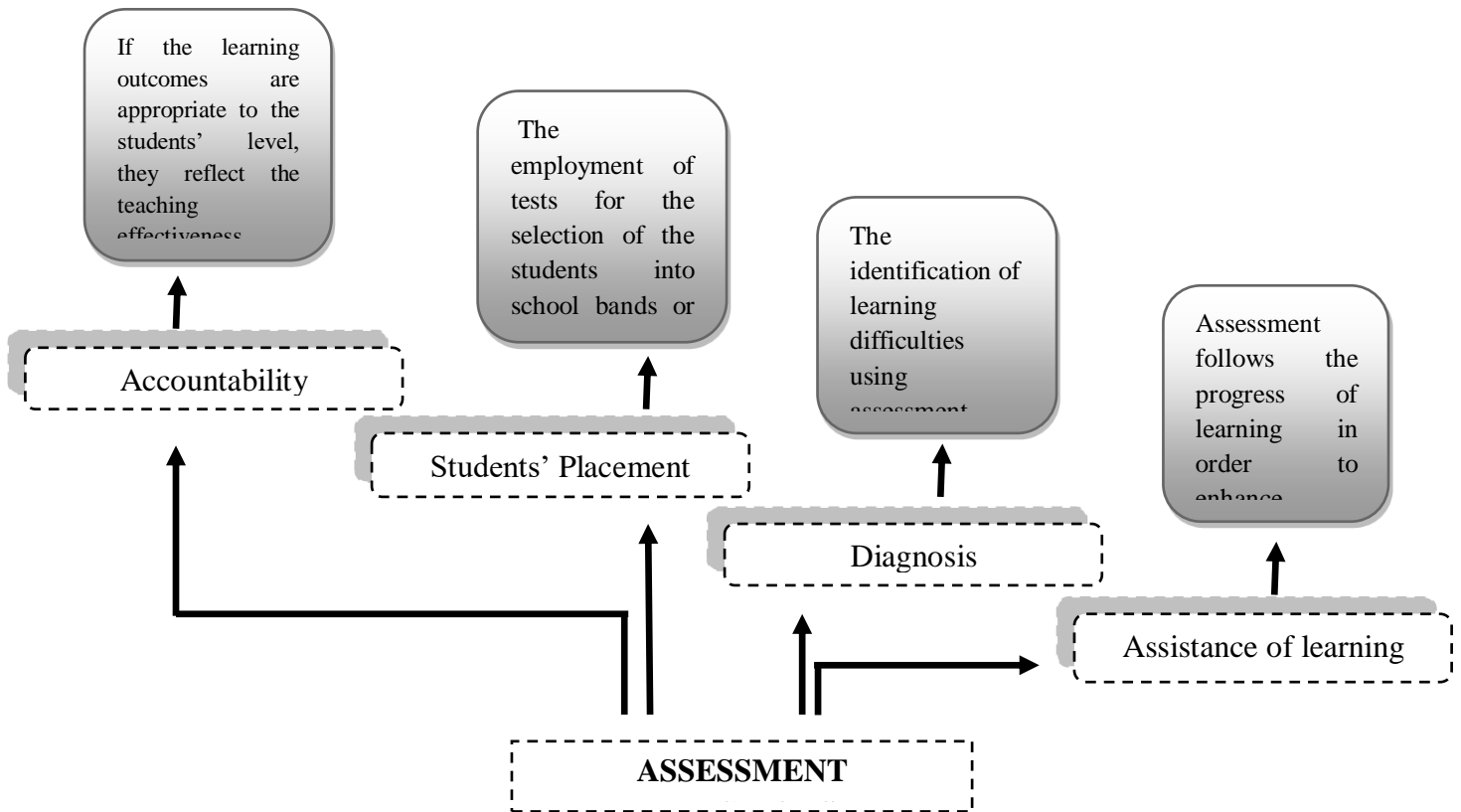


Figure 2. 2: Functions and roles of assessment

Teachers, students, and the educational system can all participate to make assessment effective. The concept of assessment provides the angle of where assessment goes. Nonetheless, given views and practices of the teachers regarding the real role of assessment, an additional work is required to shift from the outline of an assessment at the level of learning setting to the reality of all classrooms existing on this basis. The application of ten assessment principles must be established and developed,. They are presented within AoL, AfL, and AaL. This framework has a close relationship with learning in one way or another. The ten guiding principles will be more effective when operations are being recognized.

1. The coordination of assessment with teaching and learning
2. Investigations should be engaged about the multidimensional methods of assessment.
3. The Selection of assessments to learning
4. Respecting the efforts done by colleagues
5. Appraising students regularly and continuously
6. Involving students in the assessment
7. Using assessment to expose learning
8. Making grades accessible
9. Presenting feedback
10. Teachers should report and analyze the results.

Concerning the three first qualities, teachers require assessing their learners' achievements in relation to specific learning objectives. These standards make it clear that judgments are used to inform teaching and to feedback to students. Additively, teaching and assessment should be treated with various and contrastive manner to control whether the teacher has gained his teaching objectives and if the learner progresses in his learning.

What is considered about assessment as an essential element in the teaching learning process is to understand the fundamentals and the characteristics assessment should have to promote the teachers' effectiveness and the students' learning. Teachers and stakeholders will gain and achieve their targets by learning the conceptual and technical assessment concepts, methods, characteristics as well as applying these latter to instruction. For better engaging high quality assessment, the instructors have to respect the main characteristics mentioned in the figure below:

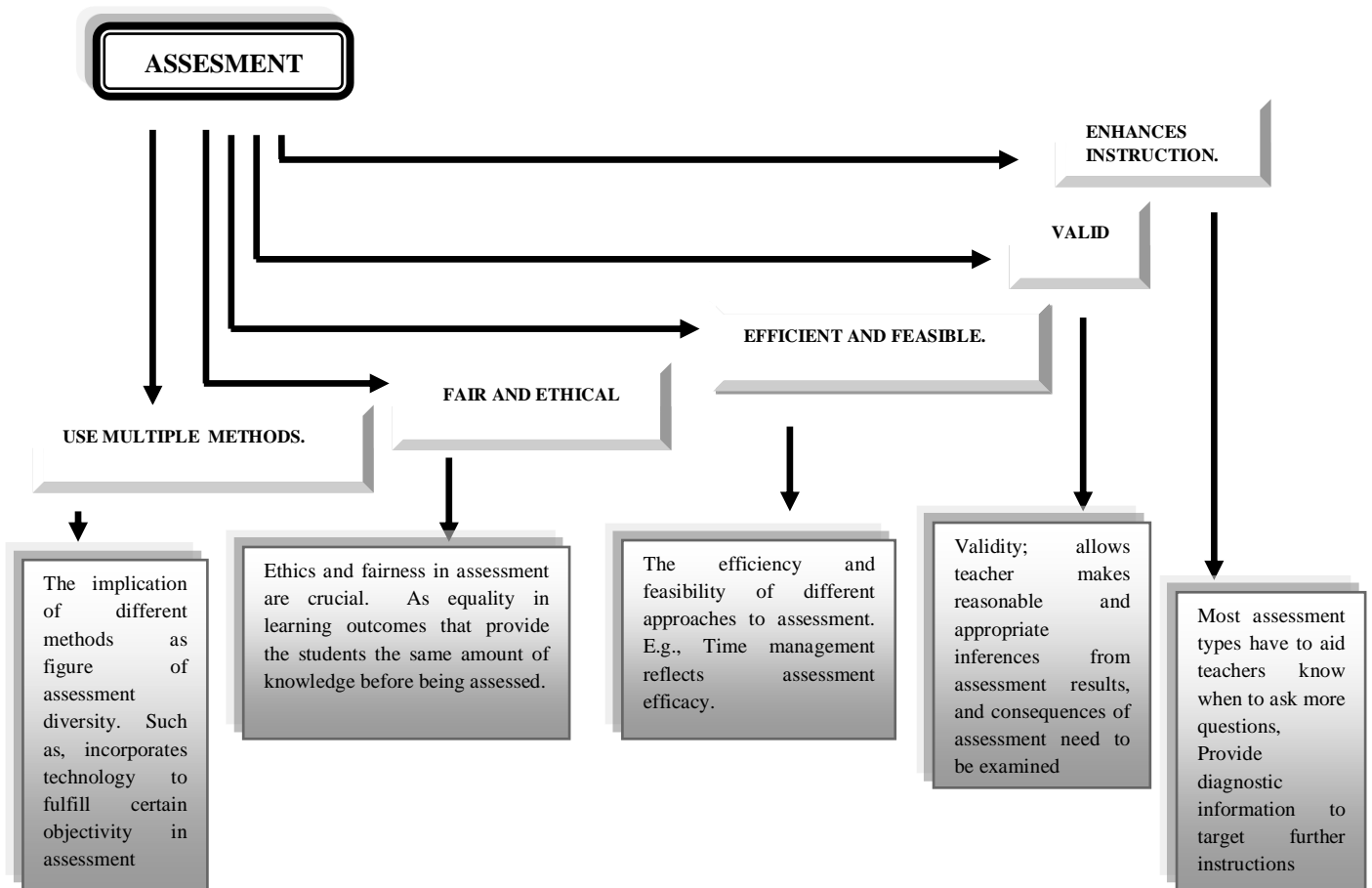


Figure 2. 3. Characteristics of high quality assessment

The figure above tries to introduce high quality measurement characteristics. In this view, many scientists have engaged their researches regarding the useful features to assess the students. According to Mc Milan (2017) assessment refers to the action from which the teaching learning process will be improved. When assessment is inserted with instruction, it tells teachers about what activities will be most useful to motivate the student in his learning. Mc Milan says that assessment makes the teacher understands the students' needs, strengths and weaknesses. Consequently, a good assessment leads teachers to enhance instruction.

Good assessments are valid if they measure only what they should measure. Arguably, validity refers to “the degree to which a test measures what is supposed to be

measured” (Brown, 1996, as cited in Benmostefa, 2013, p 72). It refers to the usefulness of the interpretations the teachers make about the results in assessment. These interpretations are being regarded as “...conclusions derived from empirical evidence bearing on score meaning...” (Messick, 1989, p 6). There exist set of mechanisms corresponding with validity. They are essential in supporting teachers to make understandable and rightful inferences from the results obtained. Another important point is getting instructors to understand their responsibilities in collecting and interpreting validity evidence. According to Cohen et al (2007), there are various types of validity listed as follows: Content- Related Validity, Construct Validity, Face Validity, criterion- related validity.

- ▶ The content-related validity is carefully recommended and represented as one important figures of validity. Related to Mackey; it refers to "the representativeness of our measurement regarding the phenomenon about which we want information” (2005, p107). It is engaged to explore the performance the content of assessment. The researchers should at first, determine that all domains are appropriately covered within the assessment operation and how assessment is designed (Fraenkel & Wallen, 2003). In this context, Zidane (2014) announced that in order “to measure content validity, the elements meant to be tested have to be clearly determined so that to get exact information about the degree of the learners’ mastery of that specific content” (as cited in Benguerfi 2017, p 13). It is important to determine the exact data about the learners’ proficiency in a particular area.
- ▶ Construct validity: From certain theories, teachers constitute their assessment tools such as test items and tasks. In language aptitude “the greater the relationship which can be demonstrated between a test of communicative competence in a language and the theory relating to this

concept, the greater the construct validity of the test” (Benmostefa, 2013, p 73)

- ▶ **Face Validity:** it is also called surface validity. It represents the connection between the test’s tasks and the candidate. According to Bachman (1990) there is a close relationship between face and content validity to reach what is called by authenticity. It is “the appearance of real life; content relevance is the representation of real life, and predictive utility is essentially precluded without authenticity” (Jones 1979, p 51, as cited in Bachman 1990, p 307). Mackey has given another view on face validity and announced that it “is closely related to the notion of content validity and refers to the familiarity of our instrument and how easy it is to convince others that there is content validity to it”. (Ibid)

Good assessment is fair and ethical. Arguably, fairness is one of the most significant changes in the recently published standards, which comprises the following four views: absence of favoritism, unbiased measurement, honesty in outcomes, and opportunity to learn. On the other hand ethical framework is regarded by Gipps (1994) as the points with powerful impact that assessment necessitates to draw and limit the discussion to specific issues such as validity.

Good assessor is the one who is creative by using multiple methods in measuring his students understanding. A complete image of the learners’ achievement and requires different approaches and innovation in assessment with the realization that each has limitations. The instructors are becoming more proficient and skillful using of technology. They should appropriately incorporate technology in their assessments, and this will offer them some opportunities to employ different techniques like computer-based techniques (e.g., electronic grading, computer-adapted testing.) the teachers can take advantages by

employing the internet resources in reporting results. These new resources must be used with adequate evidence of reliability, validity, and fairness.

Teacher skills are important to be considered, as well as their knowledge, the level of support and resources. It is noticed that assessment is good only if it is efficient and feasible. Teachers are limited by the factors of time and resources. It is then important for the teachers to take into consideration the efficiency of different types to assessment by making balance with the time and resources needed to implement the methods, and score results.

2.1.5 Assessment and Innovation

Assessment has become a sensitive term in education. Hence, parents and teachers agree that information about the students' progress is as important. This can be conducted in different forms including traditional or modern techniques of assessment. In the past, assessment practices had not succeeded in capturing the learners' effectiveness, and many of exams caused more stress took more time and for the candidates.

Most traditional approaches have considered assessment as a procedure for making summative judgments of the student' achievements and decisions are based on numerical results. However, in describing what count innovation and assessment on teaching, assessment is also regarded to as a machine the teacher employs for the progression of learning. This "formative" role is permitting teachers to adapt appropriately their teaching with the gaps found in their student learning. Hence, teaching and assessment are very familiar in supporting the students' learning for the future.

Sherman says, "Technology both shapes and reflects the values of our social enterprise." (2000, p 317). In the shadow of globalization and the modern technology, several countries have made policies regarding assessment. They are thinking of new strategies with

which they serve the teachers to evaluate their students' achievement, adapting their teaching with the needs of their learners or increasing the students' skills for self-assessment. Yet, within universities innovations may not be sustained all the time and occur only at the margins because of the lack of tools or the adaptation of classical or traditional ways in assessment.

The American Association for the Advancement of Science (A.A.A.S) reminds us that "As long as there have been people, there has been technology." (A.A.A.S, 1989, as cited in Stokes 2010). Any approach for appraising skills or performances might be viewed as a new strategy or technique. Nonetheless, the innovative context is related to the creativity of the tutor and the materials used for assessment. In most situations, Innovations is as a procedure for promoting strategies in assessment, in this view, Morrish declares that 'People generally accept innovations more readily if they understand them, regard them as relevant to their particular situation and also help to plan them' (1976, p 129). Education settings represent the ground where innovation or new strategies are established to enhance assessment activities in areas like team working, self-management, creative thinking, reflective learning, effective participation and (Q.C.A, 2007) in fact; it is from the technique utilized, we can expect a new type of assessment.

In didactic practices, successful innovation is the outcome of the connection between different teachers' actions with their behaviors. This means that the teacher is the centre of the process since he accommodates his strategies to provide numerous pedagogical strategies to be placed as activities like peer- and self-assessment. Innovation means something new that avoids redundancy (O.E.C.D 2016). The students must be informed that the teacher's movement in assessment activities is inadequate merely their presence and participations are effective (Mayer 1991, Boud and Falchikov 2007)

In assessment context, the types of innovation may be identified as one of the major targets in the teaching learning process. These types are called: innovations in administration that is easy in identifying, reporting and then, facilitating assessment processes, the second type is; situated innovation that regards assessment practices as new in the circumstances. The third type is related to the innovations for 'new learning that a new prospects of assessment is particularly addressing twenty-first-century intensions.

In relation with the administrative processes, assessment is engaged through the use of computer that is more precisely regarded to as an innovation in the administrating assessment practices. Computer based assessment (CBA) represents a very popular method in appraising learning. This concept of innovativeness offers the examinee the opportunity to response directly into a system. Currently, CBA is adopted by many educational settings replacing the traditional strategies of assessment like the use of papers and pen. Deutsch et al (2012) declare that Computer Based Assessment (CBA) as an ICT tool is considered as a very important in the evaluation of students at specific point in order to help them in identifying the gap between required standard and actual level of the learners. Computer Based Assessment could be seen in sort of platforms like Moodle which is an acronym refers to Modular Object Oriented Dynamic Learning Environment.

2.1.5.1 Moodle-based Tests; a New Trend in Assessment

In order to use Moodle for testing in some way in the classroom, it is important for teachers, administrators, tutors, and educators to understand some or many of the features Moodle for enabling them to improve classroom activities, and enhance student-teacher communication. Moodle Quiz is a powerful tool for teachers. It permits them to prepare activities anytime, allowing, at the same moment, students to upload files. Moodle test refers to one of the core platforms of virtual learning environment (VLE). By using this component,

it is easy for teachers to design tests quickly and offer computer-based tests to their students during or after their course. Tests' items in Moodle could take many forms available for use including: MCQ, True/ false, and others. When engaging these sorts of items, learners could find something suitable and comfortable that brings change and diversity. This step motivates them to answer and interact rapidly with the task and the technological instrument as well; for them, new things or materials enhance their engagement. Moodle quizzes consist of tasks containing one or more options or questions from the teachers' course's *Question bank*. To engage such tests regarding its format, development, edition, and evaluation, it is important to consider the following points:

- ▶ The nature of test the teacher is planning to engage.
- ▶ What Item types the teacher plan
- ▶ The degree of familiarity and access between student and computers or Internet.
- ▶ Moodle experience is necessary for both; the students and their teacher.
- ▶ Online learning experience is also crucial for both; the teacher and his students
- ▶ Other Physical resources should be used like books and articles.

Quizzes in Moodle are applied to evaluate the degree of understanding of material. Moodle is a new strategy used for appraising capacities, but it is like a classical test through it the teacher assesses the student's answers just like a paper-based test. Before starting, the students need to take clear and adequate instructions and particular rules to follow. The teacher also needs to make sure that the student understands all these instructions and rules and applying these features he included in the test.

According to Sanders et al. (2016) the evaluation of tests and examination requires further investigations. From this point of view, The Research Center for Examinations and

Certification (RCEC) has developed an analytical system tailored to appraise the computer based tests to enhance the quality of educational tests, and exams. Six criteria the system involved:

- ▶ Purpose and use;
- ▶ Quality of test and examination material;
- ▶ Representativeness;
- ▶ Reliability;
- ▶ Standard setting, norms, and equating;
- ▶ Administration and security. (Cited in Bas Hemker, Cor Sluiter and Piet Sanders 2019, p 76-77)

As it was mentioned earlier, the second type which is the situated innovations lies in the development of sophisticated collaboration between the stake- holders and the future users around tests design for calibrating a large collection of assessment items. Situated innovation requires the creativity and the integration of characters of design. In teaching process, learning is a key component of situated innovation. The learners are prompted to learn new techniques in the use of technological tools for developing the learning service (Williams et al 2005).

Innovations for new learning refer to the education system that can attract an audience with policy makers, academics and teachers as well, rapidly than most educational aspects. But it is likely to provide the audiences with more and various things. According to Herbert Spencer's theory, the nowadays knowledge could arguably interact and continuously adapted with the modern world, probably vis-a-vis the new skills that are necessary as numeracy and ICT skills; related to society, it may represent as a figure of citizenship; and related to academics it reflects thinking skills for directing mental confusions. It is actually claimed that innovative in assessment derives from considerations to the degree of validity for developing assessment judgments.

2.2 Assessments Models

Teachers use various techniques of assessment to know student' learning problems, this give him views about the academic performance of the student, construct students group work, promote instructional plans, and forcefully lead and manage a classroom (Airasian, 1997). Each programme or unit of teaching at university has a set of aims and outcomes. The students' performance will be tested in various ways in relation to the goals of learning. Assessment can be varied in forms that actually exists many types of classroom assessments.

2.2.1 Specificities of Formative Assessment

In education, assessment has many purposes at different levels. Feedback can be given in a sort of comment to help the student move on. This has meant that some of the informal and formative forms related to student learning. Such informal exchange is as much part of assessment as sitting hours of public exams (Sangster and Overall, 2006). Most linguists argued that formative assessment has never been component of traditional assessment. Clarke comments, 'It is by good teaching and learning that standards rise, not by summative or short-term measures to boost attainment' (2001, p.5).

Formative assessment is an essential element for the development of the students' understanding. It is referred to as ongoing assessment or "assessment for learning" Black et al (2003). In this vein, Irons states "any task or activity which creates feedback for students about their learning achievements can be called formative assessment". (2007, p. 07 cited in Boumediene and Hamzaoui–Elachachi 2017) It occurs multiple times all over the course, the unit or the academic programme. It is an integral part of learning that gives feedback to the students and helps teachers to develop teaching and learning. The main objective of formative assessment is to provide educators with the adequate feedback about

what the students learn or what they do not learn so that the academic instructional approaches and the teaching techniques as well as materials can be modified accordingly. It also tries to identify learners' needs with which teaching adjust their instructional plans to promote them in a very appropriate way (Benguerfi.B, 2017). Likewise, formative assessment refers to the methods or tools educators use to direct, and encourage student to develop their ways of thinking and it is not scored or graded i.e. teachers imply a pragmatic intent when using this informal assessment to monitor students' promoting knowledge, understanding, and skill for their growth and success with key content. Tomlinson C.A and Moon (2013). Formative assessment is engaged to make some modifications in the teaching strategies and methods of certain course; it "... attends to the process of a programme in order to provide immediate feedback which could lead to improvement." (Davies et al. 1999, p 65)

According to Wiliam (2011) assessment is formative when teachers collect, interpret data, and employs results about student performance to make decisions for the next steps in instruction that are likely to be better or better-grounded than the decisions they would have made without the evidence. In this regard, he announced, "An assessment can be considered formative if a teacher gathers evidence about student performance, interprets the evidence, and uses the evidence to make decisions about next steps in instruction that are likely to be better focused or informed than the decisions would have been without the evidence". In the same vein, Formative assessment is set to provide necessary feedback on the quality of the answers. In different cases, it is not regarded as final module assessment, although a small proportion of marks will carry forward as an incentive to perform well.

Gathering information about the student reflects the important role the teachers play in formative assessment. Nevertheless, the student also should participate in such procedure as a major pole in the pedagogical triangle. There are at least three reasons why

conducting ongoing or formative assessment *with* the student not *to* him. The first reason is to develop autonomous learners. “The classroom instruction-assessment cycle provides a powerful vehicle for teaching learners the skills of autonomous learning” Tomlinson and Moon (2013, p 64). They further said that the confident and competent members are those who identify goals and purposes for learning. They find and employ resources and experiences that can serve them for achieving their targets. They monitor their progress toward those goals. In addition, they adjust the learning process as necessary to revise or accomplish the goals.

Secondly, teachers serve the students progression and autonomy by helping them build strong attitudes and skills necessary as learners. This is also regarded as beneficial since it leads teachers to be metacognitive about the teaching-learning process. Alternatively, they must have clarity about the learners to help them move ahead autonomously and gain important competencies in the subjects learnt. As a result, they become self-directed learners for life either in mastering key content knowledge or in developing as human beings. Most students develop their own personalities respecting what they have learnt from the gathered evidence. (Tomlinson and Moon, 2013).

The students should become more aware of the criteria for success when they discuss the goals, share knowledge, and provide feedback with peers. This has positive impact on a classmate’s success. Some other benefits are when the students identify the goals of their learning, develop skills and gain autonomy mainly in conducting self-assessment to bring clarity about one’s own work and status. In this context, Black and Wiliam refocus us when they note,

Students can assess themselves only when they have a sufficiently clear picture of the targets their learning is meant to attain. Surprisingly and sadly, many students do not have such a picture . . . When students do acquire such

an overview; they then become more committed and more effective as learners. (1998, p.143).

Finally, the interaction between the teacher and the students is beneficial at several levels since it helps one another in assessing their growth toward various objectives.

2.2.2 Summative Assessment

In national educational settings, Summative assessment is a common place method used by teachers and school administrators. It is the opinion of learning that takes place at the end of an instructional unit, programme, or semester if used for the purposes for which it is constructed. It ranges from a simple teacher-designed end-of-lesson exam to standardized tests to enable tutors to evaluate their students that determine graduation from a level to another. The results obtained are assembled to determine whether a student gains the specified learning outcomes and achieves some kind of accreditation. Thus, this process measures the level of the learners and gives an overall view of performance.

Summative assessment refers to the achievement decisions that are "about the amount of learning the students have done." (Brown 1996, 14). They evaluate the students' accomplishment or failure on a specific course. When it is used appropriately, summative assessment plays a far-reaching role in education to give some objective information to help the teacher in making his professional judgment and decisions. The teacher handles this procedure for collecting the required information for the improvement in curriculum that will ultimately adjust the teaching learning process. Hanna and Dettmer (2004) present summative assessment as outcomes assessment or assessment of learning. It is "the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands." (Leskes, 2002, p 1). The given data

and feedback summarize the teaching and learning process and the grade assigned contributes to the outcome of the students' level (cited in Benguerfi , 2017).

The experts in measurement consider that most teachers largely use summative assessment to know the outcomes of instructions as final exams or unit test. It is then, more formal and official than the other types like ongoing and pre- assessments (Airasian, 1997). Summative assessments can be employed multiple times and in different forms during the marking period. They are designed for grading since grades should come in the first position and the students should demonstrate what they have learned. Summative assessment centers on the learners' outcomes rather than the programme. Its plan is to appraise the proficiency degree that is achieved at the end of a unit (Wiggins, 1998). Therefore, Summative assessment is generally the formal process and the final test of how well a student has learnt a block of work and acquired the skills and knowledge (Angelo and Cross, 1993). In higher education, Summative assessment prompts to the award of qualifications such as grades, diplomas and certificates (Schelli and Khouni, 2013).

On the other hand, summative assessment when is used inappropriately or only for grading, it can take valuable instruction time away from students and step-up stress without generating evident results i.e. the students focus on the grade rather than the knowledge or skill. In addition to the first point, summative assessment usually causes a degree of anxiety since the grades are final and can affect the future of the learner. This can be seen as negative point since the students would hold negative attitudes towards assessment.

Summative assessments sometimes get a bad rap. As Earl (2003) notes:

This is the kind of assessment that still dominates most classroom assessment activities, especially in secondary schools. Typically, they don't give much indication of mastery of particular ideas or concepts because the test content is generally too simplistic to represent the broad

range of skills. (2003, p 22–23 as cited in Tomlinson and Moon, 2013)

It is noticed that teachers are engaging summative assessment that is represented in sort of broad range of knowledge to measure the students work and for giving grades. Summative assessment is not the indicator of how good is the student since it focuses on grades and marks. In this context, Daniel Koretz (2008) stresses on the common form of summative assessment tests that they can only measure a small sub-set of what teachers want their students to know and be able to do. These Tests are routinely used to demonstrate only sample students' knowledge, skills and understanding to record achievement and therefore, to allow the students to pass the higher level of study. The following table summarizes the main indicators of high quality summative assessment.

Table 2. 1. Summative assessment indicators

- | |
|---|
| <ol style="list-style-type: none">1. The summative assessment reflects the learning targets.2. The importance of each learning goal is reflected with the content of the assessment.3. The cognitive level of the learning goals aligns the format of the assessment.4. The kind of ability announced by the learning goals is the one reflected in instruction, which is the range of knowledge needed to reply to assessment items.5. An assessment does not need students to own specialized qualifications knowledge, understanding, and skill beyond what is aimed by the learning goals. |
|---|

(Cited in Benguerfi, 2017)

The table above consists of characteristics of high quality summative assessment. In order to gain the objectives of learning, it is crucial for any teacher to engage summative assessment from which the cognitive level of learning goals aligns the format of assessment.

2.2.3 Diagnostic Assessment

Diagnostic assessment is a pre-assessment procedure or a variety of tasks that permit the instructor to determine student's strengths, weaknesses, level of knowledge, skills prior to instruction. It is primarily conducted to know and diagnose student difficulties and to guide a course, grade level, unit and/or lesson and curriculum planning. Teachers test the students' knowledge to adapt the programme in order to meet their needs. As another technique, diagnostic assessment assists both the instructor and the learners.

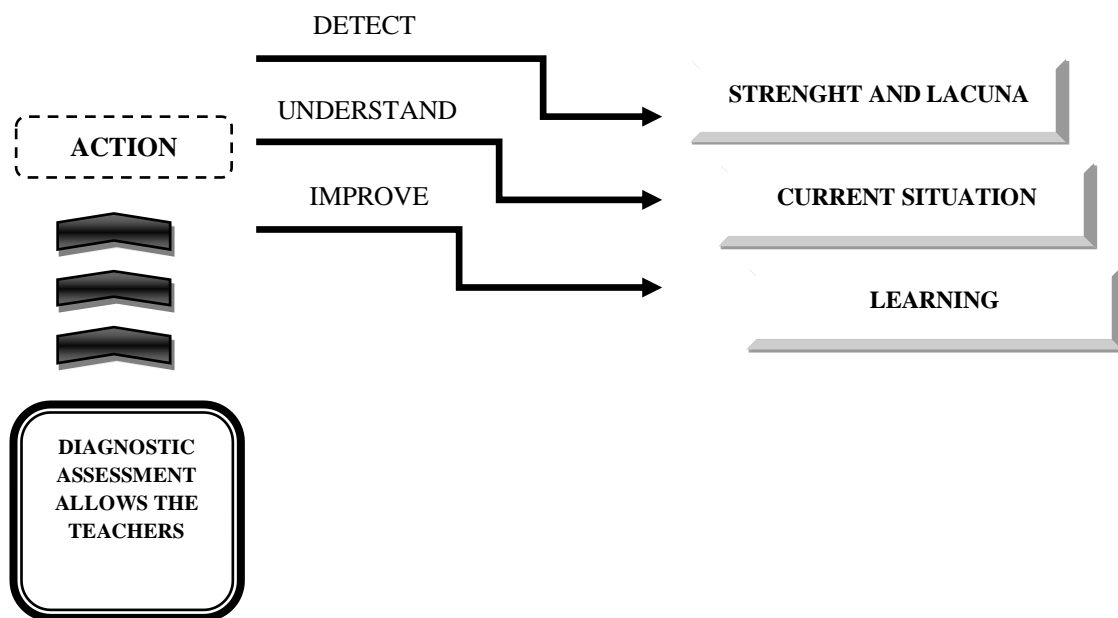


Figure 2. 4. Diagnostic assessment benefits

First, teachers are allowed to plan purposeful instructions. It is through diagnostic assessment the teacher detects exactly what the student knows or doesn't know about a subject. He then, can accentuate his topics according to the learner's needs rather than what he already knows. This cuts down on student annoyance and builds on his strengths. At a second level, diagnostic assessment gives further information to indicate that some students and not all require supplementary instruction of a course of study (Heick, 2019). The teacher, after selection, can provide remediation plan for the group of the students

allowing them to engage with new content to master the missing portion of the unit. In this vein, some activities can be engaged permitting the group to go beyond the standard curriculum for that topic through dialogue and collaboration within the group which are integral to learning.

Diagnostic assessment, at the final level, indicates the lacuna before instruction. Therefore, it appoints a standard on a topic. As the students shift to instruction, they can remark if they progress in their learning or not. On the other hand, remediation or enrichment can be provided as needed. Therefore, “diagnostic assessment involves the gathering and careful evaluation of detailed data to diagnose strengths and areas of need in all students in a given learning area” (Department of education, 2013, as cited in Obadare 2015). According to Barr, Blachowicz, Katz, and kaufman (2013), the principles of diagnosis are set as follows:

- ▶ Decisions about students are constantly made for achieving the learning targets. Hence, diagnostic assessment is referred to as decision- making process.
- ▶ Assessment considers the learner. The teacher should examine multiple forms of data including the social life of the student through making interviews with parents. He should also treat the strengths and weakness, interest, style of learning as well as attitudes.
- ▶ Diagnostic is a group work: specialists treat the learner from various angles like physically, psychologically, socially and academically. Every one of the teaching staff could participate in this operation that should be thorough and balance.
- ▶ Demonstrate the nature of learning difficulties. Determine the reasons of learning obstacles.
- ▶ Remediation goes hand in hand. The teaching and learning process is effective only when the teacher understands the learners’ level of mastery , and this will be gained through DA.

2.2.4 Self-Assessment vs. Peer Assessment

Self-assessment According to Dann (2002) is the process from which the idea of assessment as learning is developed. Conceptually, the generality and the root of this process are associated with the student's self-role in assessment practices. These principles are underlined and placed, on one hand, in the constructive learning principles. On the second side, the students make value to their experiences as participants in assessment which will be examined and can be further promoted. Self-assessment according to Roberts means "the process of having the learners critically reflect upon, record the progress of, and perhaps suggest grades for, their own learning" (2006, p 3). It reflects on the individual participation in the classroom activities. The critical reflection of peer-assessment gives the learner the opportunity to measure his learning. Wiggins introduces it as "Self adjustment and eventual expertise" (1998, p 162). In the light of analysis, most researchers argue that the learner when being involved as a responsible with the aspects of self-assessment, his personal and cognitive development will be enhanced. It depends on the student's autonomy in learning the language. The teachers are responsible in self-assessment by giving the opportunities for the students to think, learn and judge giving at the same time their direct instructions. Andrade (1999) is underlying the features of self-assessment as follows:

- ▶ Knowingness of the self-assessment role and value,
- ▶ Arrive at finding the criteria on which assessment practices are set,
- ▶ A particular task or programme to be appraised,
- ▶ Effective forms of self-assessment,
- ▶ The teachers' direct instruction and their assistance accompanied with the one self assessment,

- ▶ Practice; Self-assessment takes place within the context of students' performance
- ▶ The appropriate evidence to self-assess, and
- ▶ Opportunities to revise and correct the task or activity.

Therefore, self-assessment constitutes a very important part of the learning process rather than a way of only providing formative evidence, if teachers take innovations and practices in the current educational climate into consideration.

Self-assessment has to be considered as a valuable approach in advancing the student learning. Our students necessitate it for their life-long learning as well as their professional development. It particularly grows up their capabilities as assessors of learning. Furthermore, it is significant for the teaching staff to consider the role of the student when sharing some of the assessment processes with students to facilitate their learning.

Peer assessment is a process that involves a group of the learners to suggest grades and appraise the learning of their peers. Works to be assessed could be writing, oral presentations, tests, classrooms activities, portfolios, or other skills. Peer assessment attributes an arrangement for the students to consider the value of the output of other equal-status learners. The benefit behind this is to learn and develop their critical thinking by providing fruitful feedback and discussing their appraisals with their peers to achieve a negotiated outcome. A kind of summative assessment occurs when learners are asked to give grades for the assessed item in order to specify the quality. (Topping, 2018)

Various researches have been conducted in this vein identifying many advantages from using classrooms peer assessment. It improves learning and at the same time promotes self-regulation and the development of skills. It also stimulates the learners' critical thinking. The students become motivated to take their responsibility to be a partner in the assessment activities as assessors or those who are expected to be assessed to create a team work in the

negotiation of the results. These make the students more accurate in their assessment. Moreover, the involvement in peer-assessment serves the students in developing their professional career. (Sambell and McDowell, 1998)

In this context, Race (2001), has suggested a set of reasons why learners should be connected with this respect. These reasons are summarized as follows:

- ▶ Peer assessment seems to be a transparent perspective for the students to find out more about this culture.
- ▶ It distributes an aid to teachers i.e. more students participate in assessment used to decrease heavier teaching loads and gain time.
- ▶ Students are continually engaged to appraise their responsibility as assessors or towards the performance of their peers
- ▶ The learners are allowed to learn from each other's successes and check each other's weaknesses.
- ▶ Learners grasp more when they obtain the feeling of ownership of the agenda and this increases involvement.
- ▶ Assessment actions is one of the major experiences and most productive ways in developing understanding when applying criteria to measure and judge the classmate's work.

Peer assessment related to most researchers and practitioners functions well if it is associated with clear and precise guidelines provided by the instructor who maintains the final responsibility for the last grades. Kearsley is with the agreement that when peer assessment is used, "...the guidelines that students are to use in evaluating each other's work must be clearly defined. Checklists that list each of the points to assessed ... are very

useful. Although students may generate the grades, the teacher should ...reserve the right to make adjustments if necessary.” (2000, p 91, as cited in Robert 2006, p 8).

2.2.5 Characteristics of E-assessment

E-assessment refers to the integration of innovative techniques employed as assessment methods and practices. However, it refers to current efforts within the educational setting to take advantage of technological advancements respecting the traditional targets and features of assessment. The use of e-assessment helps educational institutions a lot of time and money. The participants can finish the given test at the same time with no need for specialized personnel, or expensive materials. Also, the students are able to be appraised during class, or at home, using their own computers, mobiles and tablet devices. They can see their results and answers immediately and get instant feedback about the topic. That helps a recruiter, teacher or tutor, to learn more about the users and adapt to their needs, strengths and weaknesses. E-assessment can also:

- ▶ Promote learners’ engagement and digital literacy.
- ▶ Provide the candidate more than one opportunity to answer a question.
- ▶ Questions are presented in randomly order in the second attempt.
- ▶ If students face difficulty, e-assessment offers the students the opportunity to read various resources.
- ▶ Be employed for summative, formative or diagnostic assessed

In fact, the term e-assessment is associated to the purpose of assessment which could be categorized as summative, formative and diagnostic. It has additively to control the traditional characteristics of assessment like reliability, fairness, validity, and authenticity (Shute, 2009). This innovation emphasizes the position of information technology in measuring the students’ learning. The use of computer technology in educational

assessment was initially adopted to reduce human raters' scoring work load. Lastly, digital technology permits assessment to be oriented to personal needs and preferences. Assessment has progressed through the integration of technological advancements. Computer-based assessment (C.B.A) for instance has become a generalized tool in large-scale assessments to enhance examination due to its convenience and accuracy. Two other cases of computer-based assessment are; the first one is computer-adaptive testing (C.A.T) that has a stronger significance by calculating quickly the candidate's ability based on his answers. The second case is Web based assessment (W.B.A) that is typically delivered via online learning management systems. (Saskia , Molenaar and Hopster-den Otter.D, 2019). The Addition of innovative strategies encourages test designers to develop computer-based assessment in various ways like the use of reliable items that have the power to develop construct representation, making it possible to assess skills or competences that are seen complex constructs (Sireci and Zenisky 2006).

In education, the process of assessment determines the learner's particular strengths and needs to check whether he is eligible for special education services. The process insists on data collection surrounding the students' learning in order to make decisions that can be used as a problem-solving one that includes several techniques (Swanson and Watson, 1989). According to Gearheart and Gearheart assessment is "a process that involves the systematic collection and interpretation of a wide variety of information on which to base instructional/intervention decisions and, when appropriate, classification and placement decisions. Assessment is primarily a problem-solving process" (1990 p, 3, cited in Pierangelo and Giuliani, 2006, p 4).

2.3 Teacher's Position in Assessment

Teachers maintain students' grades that are used as justifications. They also dominate most classroom activities. Furthermore, they are in charge of being creative in marking the test to assess the outcomes and accuracy of their elements. The teachers have the responsibility and effort in assessment for marking and grading which comes in the form of marks or grades, or providing feedback with direction or advice for improvement. However, there are no limits concerning the roles of the teachers in rapport with assessment. According to DfEE (1997)

We need good teachers, whose skills and dedication are recognized and respected. That means a first class profession, well led and well supported. It means backing high standards with high rewards, which recognize the talents of those who teach our children. (as cited in Dann, 2002,p 146)

According to Wyatt-Smith and Ludwig (1998) teachers' roles in assessment can be classified related to four main categories: cohort testing, survey sampling, progress mapping, and school-based assessment. The former two categories include students taking test or responding to given tasks, which teacher has less control over. During progress mapping, teacher maps students' progress against what is regarded to be expected at a particular grade level. This role has a focus on matching performances with intended outcomes and is therefore more outcome-driven in approach. The last category which is referred to as SBA has a clear relation with AFL in which the teacher is the responsible in both the development of the courses and the assessment of the students' performance.

In a recent text, other researchers have engaged other further researches concerning the role of the teacher in assessment. Shermis and Di Vesta (2011) in their investigation have suggested three main stages: before learning, during learning, and after learning. Each

one of the three lists its aims and data that are useful in underlying the status of the student knowledge as well as the quality of student achievement at the end of the programme.

The following are some interpretations:

▶ Before learning:

During this stage, assessment gives information that helps teachers determine whether the students are ready to learn in any degree. The teacher engages such step in order to know the needs and the lacks which is a crucial prerequisite for planning their courses and underlying their objectives.

▶ During learning:

The given information enables in the control of the student advance regarding the effectiveness of the teaching methods. The success or failure of the instruction, during this stage, lead the teachers examine the reasons whether they are teaching the right content at the right level and time during the learning.

▶ After learning:

The roles of the teacher during this time are to use assessment for decisions concerning grades. He measures the importance of assessments gathered before and during learning. In the teaching of a unit, he gives reports about the ways students are assessed, analyzing and interpreting assessment results.

The teachers after completing their initial training, they must share the following qualities indicated in the table:

Table 2. 2: Teachers roles and responsibilities in assessment

| | | |
|---|--|--|
| TEACHERS ROLES AND RESPONSIBILITIES IN ASSESSMENT | ▶ Determine how well they fulfill the learning objectives and employ the appraisal in the development of their teaching. | |
| | ▶ Setting the objectives of the students' progress and giving adequate contrastive written and oral feedback as a control of their classwork and homework. | |
| | ▶ In a systemic way, observation, questioning, testing, marking and the use of all these records to appraise the learner's progress: | Know if the students have found out and accomplished the given work. |
| | | Manage the students' strengths and weaknesses and employ the information gathered as a root for purposeful interventions in their learning. |
| | | Inform the test plan. |
| | | Know whether the learners progress in their acquisition, develop their skills and understand the subject. |
| | ▶ Concerning the reporting requirements, the teacher has to plan rich and reliable informative reports to parents. | |
| ▶ With guidance from an experienced teachers, he must assess the learners continuously against attainment targets and observe the level at which they are achieving. | | |
| ▶ Employ various figures of assessment appropriately for particular purposes including the standardized tests, and baseline assessment where relevant. (DfEE circular 4/98 section C: 15) | | |

Most teachers' roles aim at finding the effective strategies through answering many questions concerning what they should review or develop in their teaching materials and what they should teach next. Furthermore, assessments help teachers to make their judgment if the students require more involvement in instruction respecting their needs.

In terms of the use and practice of assessment, ... Teachers found the assessment to be extremely time-consuming....Teachers found the assessment merely told them, in greater detail than they believed necessary, what they already know....it pointed to no new kind of remedial action (Simpson, 1990, as cited in Holly.P and Southworth. G; 1990, p 33).

2.4 Testing and Assessment vs. Testing and Teaching

Language testing is a fundamental system and important parameter in our teaching arena. We as teachers use testing as an essential part in our teaching to know the level of learning of the candidates to advance steps in their learning or to develop its quality. Zidane argues that “the testing process can lead to understand the learners’ weaknesses. It enables the tester to know the kind of deficiencies linked to the teaching situation and the problems encountered by the learners in their learning process” (2014, p 13, cited in Benguerfi, 2017).

2.4.1 Testing and Assessment

However, tests are used as procedures to measure capacity, competence or performance. It is a method of appraising and enhancing the teaching learning process. Testing could be constructive or unconstructive on the learners. According to Mahroof (2015) the degree of the effect of testing on learning is known as backwash (washback). In a related view, Davies pointed out that ‘the good test is an obedient servant since it follows and apes the teaching’ (1968, p 5). The connection between teaching and testing is that of partnership, since in some ways, the two are interdependent that it is difficult to separate, this means that there is a close relationship between teaching and testing. Teachers check or determine their students’ level by using tests all the time either by using formal or informal test. These two kinds make a concise distinction between teaching and testing.

Informal tests involve unplanned assessments designated when the course moves via its goals. Testing experts name this procedure as formative. This strategy has its proper target behind assessing students in forming their competencies; it helps them to maintain that growth process. Informal test implies observing and interviewing the learners in a normal classroom environment as they learn and evaluating them from the data gathered

with no scores and no comparison with their peers. The teachers' success is extremely related to this constant informal measurement, to know how well learners are ameliorating their learning towards the underlined goals and what the next level in the learning process will be. It can be correlated to formal test, which assesses the learner's language competence in a formal way with standardized tests. These kinds of tests take forms of activities, exams or structured assessment which are particularly designed to benefit from the extensive skills and knowledge storehouse.

These systematic tests are often summative constructed beyond the normal classroom environment like testing facilities to give teacher and student an opinion of their achievements. Therefore, the teacher attempts to measure, or summarize, what his students have grasped (Fedicheva.2011.) At the pedagogical perspective, it is very important to distinguish between informal and formal testing.

In the process of education, Tests comprise exercises and questions which the candidate must answer to get grade or to know his/her level. Bachman (1990) points out that the scores are indicators about the learners' abilities and the degree of validity and reliability of the test. Thus "in examining the meaningfulness of test scores, we are concerned with demonstrating that they are not unduly affected by factors other than the ability being tested" (Bachman, 1990, p 25.)

However, the score has to be valid and reliable. A good test should include the following factors: validity, reliability, authenticity and practicality. These measurement qualities can make the test effective.

2.4.1.1 Test Seat: Objectives and principles

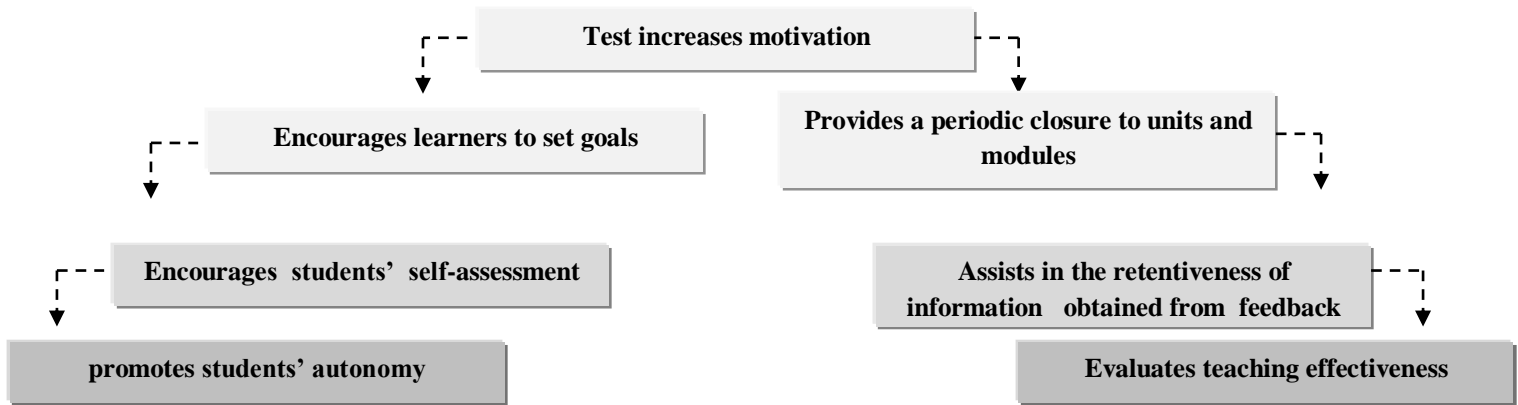
The objectives of testing underline the degree of achievement or the degree of the progress of the testee during the lecture or by the end of the semester. This seems that

during two different academic situations, both the teacher and the students would fulfill their purposes. There are two fundamental purposes of testing: the first main objective is formative through which teachers find out the improvement of their students' learning, and to pinpoint out what they should have learned and finally use information to reform their teaching plans in the future. The second objective is regarded as summative, since is used at the end of the term a view to appraising what has been gained both by students. The test could have other sub objective derived from the two major ones.

To guarantee the quality of a test other factors and guiding principles including the administration process and scoring procedures are indispensable. The efficient test in general is noteworthy marked with its characteristics that are the cornerstone of testing; reliability, validity and practicality. The following figure includes the objectives as well the principles of high quality test:

An Overview on Assessment and Testing

OBJECTIFS



PRINCIPLES

The principle of giving student further instructions and advance preparation.

The principle of validity.

The principle of “washback”.

The principle of authenticity.

CRITERIA

- Provide further information about the test.
- Give students opportunities to practice certain item types.
- Encourage a thorough review of material to be covered.
- supply anxiety-lowering assurance.
- provide information about the type the test designed including; achievement, placement, diagnostic...etc that will appear.

- A carefully constructed, well thought-out format.
- Items should be clear and uncomplicated.
- Directions have to be clear.
- Using familiar tasks that relate to their course work.
- A less difficulty level that is appropriate for the students.

- A good test should have a good effect for the future of the learner.
- Assumes that testing and curriculum design focused on clear course outcomes.
- Washback is obvious when the tests are regarded as vital.

- Authenticity reflects the real world situations and context.
- The degree of correspondence of the characteristics of a given test.
- Authenticity includes social evaluation of someone's intention or motivation.

Figure 2. 5: Creating tests: Objectives and major principles

The present figure is divided into two main parts: we try, in the first part, to give some of the objectives behind conducting the test. Seven objectives are underlined to see the degree of importance of testing for the teachers and their students. As for the second part, the table

consists of four principles; each one of them is oriented towards a very specific objective and has criteria or element to explain it, something we can visualize. Related to the objectives mentioned in the above table, within university circle, testing is used to cover all assessments for determining knowledge and ability inside the formal learning settings. It indicates a broad variety of assessments through a common point of it that is motivation; both teachers and learners are expected to enhance their motivation. The range from informal interrogation during learning or formal questioning such as quizzes, , continuous assessment tests, project work and terminal examinations used to assess skills, knowledge serve the students to achieve and set the goals of their learning. They automatically become autonomous in taking decisions; they also develop their way of thinking which is benefic in their professional career.

On the other hand, the student scores tell us about the quality of the course outline and the process of teaching. Most tests have to evaluate the learning outcomes but also the teaching effectiveness; the teachers design their tests to appraise the quality of their courses. Therefore a successful testing system should have a useful effect on teaching. In addition to the normal achievement and ability tests intended to aid the instructor in preserving the information obtained from the feedback. Relatively, the formal tests are regarded as parameters to the closure of units and modules. As mentioned earlier, we have set the following principles in the table:

- ▶ The principle of giving student further instructions and advance preparation.
- ▶ The principle of validity.
- ▶ The principle of “washback”.
- ▶ The principle of authenticity.

Each of these principles helps in the elaboration of tests of high quality. In rapport with the first principles, the students are given details about the advice and the nature and the format of the test whether it is placement, diagnostic, or achievement...etc. It is additively

important to decrease the effect of anxiety on the productivity of the students. The principle of validity refers to a number of producers are related to determine the construction of the test in which the items are clear and not complicated. Test validity refers to the use of familiar tasks appropriate to the candidates. Washback has its appropriate principles from which students gain advantages and beneficial effect of the test on their future. Washback then is obvious only if the test and curriculum are based on clear course outcomes. The last principle is authenticity that reflects the real world context since the social factor could evaluate someone's behavior or motivation.

In order to design a valid test, it is essentially noticed that both the objectives and the principles should be emphasized before, during and after the test. These points are evident to enhance the quality education. Here are others aid to support the elaboration of tests:

- ▶ Have positive effect on teaching leaning process
- ▶ produce truthful measures of the abilities in which we are paying attention
- ▶ It should be elaborated in a proper way and fairness without any face of subjectivity and bias.
- ▶ The focal point of practicality is management system. The test should be clear and cheap to construct. So practicality goes side by side with the measures of time and money. It should be effective in terms of time management and money.

2.4.1.2 Types and Techniques of Tests

In order to know more about the roles and the importance of testing in all levels of the teaching learning process, a large number of experts have conducted different researches. Most of them if not all agreed that the test is the mechanism used to achieve certain learning targets. (Alderson, 1996; Heaton, 1990; Underhill, 1991). Indeed, the test is a technique administered to gather information and possibility to know the quality of teaching and the students levels as well including their capacities, weaknesses, strengths, check their learning progress, general or specific knowledge of the students, etc. (Hughes 1989, p 5).

2.4.1.2.1 Different Test Types

The language scholars have suggested specific types of tests, and directly, each type can aid the teacher in his mission to capture the point he wants to know about his students. Thompson, 2001; Hughes, 1989; Alderson, 1996; Heaton, 1990; Underhill, 1991) have claimed that there are four types of tests: proficiency tests, achievement tests, diagnostic tests, and placement tests. But recently, Fedicheva (2011) announced new concepts of tests which are as follows:

- ▶ *Investigative test*: it is also called diagnostic test. Most of these tests are designed to pinpoint the areas of strengths and weaknesses or the difficulties faced by students in certain points like grammar, phonetics, and vocabulary. In this vein, Underhill adds that “a diagnostic test provides the student with a variety of language elements, which helps the teacher to determine what the student knows or does not know” (1991, p 14 as cited in Benguerfi, 2017).
- ▶ *Situational test or placement test*: these types of test are designed to select students at an appropriate level in a programme or course. According to Hughes (1989), the placement test is used to decide which group or class the learner could be joined to, related to the basis of his present level of proficiency. This type of testing focuses on a range of topics represented in a form of interviews, grammar and vocabulary tests as well as dictation (Heaton, 1990). The aim is to find out new students into group roughly the same level. It is aimed to know the general standard rather than test exact language points.
- ▶ *Achievement test*: Achievement test or progress test is related to a particular course of study or programme. The essential role of this test is to find out whether the candidate has learned successfully from the language courses over a

longer period of time. Brown assumes that: “They also play an important formative role. An effective achievement test will offer washback about the quality of a learner’s performance in subsets of the unit or course” (Brown, 2004, p 48).

- ▶ *Ability test:* When it is intended to appraise the candidate’s skills in a language without having any support or guidance is named as ability test. It does not have any language course or content. Common examples of an ability test is the Test of English as a Foreign Language (TOEFL) which is widely used in the United States and Cambridge (IELTS) which involve the language ability in the four language skills to have a picture of a candidate’s ability to apply what they know. These tests are very useful for future and often used by different education bodies, employers and immigration.
- ▶ *Aptitude test:* measuring intelligence and aptitude s regarded as another crucial point that can predict success in a course of study or career. Hence, aptitude testing is indicative of candidate’s potentialities assisting him to know what to plan in the future. This procedure involves the appraisal of the inborn capabilities and the developed abilities and skills by practice and training etc.

2.4.1.3 Techniques and Formats of Tests

In order to validate our students correctly, it is crucial to use various techniques that are used to point out the behavior of candidates that will tell us about their language skills. In their classrooms, teachers use number of test formats so that to appraise their students’ learning. Indeed, they have the choice to employ selected-response formats, constructed-response formats or both of them. There are some differences between these two formats and each one has its appropriate characteristics. The first type includes a ready-made list so that

the students just select the right answers. However, the second type includes the students' construction of writing or by speaking answers.

1. Selected-Response Formats

Within these formats, all the responses are visible; all what remains for the student is to recognize the right ones. Each question may have only one right response. These tests consist of multiple-choice, true-false, and matching items. The scope in these formats is limited and the student does not have the opportunity to explain or to list arguments to defend opinions. He can blindly select the write answers with limited knowledge. Even they are susceptible to guessing, selected-response formats can be quickly and objectively scored. (Oosterhof, 2003)

■ *Multiple Choices Formats*

Multiple choice scoring is as fast, objective and cost-effective. It takes many forms, but its basic structure is that a number of options are listed by the teacher, and one of which is correct. It is for the candidates to determine the correct or suitable answer. A further significant position is that the testee has only mark a tick or cross on the paper. The obstacles within multiple choice tests are:

- ▶ It is only the recognition knowledge that could be tested with this technique.
- ▶ Guessing and matching cannot reflect the student knowledge.
- ▶ It Tests a very specific points of the lectures.
- ▶ It is not evident to list successful options
- ▶ It is susceptible to cheat. (Fedicheva, 2011)

■ *Yes/No and True/False items*

Within multiple choices we have several opportunities to choose the correct option, but in Yes/No or true / false items are used to evaluate competence or to know the individual point of view. They contain only two options to take the correct one. These tests are less reliable because students have 50% of chance to select the right answer. When these items are

asked, it is preferable explanations or justifications should be added by many faculties. The students can write sentences to justify their answers.

2. *Constructed-Response Formats*

The students need to reply in expressing viewpoints and construct responses of different lengths rather than selecting an answer of different choices. These formats refer to a “series of open-ended questions by writing, speaking, or doing something rather than choose answers from a ready-made list” (Richards and Schmidt, 2002, p 113). They comment on quotes and write full essay. As a result, the students can convey and interpret various ideas in an acceptable answer by reasoning, explaining or defending arguments. Since the students answers can vary within these formats, test designers should specify assessment criteria for common responses. The constructed-response formats consist of very familiar kinds that are gap filling items short answers and performance assessment (ibid).

■ *Short-answer items*

Depending on your objectives, either in listening or reading, short-answer questions can be used so that one or two sentences are adequate to observe and appraise the student. These tests are easier to compose, though they take long time; for the student to produce language and for the teacher to read and to score. It has particular advantage over the previous items; it is more difficult to cheat and the students do not have a percentage of chance or choice to guess. It is therefore more reliable. (Davis, 2009)

■ *Gap filling items*

A very common technique in testing is filling a gap item. It is best used for reading or listening activities to enhance the productive and receptive capabilities in target language. Applying this technique is permitting the teacher to know if the student concentrates in following a passage or well reading the text. This sort of tests helps a lot and seems fruitful I grammar and vocabulary tests. Fill in the gap does not function well if there is more than a

blank and the grammatical elements are discontinued so that they need more than a gap. It is necessary to provide clear instructions that a single word, for instance, could complete the gap and then, gives a meaningful utterance or sentence. In respect of this criterion, gap filling can be highly valued because it has advantages of the short answer technique.

There are some distinctions in testing regarding the manner they are scored. The aim of the objectively scored test refers to the scores of the students' answers with an established set of reliable response scale key. This type of tests consists of MCQ's tests, true / false or matching, which are compatible for computer scanning. Then, the assessor is not in need to any particular knowledge or training in the examined area. In contrast, the subjectively scored test including comprehension inquiries, essay tests, and interviews require some qualifications to make opinion or judgment. Within the subjective tests, the human aspect is very crucial for ensuring the inter-rater reliability, the scorer needs moderated training sessions even he/she is experienced.

2.4.2 Testing and Teaching

Teachers generally try to measure their students' abilities during and after learning. On the other hand, the students need judgments to know their levels, strength and weaknesses. Any question or activity done by the teacher represents a kind of tests. To know exactly the importance of testing related to the teaching process, any person should understand that these two segments are interdependent in some ways that we cannot tear them apart. Teaching and testing are attached to each other but the distinction is at the level of formality. Pedagogically speaking, it is very crucial for any tutor to distinguish the formal and informal testing. The teachers prepare unexpected appraisals to know whether the course gains its objective, or how good students are advancing in their learning and what the next step will be. This kind is named informal testing that point out to formative assessment. According to Fedicheva "Most

informal testing is what testing experts call formative evaluation: assessing students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process.” (2011, p 150, see also McMillan, 2000, as cited in Benguerfi, 2017).

Planned sampling techniques, on the other hand or formal tests are constructed in form of exercises or experiences to provide the teachers with the information about the achievement of their students. These tests are designed to assess the students’ performance. They are summative when taking place by the end of programme or a unit. The use of formal tests allows the instructor to outline what the learners have grasped. Fedicheva (2011) claims that “Formal tests are exercises or experiences specifically designed to tap into an extensive storehouse of skills and knowledge, usually within a relatively short time limit”. The tests following systematic, planned sampling techniques should be constructed to give teacher and student an appraisal of their achievement, the former details given about his teaching and the latter grades to pass to the next stage. These tests are generally summative to summarize, what a student has grasped. Test has become a sensitive term in education. Hence, parents and teachers agree that information about the students’ progress is vital. This can be conducted in different ways including traditional or modern techniques of testing. “Tests fail to capture learning effectively, and many take more time and cause more stress than they are worth”.

2.5 Conclusion

Assessment presents an essential role in the 21st century as it bridges the gap between teaching and learning. In this chapter, the first point we have discussed is the dimensions and the fundamentals of assessment including the requirements and the criteria as practicality, reliability, and validity. We have demonstrated its characteristics, principles, objectives and types. We have also tackled the different approaches and linguistic viewpoints about

assessment. In our discussion, testing was identified its types; each one with its essence and purpose. At the second level, we have shown the test formats and the test items which belong to each testing format. We have introduced the relationship between innovation and assessment by the end of this chapter.

CHAPTER THREE

3.1 Introduction

This chapter refers to the backbone of this research as it presents the methodology, research design, and the procedures of data collection adopted in this study. It describes the different steps undertaken to investigate the practitioners' innovative practices and challenges of assessment in different ESP departments at Tlemcen University. First, the chapter addresses in details the research design and method. Furthermore, the context of the research describes the sample comprising the teachers and students profiles. Next and during the collection phase of the instruments, two questionnaires and interview are explained with details about their objectives and engagement procedures. Then, the chapter is devoted to shed light the data analysis methods employed for different genres of the gathered data.

3.2 Research Motives

In order to gain the main targets of this research, we referred to a methodology that we would have to explain in this part of the work (the choice of the theme and the corpus, their presentations, the way in which they were developed as well as the context in which they register). We would then direct our focus on its specificities, on what indicated in terms of (the questionnaires and the interviews) on which we relied.

3.2.1 Choice of the Theme

The reflection which was made from an observation during the work sessions revealed to us that it is very crucial for the instructor to engage assessment strategies with which the quality of teaching in ESP will be promoted. Therefore, it is this observation that most encouraged us to highlight the notion of 'assessment'. Moreover, some authors have highlighted that the objective of assessment is not well understood. Accordingly, Teachers

make their measurements at the end and the learners are assessed at the final period of learning. Greenstein, for instance, announced that “assessment is more than a test; it is physical, social and emotional too” (2010, p 24). This is about ‘assessment strategies’ recognized by the majority of Algerian university teachers interviewed on the issue. Although the assessment approach has been implemented as a key component in the teaching process, it started to lose its credibility and validity. There is no clear evidence that it has been implemented appropriately. This misunderstanding has labeled almost every aspect of ESP classroom instruction including assessment practices.

3.2.2 Choice of the Corpus

We have noticed, on the other hand, and from our observations, that the “innovative strategies and/or innovative tools” used by the practitioner during assessment operations are poorly used, do not correspond to the desired intention, or even sometimes the instructions presented are poorly explained; and this, when it comes to alternating or supporting traditional methods.

As the fundamental focus of the present work concerns the implementation of "innovative strategies in assessment", this research attempts to shed light on the effectiveness of these strategies on practitioners in terms of assessment and making some suggestions regarding mechanisms which ought to be adopted to teach and assess ESP learners.

Innovation and assessment are parts of the common discourse. Many tutors view assessment as a real obstacle vis-à-vis the promotion of social and behavioral competences that are important for innovation in higher education and vice versa. This makes Education stakeholders think about the positive side behind connecting assessment with

innovation, and the impact of the innovative approaches of testing and assessment on the development of the teaching/ learning process. It is then crucial to explore new efficient ways to enhance high-stake assessment and examinations in education. The specialists give strong support to innovation by inserting technology in testing. According to them, assessment would gain energy in this regard. (Looney, 2009)

3.3 Research Approaches

Several methodical explorations are planned within the academic research regarding the aspects of English language teaching and learning mainly the nature of the questions or problematic the scientist is investigating. The language researchers are making plans about the problem they find and proceed with systematically quantitative and/ or qualitative approaches for gathering information that address the question or problem. Following these procedures, data are the facts that may be easily established and analyzed by others.

Kothari argues that the research could be inspected through these two basic procedures; the quantitative and the qualitative approaches. The Quantitative Approach “is based on the measurement of quantity or amount” (2004, p 3) that focuses on the development of evidences in a quantitative form to yield generalizable results. For collecting data, the most fruitful technique is the structured questionnaire. The data collected are examined descriptively in sort of tables and graphs (Yilmaz, 2013). The quantitative approach is seen in inferential, experimental and simulation sub- approaches to research that are represented in the below figure:

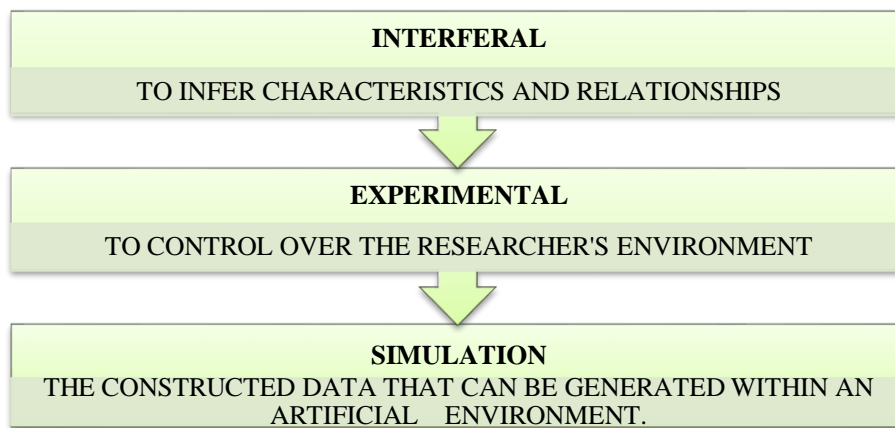


Figure 3. 1: Quantitative sub-approaches

(adapted from Kothari, 2004, p 4).

These sub-approaches hold their appropriate functions and targets that the investigators employ some mechanisms of their probes by treating and evaluating the characteristics and relationships, or regulating the research status as well as generating the collected information. The researchers conduct language studies that are featuring the quantitative methods and are appropriate to be attentive with the discovery of broad principles of language teaching and learning that will be taken across many learners, classrooms, or institutions. These sort of researches are usually outlined by a testable and experimental theories, data gathered through a various methodologies, and these methodologies confirm or disconfirm of the theory.

The Qualitative Approach aims at focusing on the subjective interpretation of the sampling view points and attitudes with which phenomena and results are to be generated though they do not take a quantitative form. Indoors this approach, the semi-structured and the structured instrumentations are employed in form of interviews. (Kumar, 2006) announced that language researchers utilize the qualitative methods to inspect how teaching and learning the language exist in the complexity of their natural contexts as these

occur in the classroom, home, or the community. Qualitative methods target the qualitative data that researcher's description of what participants do or say about their attitudes, behaviors and activities in an educational setting.

Mixed methods approach is selected to make decision to adopt pragmatism. This kind of methods has been represented as “an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research)” (Johnson, Onwuegbuzie, and Turner, 2007, p. 113)

The mixed methods approach bridges both quantitative and qualitative approaches in the present educational research, to collaborate and complement the strengths of the two approaches, and to reject any forced choice between quantitative and qualitative (Sharp et al., 2012). The use of mixed method depends on the research questions nature of the research question. The researcher, in his work, acknowledges quantitative as well as qualitative approaches as having a valuable contribution to make to research, but he also actively seek to utilize and integrate both (Biesta, 2010; Morgan, 2014; Van Griensven, Moore, and Hall, 2014). In a mixed methods approach, quantitative and qualitative data can be combined to answer exploratory questions that could not necessarily be answered in any other way (Creswell, 2014; Singh, Milne, and Hull, 2015). A mixed method approach also fits the ESP ground with a necessity to use it in any needs analysis research (Basturkmen, 2006; Dudley-Evans and St. John, 1998).

◆ *Case studies*

When talking about the main principles of the case studies, it is important to rely on ethnographic and individual techniques for observation. Group of people or participants are to be under the focus of the investigator who interrogates, and inspects attitudes, points of

view, and behaviors in virtue of formal and informal discussions with the informants. In this framework, Yin reports that “A case study is an empirical study that investigates a contemporary phenomenon in-depth and with its real-life context” (Yin, 2009, p18; cited in Benguerfi, 2017). In rapport with this context, Johansson declares that there are different interpretations to represent the case study. He announces that “The case study should have a “case” which is the object of study” (2003, p 2). He further argues that the case study gives more significance to individuals rather than the methods. Approximately, this declaration is supported by adding that “As a form of research, a case study is defined by an interest in individual cases, not by the methods of inquiry used”. Stack (1998, cited in Johansson, 2003, p 2).

From another dimension, Yin, as other researchers, focuses on the techniques and the methodologies that constitute the case study. He delineates three groups of the case studies; they are the following; exploratory, descriptive, and explanatory.

Exploratory Case Studies; are generally engaged to examine phenomena by collecting data that clarify certain points of interest for the scientist. When dealing with an exploratory case study, for instance, the researcher could direct general questions for exploring an actual phenomenon in context, employing various data collection methods and analyzing in-depth each case. The questions asked will require supplementary examination regarding the targeted phenomenon (Yin, 1989). According to this kind of case study, before the presentation of research questions and the hypothesis, some small-scale data collection procedures could be administered such as a pre-test to supports making a hypothesis and framework of the research (McDonough and McDonough, 1997). Exploratory Case Studies are conducted there exists no single set of outcomes to explore why people behave in a certain manner.

The current study is exploratory since the researcher was utilizing various data collection methods to address questions related to the implementation of innovative assessment techniques. The study aims to examine and analyze a specific phenomenon in this field.

Descriptive Case Studies are describing the culture, language, and particularities shared by a group of individuals. Within this case study, the natural phenomena are represented and the data are analyzed and interpreted in narrative ways (McDonough and McDonough, 1997). Descriptive cases have these characteristics.

First, the researcher reports a story for example. He defines the main problem and gives fundamental details about it. He then introduces the important actions, opinions, and thoughts of the personalities involved in the problem. Typically a case will target a group of people who are central to the narrative. Within the third step, the researcher describes the perceptions of the main characters about the problem, their considerations, propositions, and implementation of solutions. At last, he handles the key concepts, frameworks, and analytical mechanisms that are relevant to the story. It is important that a researcher has to start by describing a story to reach certain analytical and frameworks that serve in the treatment of the description of the main facts of the story. But there is a great opposition among methodology researchers in relation to this case, because describing facts and phenomena may have deficiencies and inadequacy that occur during the investigation (Kumar, 2011).

Explanatory case studies appear among the treatment causal subjects and used to look for the variable and the complex cases (McDonough and McDonough, 1997). Yin and Moore (1997) announced the variable and the complex cases could be interpreted

through the following theories; a knowledge-driven theory, a problem-solving theory, and a social-interaction theory. (as cited in Kumar Das, 2011).

3.3.1 Participants

The participants in this research study are twenty practitioners; seven of them were selected to respond to the interview questions. In order to expand the scope of this research, the participants were selected randomly so that some of them are not working only in the department of Biology. Within sampling members, the population is selected on a random basis. This technique provides both, probability and chance to everyone to participate in the research. As it is known, most of them are part time teachers in ESP departments who are nowadays full time teachers in the department of English or secondary schools. Among the staff of participants, three teachers are permanent in secondary schools.

For deciding the appropriate strategies in any investigation, the researcher has to select and choose the participants who represent the sample population to provide assistance to the fulfillment of the research objectives. However, the selection of the sample population is a serious task. The respondents have a great impact on the collected data particularly, and on the research in general. According to Dorney (2007), sampling techniques are divided into two classes; probability sampling and non-probability sampling.

(a) Probability sampling includes: Random sampling, stratified random sampling, Systematic sampling, Cluster sampling. These sampling methods have their particularity and characteristics that make the sample selection to be a hard task for any researcher. However, any researcher has his appropriate methods to choose the suitable one depends on the nature of the research. Dorney works at distinguishing each one of the probably sampling strategies starting from the simple type of sampling which permits all the

members to be selected and participate in a research. The second strategy is the systematic sampling in which each individual is designated within a list and assigned randomly at equal intervals with the others. The stratified strategy of sampling relies on the selection of all the members in groups and random selection would be selected from each group.

(b) Non-probability sampling that involves; Quota sampling, Snowball sampling, purposive sampling, convenience or opportunity sampling. Henry (1990) considered each one of these sampling methods with its strategies and characteristics strategies to select the participants whom their readiness and availability is the main focus of the convenience sampling to be involved in the research. The second method is the purposive sampling method that includes identical characteristics between the selected cases to participate in the research. Snowball sampling method comprises the addition of other participants in the sample. The fourth strategy among the Non- probability sampling is the quota sampling that consists of Interviewers and selects a sample that yields the same proportions as the population proportions on easily identified variables.

These are the participants who create the participatory framework, from which we will have the possibility of answering the questions that challenge us, namely;

- ▶ What innovative techniques do ESP practitioners put forward to enhance the assessment quality?
- ▶ To what extent do ESP practitioners innovate in their assessments?
- ▶ What hindrances affect the practitioners' innovativeness to reach the targeted output of assessment?
- ▶ To what boundary does innovation in assessment benefit the literacy rate and attitudes of the Algerian ESP students?

In our case, as we have previously pointed out, we carried out two questionnaires and an interview. There were two types of participants who contributed to the survey namely active and passive participants.

- 1.** By assets; involves all those who have actively contributed to the investigation.
- 2.** By liabilities; there were some participations to the framework without the slightest implication for example;
 - About fifty students did not submit the questionnaires
 - About twenty students handed in the questionnaires but did not answer all the questions.
 - Among all the teachers three of them did not reply to all questions.

The respondents have a great impact on the collected data particularly, and on the research in general.

3.3.1.1 Researcher's Profile

The researcher is an Algerian doctoral student who has completed university studies in the English language option; "language studies" at the foreign languages department of the University of Tlemcen. The researcher's main role is to animate and guide the participants but also to subscribe to the interest of the learners by conducting them in the context before answering the questions.

3.3.1.2 Learners' Profile

A sample of fifty (50) master students from the department of biology at Tlemcen University has been assigned; they represent 50% of the total number of microbiology students who belong to the age group of 22 and 26 years. They were baccalaureate holders

from the scientific field. At the biology department, the microbiology master one students take their lectures in an amphitheater; they are about 100 students distributed into two sections according to the alphabetic order. The majority of the research members took their English courses from the first year at the middle school, they passed their baccalaureate exam and still having ESP lectures at the university; this gives a number of ten years considering this year as ESP learners.

The researcher made a selection of the master students because they are, at least, experienced in the study of ESP in this department, and who have been learned English together by the same teachers. It is well known that most of the learners focus on learning this language to understand what the teachers say. On the other hand, the English module is crucial for biology students. It is learned once a week in an allocated time of only one hour and a half. The situation of the pandemic and particularly in the shadow of COVID 19 disease, English courses are taught virtually with ICT's.

It is also known that for teaching ESP, there is not a formal syllabus. The practitioners try to accommodate some scientific documents and texts to teach specific English skills according to the context of the specialty. The participants in this research have different levels of English and all agreed that English is a necessary language for their academic and professional careers. Some of the students wish to learn the language in order to convey and communicate in the scientific manifestations, seminars, and workshops fluently. Others want to write well-structured English in scientific interpretations, articles, and abstracts. The students were enrolled in their English studies in the Department of Biology during the second semester of the academic year 2017-2018 since the academic French language is taught in the first semester. In the second year, English is included in the first semester. They were studying English to have a general

view of Biology and its branches (graduation). All the learners take their courses with the same teacher who teaches them general English lectures in order to control overall the language issues and provides them with scientific terminology to guarantee that the students learn the microbiology notions in English.

The ESP students learn English from scientific articles and this helps them to understand and comprehend the meaning of a given text or article. The scientific presentation involves at least two or four skills since the ESP practitioners aim at including the tasks that consist of communicative skills.

3.3.1.3 Practitioners' Profile

In any teaching situation, educators are the mirror that reflects the general image and the progress of the process. Likewise, their participation in a scientific study is of a crucial role. An ESP practitioner is typical to a general English teacher with some differences regarding the specialty the former knows however, the latter does not know about these scientific terminologies. The Experience of practitioner makes a huge gap and it is the important aspect in improving his teaching abilities in the scientific specialties. In the beginning of the teaching in ESP, most practitioners encounter many problems and face several challenges in designing their programmes, since the departments allow them to design their lectures freely. The teachers are employed to teach an ESP course. They can work in these departments by holding only a License or a Master degree. Automatically, they are considered as part-time teachers. The GE teachers come to the new departments with less experience; some of them have taken pre-service training though they are not ESP specialists, the others work in different departments without having any idea about the strategies used for teaching ESP or taking pre or in service trainings.

At the level of biology department, there are actually seven practitioners who are teaching English. They have different knowledge and background. Three members of the staff are from the faculty of sciences. They are subject specialists who belong to Biology department; and five others come from the department of English and are language specialist. It is remarkable is that there is not a combination between the subject specialists and the language specialists.

This study was further engaged with 20 teachers who have all practiced as ESP practitioners and who have different knowledge and background.

- Seven teachers (GE) are actually teaching at the level of the biology department.
- Three teachers (subject specialists) naturally belong to the department of biology.
- Three of them are secondary school teachers with enormous experience in the department of biology.
- Seven conference teachers from different ESP departments and universities.

The researcher has engaged his interview with seven teachers coming from different departments. They were selected according to their professional experience and to extend the scope of the study.

3.4 Research Instruments

In this particular study, the research methodology used both quantitative and qualitative methods. The basic instruments employed for the research included two questionnaires; one for practitioners and another for ESP microbiology students. The interview conducted with the participants was utilized as a qualitative method to collect further verbal and qualitative data regarding the key points of the research, which are innovation and assessment.

The teacher questionnaire was designed to gain insights into the strategies they use for measuring their students' learning, as well as to identify the main innovative strategies employed by them and whether they innovate in their assessment methods. On the other hand, the students' questionnaire aimed to comprehend their perspectives on assessment and innovation, and included questions about their attitudes, thoughts, and feelings towards the use of innovative techniques for evaluating their knowledge and achievement.

Setting: refers to the place and time or the two frames:

- *Space refers a formal place that is the classroom*

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graph LR
    A[Space refers a formal place that is the classroom] --> B[Teachers]
    A --> C[Students]
            
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The question-based study was conducted with fifty (50) master students from the department of biology at Tlemcen University. They were selected for this study because they are experienced in the field of ESP in this department, and have been learned English together by the same teachers.

Spatial: the major steps of the study have taken part in the classroom where the researchers had elaborated the research instruments.

- *Students' questionnaire* → *in the classroom* → *formal space.*
- *Teachers' questionnaire* → *using internet* → *informal space*
- *Interview* → *in and outside the classrooms* → *formal and informal*

Temporal: in order to collect data from the participants, time was calculated related to the instruments used and regarding the nature of the participants.

- The first questionnaire was taken two sessions i.e. it took three hours to collect the data from the students.
- The teachers' questionnaire was delivered through networking sites. All of teachers return their responses except that many of them have taken more time to reply.

- The interview has taken about one week (the average of one interview a day)

Time duration of all interviews → 1h 16m 48s

This procedure has taken a week of duration because the researcher tried to give himself time since interviews required energy and more efforts and on the other hand, the availability of the participants that is also another pertinent factor.

- *Time duration of interview no 1* → 8 m 36 s
- *Time duration of interview no 2* → 8 m 50 s
- *Time duration of interview no 3* → 13 m 01 s
- *Time duration of interview no 4* → 12 m 03 s
- *Time duration of interview no 5* → 11 m 41 s
- *Time duration of interview no 6* → 10 m 28 s
- *Time duration of interview no 7* → 11 m 50 s

Time duration is a parameter that justified the responses of each participant was 10 m 7s.

3.4.1 Questionnaire

The questionnaire has a great value to support the researcher to experience the data collected from and about a group of respondents (Singh, 2006; as cited in Zohrabi, 2013). The use of questionnaires in research supplies the investigator with numerical and verbal data. It is addressed to obtain essential information that can help the promotion of the research. In fact, among the sundry tools of the quantitative collection of information, the questionnaire is used by most researchers. Dorney (2007) regards the questionnaire as an assemblage of questions instrument required to gather and generate information about a precise topic of interest. The participants are asked series of questions at a precise period of time for generating specific answers about a particular issue. It is appropriately said that

the main aim behind the use of questionnaires is to collect a large quantity of quantitative and qualitative data in a short period of time.

The questionnaire construction requires purposeful explorations and thoughts. In fact, it could be integrated into the instructional process. For instance, the open-ended questionnaire, wh- questions asking, and writing are one purpose, however, close-ended questionnaires have another dimension to get individuals' strategies, feelings, perceptions, habits, and expectations could be another purpose. (Dikilitaş and Bostancıoğlu, 2019). Research methodology experts have underlined seven basic categories to the questionnaire comprising: quantity or information category, list or MCQ, scale, ranking, complex grid or table, and open-ended. (Blaxter et al, 2006, cited in Benguerfi, 2017).

It can have three types of questions: Close-ended or structured questions help in enriching the research with quantitative information. This type is efficient since the respondents feel at ease and the researcher gets comfortable during the analysis. Zohrabi (2013).

Open-ended questions need responses without limited options and the respondents have to use written language. These types are not only used to generate but also share the respondents' linguistic qualifications. The open-ended questions are regarded as unstructured for providing the investigator with qualitative information.

Closed-Ended questions, because it helped the learner to select his choice from a limited series of answers. On the other hand, the researcher finds this kind of question as effective and helpful in his analysis. Dornyei says "most professional questionnaires are primarily made of close ended items which do not require the respondents to produce any free writing; instead, respondents are to choose one of the given alternatives" (2007; p 105). He claims that the close-ended questions take different shapes and forms

The third category of questions is seen in a sort of mixture of closed-ended and open-ended questions that the researcher could benefit from the quantitative as well as the qualitative information. (Zohrabi, 2013). The quality of the collected data is affected by the way the questionnaire is administered with or without interaction with the respondents. If the researcher has a great impact on the participants, his influence will affect the quality of information given by them. Some questions are seemed as slow that the respondents do not return their answers in time (Kothari, 2004).

The participants' biases and errors can seriously affect the quality of the data gathered resulting consistently in under- or over-statements that are sometimes induced by the lack of clear and correct interpretation of each information.

We have developed very precise questionnaires with targeted questions, addressed to the teachers and students public. This technique is more practical and also very effective means through which we manage to both methodically collect more information in a short time and obtain quantitative and qualitative information.

The teachers' questionnaires comprise sixteen questions and the learners' one contains twelve question and both of them are divided into two parts: the first called "information on the participants" and we expect by that; the personal information and which are presented approximately in the following ways:

Gender:

Age:

As for the second part, it consists of a series of questions. We have opted for different types of questions in our questionnaire, among others:

Open questions: the target is to collect diverse opinions as well as personalized responses such as (questions no. 01.05)

- Closed questions, such as:
 - ▶ “Binary choice” questions which are composed of two propositions, examples: female/male
 - ▶ “Multiple choice” questions in order to obtain very precise answers to provide more clarification to the problem.
 - ▶ semi-closed questions
 - ▶ As well as questions in which several answers are possible (See appendix no. 1).

3.4.1.1 Teachers’ Questionnaire Objectives

The present questionnaire was administrated to twenty (20) ESP practitioners who teach in the department of biology and other ESP departments at Tlemcen University. Teachers’ questionnaire contains sixteen (16) questions.

The questionnaire begins with a space that allows us to gain a precise idea about the participants, including their teaching experiences, ages, specialties, and areas of interest.

- ▶ Question No. 01 helps us determine the type of assessment tools used by the majority of ESP teachers.
- ▶ Questions 02 and 03 clarify teachers' representations of the most effective traditional and innovative methods for their classes.
- ▶ Questions 04, 05, and 06 provide insights into the impact of evaluation and innovation on teaching improvement and whether the two notions are complementary or not.

- ▶ In multiple-choice question no. 07, we asked teachers to indicate their preferences regarding assessment practices by checking the boxes by degree of importance. Question no. 08 helps us determine the assessment choices of ESP teachers.
- ▶ Our objective with question no. 09 was to demonstrate whether the student's profile is taken into consideration before any ESP teacher engages in assessment.
- ▶ Questions 10 and 11 aim to gather teachers' opinions on student involvement in assessments traditionally reserved for the teacher and the ways students can be involved.
- ▶ Question no. 12 helps us understand the recommendations of practitioners to assess ESP students.
- ▶ We have a thirteenth specific question that aims to define or specify the characteristics of an innovative assessment practice according to each one of the ESP practitioners.
- ▶ We also inquire about whether new assessment techniques can bring changes in terms of success or attitude of ESP students.
- ▶ Question no. 15 allows us to know the innovative teacher's observations regarding the resulting improvements after each implementation of a new assessment form.
- ▶ Finally, the last question helps us determine the form of innovation instrument recommended by the teacher, according to the type and moment of assessment.

3.4.1.2 Students' Questionnaire Objectives

The learners' questionnaire included twelve questions: It gathered various types of question diversified according to the objectives and the nature of the questions.

- ▶ The objective of the first two questions 01 and 02 is to know the students' prior knowledge and to take stock of their representations regarding the two concepts 'innovation' and 'assessment'.
- ▶ The 03 question permits us to know/check if innovation brings progress in terms of assessment.
- ▶ We wanted to determine through question no. 04 the types of assessment practices appreciated by the ESP student (in general).
- ▶ Question no. 05 authorized us to check whether technology is really considered as a source of motivation during an appraisal practice.
- ▶ Question no. 06 is a question through which we wanted to find out whether the introduction of the technological device takes place vis-a vis assessment.
- ▶ We measured the frequency of the use of technology during assessment through question 07.
- ▶ The student's degree of satisfaction with the integration of the technological device into the assessment was demonstrated via question no. 08.
- ▶ We made sure if the teacher involved the student in one way or another in the so-called assessment practice via questions 09 and 10.
- ▶ Question 11 allowed us to determine the students' frequencies of assessment strategies.
- ▶ The degree of motivation regarding innovative strategies was verified through question 12 in the form of a set of listed propositions.

3.5 Interview

The interview is one of the research tools within which the participants interact with the researcher. This way can be seen as an interactive process whereby the two sides

devote active dialogic discussions. However, interviews go beyond the process where a person questions and a second replies. They could be innovative for the principle of encouraging the participants to be equal interlocutors who have the potential linguistic backgrounds to be co-researchers to answer and express their thoughts, behaviors, points of view, and sentiments within a particular area of interest.

Bostancıoğlu and Dikilitaş claimed that “interaction among people can happen in a number of ways. One form is interview, which is a way of eliciting views and understandings of learners and other teachers to gather data or evidence” (2019, p 58)

In any research project, the interview represents a prominent instrument. There exist three categories of interviews: unstructured, semi-structured, and structured interviews; and every category have its particularity and characteristics.

The power of unstructured interviews is almost accomplishing freedom in terms of format and content. The researcher is free to order the questions depends on the state of the respondent. He can further formulate questions and explain them to the participants to raise issues on the spur of the moment; the researcher can develop response categorizations from analyzing answers that will be coded and quantified. For In qualitative research the data are employed as descriptors and can be integrated with the arguments.

The semi-structured interviews are a bit relaxant than the former one and are often used in qualitative research. The interviewer is familiar, sociable with the interviewee.

The last genre is the structured interview; the researcher asks a predetermined set of questions, using the same wording and order of questions as specified in the interview schedule. An interview schedule is a written list of questions, open-ended or closed, prepared for use by an interviewer in a person-to-person interaction (this may be face to face, by telephone, or by other electronic media). It is noticed that an interview schedule is

a research instrument utilized for collecting data. One of the main advantages of the structured interview is that it provides uniform information, which assures the comparability of data. Structured interviewing requires fewer interviewing skills than does unstructured interviewing (Kothari 2011).

3.5.1 Interview Objectives

The interview contained ten questions addressed to seven ESP practitioners. This qualitative tool permitted us to better enrich the promotion of the research. The questions objectives are presented as follows:

- ▶ Question no. 01 allowed us to know whether the ESP teacher is innovative or not.
- ▶ Taking stock of teachers' representations regarding innovation during assessment practices was possible through questions 02 and 03 during the interview conducted with all ESP teachers.
- ▶ Question No. 04 allowed us to clarify whether innovation really has an impact on improving teaching. Does it impact teaching in a positive way?
- ▶ The innovative techniques that the ESP teacher opts for in general have been demonstrated/indicated via question no. 05.
- ▶ Question no. 06 allowed us to list the different suggestions made by ESP teachers regarding possible alternative assessments.
- ▶ Checking the constructive advantages behind the use of innovative strategies was possible for us via the question no. 07.
- ▶ Our objective of the question 08 was to find out whether the new assessment techniques could bring about changes both in terms of results and in the attitudes of ESP students towards English.

- ▶ Knowing the factors that hinder the teacher's creativity (which prevent him from innovating during assessments) was possible to us via question no. 09 in order to remedy the problem.
- ▶ The last question of the interview permitted us to know if the innovative strategies in assessment impact positively on the academic and professional lives of the ESP students.

3.5.2 Interview Opening

The beginning an interview is a crucial step in conducting research. The researcher has to create an atmosphere that is comfortable for the participant to establish rapport and gain their trust. Typically, the interview starts with a polite greeting and a personal introduction. For instance, "Good morning! My name is Mr. Benguerfi, and I am a teacher at the University of Ain Temouchent. I am conducting a research about innovative strategies in assessment."

In some cases, the researcher may initiate a casual conversation before moving onto the main topic. The aim is to make the interviewee feel at ease and encourage interaction. The researcher may also use non-verbal cues such as smiling to establish a connection. Once the introduction is complete, the researcher can then move on to the main issue. Throughout the interview, the researcher manages time and aims to create an environment that promotes data collection and contributes to the overall development of the research.

3.5.3 Interview Body

During the research process, the interview body was also significant. The interviewer initially questioned the participants about the topic he wanted to cover, and

each respondent expressed his/ her opinions and ideas regarding the use of innovation in assessment. For gathering more information, the interviewer had to make further efforts and energy to elicit pertinent data to enrich the quality of his research. He had concentrated and listened carefully to the respondents' answers to avoid redundancy and repetition.

3.5.4. Interview Closing

At the end of the interview, the researcher expressed gratitude towards the interviewees for their patience and cooperation. After the collection of the necessary data, the investigator terminated and closed the interview by thanking the participants for their contribution, which has been valuable to the research and has provided much positive information that could aid in fulfilling the main research objectives.

3.6 Data Analysis Procedures

The process of analyzing data involves five key steps that need to be followed in order to extract the necessary results. In the first phase, which is identification, the questions that required to be answered are established. The next phase is to collect the data from various sources such as the two questionnaires, and the interview. Once we have collected the necessary instruments from the instruments, we tried to clean it and remove any duplicate or badly formatted data and leave it ready for analysis. The fourth phase is where data are analyzed to find correlations, and patterns that can support in answering the established questions in the first phase. Finally, in the last phase, the results would be interpreted and come up with courses of action based on the findings. It is valuable to follow these stages to ensure the accuracy and quality of the conclusions underlined from the data analysis.

3.6.1 Quantitative Data Analysis

The form of data within the quantitative analysis deals with numbers and mathematical operations to investigate statistics and properties. These statistics refer to the levels of measurement and interpret the collected data into intervals and ratios that are essential factors in the application of this type of analysis. Many research instruments result in quantitative data. The researcher in this study tried to give further and clear directions for the reader by giving statistics regarding the participants' beliefs towards assessment, their choices taken from the lists suggested in the questionnaires. The personal and professional information of the respondents were represented in a sort of statistics and numbers, like age, and professional experience, etc.

The researcher has additionally used computer programmes to give a choice of options and variability to clarify measures. The research statistics were taken sorts of tables and figures. Nevertheless, more graphical options make the statistics clearer and simpler for the reader. The use of charts, tables, and diagrams made the analysis easier to understand and quick to obtain by the non-expert.

- The bar graph demonstrated the disposal of ordinal and nominal variables. The types of the variables were presented horizontally; the vertical axis has given the values of each variable.
- The pie chart exhibited the values of data as a section of the total cases associated with percentages (like pieces of a pie).
- The table represented a database object where the information was being organized and stored in the format of rows and columns. Tables are important to make the information arranged.

3.6.2 Qualitative Data Analysis

When preparing a research study, there are forms of research in which a reciprocal process of data analysis is a principal element of the project. The information earned from analysis of the fundamental data selection leads to increased understanding of the situation and helps to regulate what data collection is needed. The process of analyzing qualitative data principally includes coding or categorizing the data. The researcher attempts to reduce the volume of raw data basically yielded from unstructured text-based data like interview transcripts, observation, etc...

Within the qualitative data analysis process, coding and categorizing data is the most crucial level. Coding merely comprises a huge amount of raw data and subsequently selecting them into categories. Thematic Analysis is a very personal process and the researcher has to stamp his own style on it.

For the outcome of the analysis, categorical responses go through a process that is primarily aimed at transforming the information into code that they can be easily analyzed, and this happens manually. Nevertheless, the computer software cannot help the researcher in his analysis because the use of this sort of technology in qualitative data analysis is too limited due to the nature of qualitative research in terms of the complication of its unregulated information, the degree of richness of the data and the way in which theories and decisions emerge from the data.

3.7 Conclusion

The general shape of the chapter demonstrated the research approaches and design, context of the investigation used in this investigation, setting; sample population that introduced the participants (teachers and students), instruments including two

questionnaires and an interview, and data collection procedures used in this case study. the numerical statistics were analyzed via the quantitative method, on the other hand, qualitative analyses discussed the data gathered from the open ended semi open and more particularly the interview. This chapter outlines the methodology used to explore the practices and the hindrances ESP practitioners face in the design of assessments and how innovation would influence their assessment practices.

CHAPTER FOUR

4.1 Introduction

The fourth chapter is devoted to shed light on the process of data analysis that involves key stages to be followed in order to extract the necessary evidences. First of all, the questions that need to be replied are established. The next step is to collect the data from different sources such as the two questionnaires, and the interview. Once we have collected the necessary data from the instruments to be ready for analysis. The last stage is where we analyze the data to find trends, correlations, and patterns that can help us answer the questions established in the first stage.

4.2 ESP Practitioners Challenges: Innovation and Assessment

For developing and expanding the outlook of this study, the researcher relied on other qualified teachers who are experienced in the field and who previously worked in different ESP departments. The total participants in this research have been reached twenty teachers; they were all participating in answering the questionnaire and seven of them were selected to be interviewees. The role of the teachers in ESP departments is to make the learners aware about the importance of both general English (aspects of language) and special terminologies related to the context they deal with.

In ESP departments , practitioners are expected to teach English in order to help learners to develop their capacities and minimize the language hindrances. The lecturers are offered the space to utilize their appropriate teaching programmes and methodologies to teach ESP courses.

For the progress of the research, the questionnaire, addressed to twenty practitioners, participates in giving items on teachers' grades, age groups, qualification and experience, other items related to their knowledge about assessment and the design of their questions, other items coped with the notion of innovation and its implementation within assessment

practices. The participants are likely to implement innovative strategies in their measurements starting from their principles to accept or reject it. In addition to items focused on the students and technology involvement in the assessment process. Finally, the last items formed of questions that sought the teachers' conceptions and future expectations for the effective role of innovation on their assessments, professional development, as well as on their students' learning and motivation. The findings were reported qualitatively and quantitatively. Afterward, the interpretation of the collected data will be interpreted and discussed according to the results found in the questionnaire particularly: practitioners' training, qualification, and professional experience, assessment proficiency, their familiarity with innovation and cognition of integration of new forms in assessment, and the use of technologies and students' involvement were discussed deeply in the present section. Most of the rating answers to the items were calculated and analyzed respectively.

4.2.1 Personal Information of the Practitioners

The primary data has a great importance in a research to get statistical and qualitative information from the primary sources who are participating in the advance of the research. For engaging this instrument, three main criteria have been considered by the investigator in order to take more personal and occupational data regarding the age groups of the participants, their professional experiences, as well as the areas of specialty they are actually practicing. The following table summarizes these information in sort of numerical and qualitative details:

Table 4. 1.General information about the participants

| PERSONNAL INFORMATION | | | | |
|----------------------------|-----------------------------------|-----------|---|-----------------------------------|
| AGE GROUP | Less than 30 | [30- 35] | [35- 40] | 40 years and over |
| | 15 % | 30 % | 25 % | 30 % |
| TEACHING EXPERIENCE | [0-5] | [05 – 10] | 10 and more | |
| | 20 % | 30 % | 50 % | |
| SPECIALITY AREA | Didactics and applied linguistics | ESP | Linguistics (sociolinguistics, psycholinguistics) | Literary studies and civilization |
| | 60 % | 30 % | 10 % | / |

The age represented a prominent parameter in the treatment of the questionnaire since the investigator aims to know about the practitioners who were participating in the research. This part was divided into four main groups and each rank targets the degree of experience of each individual. Three participants (15%) were less than 30 years old. Six respondents that are 30% were belonging to the rank between (30-35). The third group (35-40) comprised five practitioners that represented 25%. Within the last group (over 40), it consisted of six teachers who represented (30%) of the general number.

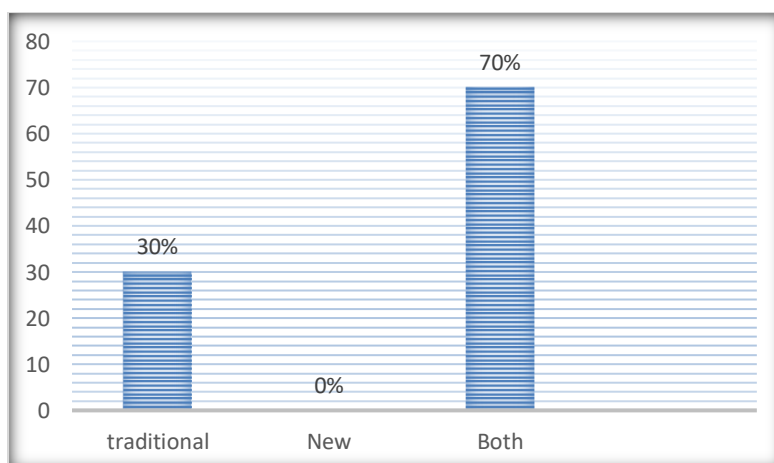
In order to collect more information in this research, it is essential to treat their experience because this part would help to know more about the practitioners who possess various skills and techniques in their teaching. As seen in the above table, four novice teachers (20%) were less experienced who took place in the first rank (0 -5). In the second group (5 -10), there comprised six participants who represented (30%) of the total number. It was remarkable that the last rank represented the highest rate since 10 of the respondents (50%) were more experienced who belong to the group of (10 and more).

The area of specialty is considered important and practitioners generally differ at the level of their specialties. The common point is that most of them were learning English for general purposes but they were, in nature, general English teachers. In the last two decades, there was a great focus on the study of ESP (English for specific purposes) that many

learners have been oriented towards this specialty. As remarked in the questionnaire, there mentioned four specialties that introduce the choice of each teacher regarding his/ her subject matter. As revealed in the above table, 12 actually practitioners were studying didactics and applied linguistics, and they represented the highest percentage of about (60%). The targeted specialty that is ESP contained six participants who had a rich background and knowledge about this specialty, they learned ESP and three of them are teaching the module at the level of the department of English. The third group consisted of two teachers who were studying linguistics and more precisely they learned sociolinguistics. It was also noticed that no one of the participants had specialized in the learning of literary studies and civilization.

4.2.1.1 Practitioner's Approaches to Assessment

The following question aims at indicating the choices of the ESP practitioners vis-à-vis the assessment practices. The participants had the opportunity to tick one of the three answers proposed in the first question regarding the techniques and instruments employed upon an assessment practice.



Graph 4. 1. Assessment instrumentations

At the first level, we have importantly focused our attention on the practitioners who have the ability to coordinate the traditional and innovative tools within their assessments i.e. those who are able to use both strategies when appraising the students' capabilities. In relation with the given information, 30% of the teachers announced that using the traditional techniques in assessment that, in some sorts, has to keep its simplicity and originality.

- **EXAMPLE:**

➔ **The use of technology in assessment breaks down the real objective of the classroom that there will be no interaction between the teacher and the students.**

In agreement with the use of both techniques, the total number of the respondents is equal to 70% that is 14 of the participants have announced that both strategies are fruitful and very crucial to ensure a good quality of assessment.

- **EXAMPLE I:**

➔ **I personally opt for both strategies; the use of innovative tools in an assessment allows the teacher to have an idea of the level of the students at a short period of time. And for me, the traditional method helps to preserve the simplicity and the originality of the teaching/ learning atmosphere.**

It was noticed that there were some practitioners who do not prefer to practice their teaching or assessment using the new forms so that they privilege to appraise their teaching or their students' competences and skills through the employment of the traditional strategies that they aim at keeping up the originality of the process. According to their responses, the students should directly integrate with the learning environment.

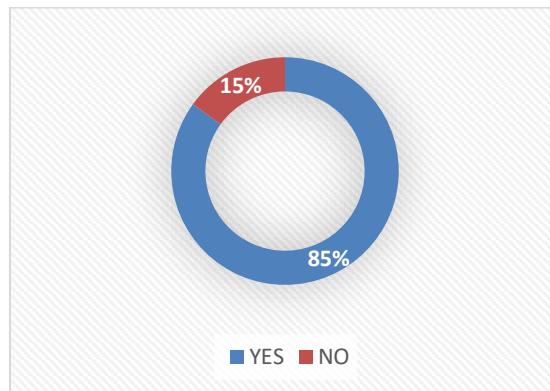
On the other trend, the approaches combination with adaptation to ESP students' needs and the assessment context are according to the Algerian ESP practitioners more encouraging than the exclusive use of only one form of assessment. Greater flexibility is

provided via eclecticism in assessment to practitioners and establish a new vision for the measurement system. This variety in assessment methods implies that process which partners both teachers and students in using different strategies in gathering evidences about learning in a systematic way that better ensures the achievement of the learning goals. These methods are best imbedded in assessment and reflected in such elements as communicating learning outcomes, motivation, and feedback... etc.

Undoubtedly, the success of assessments is figured with the extent to which teachers are making progress in their assessment design. In order to engage an appraisal procedure to have an eye on the ESP students' performance to ascertain that they have reached the necessary learning targets and skills, it is important that the practitioners should not rely heavily on only one assessment method. They must be creative and more attentive to utilize different shapes of assessment to conform to academic and vocational specifications.

4.2.1.2 Practitioner's Posture towards Innovation in Assessment

In order to confirm the previous points, it was necessary to engage this question in our research. The present question is concerned with the ESP practitioners' thoughts about the implementation of the technological tools throughout assessment. It was divided into two main parts; the first one provided numerical and quantitative details about the possibility to associate the notion of innovation with that of assessment. The second part was designed to clarify the first part.



Pie-chart 4. 1. Assessment association with innovation

As noticed in the table below, the rate of (85%) that is 17 practitioners announced that there would be fruitful teaching productivity when relating assessment with innovation. They argued that:

▪ **EXAMPLE I:**

➔ **The teacher should be updated with the new technologies in different domains including mainly teaching**

▪ **EXAMPLE II:**

➔ **It is important to be creative in your teaching as well as your assessment. It is fruitful to give new vision to the appraisal practices allowing students to be dynamic and motivated enough to participate in assessment.**

Three of the respondents (15%) have declared that it would be difficult to connect the notion of innovation with assessment for checking the students' knowledge. They claimed that:

▪ **EXAMPLE I:**

➔ **In my opinion, it is impossible for a teacher to assess the learning process and progress via the use of innovative tools because of the lack of equipment and materials.**

▪ **EXAMPLE II:**

➔ **Being traditional or new, it is still assessment and a matter of giving grades.**

In agreement to the teachers' answers, it is noticed that the higher percentage confirmed that it is very possible to associate the notion of innovation with assessment practices but this requires careful consideration in order to have a positive impact on the teaching-learning process. It is always possible for a teacher to create a new way to assess knowledge but sometimes with some special learners, it is impossible for an ESP practitioner to measure their learning process and progress that is why he needs to be creative and adaptive when it comes to assessment. Innovation then, is the key driver of educational advancement and for the betterment of measurement procedures.

Moreover, the changes that technology has brought urged education leaders in the entire world to opt for new methods and techniques of teaching and among them assessment, and the aim is to enhance educational effectiveness. Furthermore, it is important to be creative in the teaching as well as in assessment to give a new vision to the appraisal practices allowing the students to be dynamic and motivated enough to participate in the assessment. Besides, achieving innovative objectives and fostering creativity requires more innovative testing criteria and, accordingly, more open measurement methods.

4.2.2 Assessment between Tradition Stability and Innovation Continuity

Noticeably, to recommend the ESP learner for a degree award, the overall measured grade average has to be calculated. Precisely how the final mark is weighted varies from one practitioner to another. Each one of the informants has his/her appropriate strategies when teaching the ESP students as well as assessing particular competence or skill. According to their answers, the traditional strategies differ from one teacher to another during their assessments. There occurred various common points for most of the respondents that they use the pen and paper tests namely short answer tests including the

multiple-choice tests and true/ false statements. The total number of practitioners (100%) has selected the MCQ type. Controversy, other teachers preferred text comprehension, dissertations, class questions, essays, and final projects to provide the learners with either feedback, grading, continuous testing or diagnostic the students' lacunas in certain learning points.

Assessment strategies vary according to teaching conditions and the learning environment in the institution. The types of equipment, as well as the number of students, represent the main parameters for the assessment design. In order to facilitate and provide the learners with reliable feedback or grades, the practitioner has to employ the suitable types to advance rapidly and gain much time to switch to other learning points or levels. Regarding the extracted results, the teachers have privileged the MCQ type for their assessments since it helps them in measuring a large number of students' performance in a short period of time. This could also offer the practitioner to have external aid like the participation of his colleagues in such types.

If the MCQ tests are appropriately designed, the students' abilities would be tested in order to memorize and recall their understanding and even to reason analytically with the knowledge. Admittedly, MCQ tests do not share the same characteristics as the other written examination papers that require much longer answers. In Addition, the ability of ESP students may not be tested to create or synthesize new knowledge from previous items that have been studied.

On the other side, the respondents' answers represent one of the most important steps for the progress of the research because according to their responses the investigator would check the degree of creativity of each individual and the strategy he/ she utilizes in the assessment practices. Furthermore, the treatment of the innovative techniques could help in designing new tools to be spread among the teaching staff. It is revealed that the majority

of the participants (85%) have replied to the question, however, three of them (15%) didn't answer and they mentioned that they do not use any of the new techniques for appraising their students' competencies and skills.

- **EXAMPLE:**

➔ **I'm not in favor of new assessment tools because I don't belong to the new generation of teachers.**

The above example indicates that the experienced practitioners do not use the new techniques. This opens the path to a deep investigation of their attitudes, preferences, and training regarding the use of the new techniques in their classrooms. It is noticed that the three respondents are practicing the teaching profession for more than ten years. On average, the ESP practitioners with a decade or more of experience are more effective in the use of the classical and traditional forms than novice teachers do in their professional careers. It is then claimed that the ancient generation of teachers prefer the traditional tools in their assessment and this would reflect their need for training for the employment of the new techniques in their assessment practices. This also indicates that they are not ready psychologically and physically to attend such training sessions.

On the other side, the 15 other respondents have provided various new types of techniques to be used in the Algerian official institutions. Some of the respondents (70 %) have been focusing on the use of the new integrative strategies that the students should be directly implicated in the assessment practices. They declared that they use types like Formative assessment (feedback), conceptual maps, Project work (research and presentations), scoring games, classroom interaction, peer and self-assessment. The second group of informants (30%) announced that they insert some of the instrumental materials in their assessments including the digital formative assessment tools (online surveys,

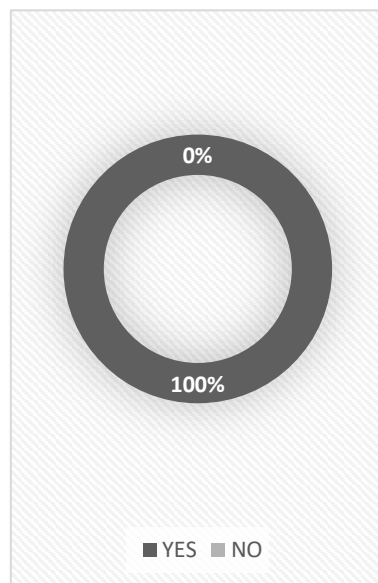
polls...), quick quizzes, Google Forms, Quizlet (a mobile app), E-quizzes, portfolios, E-assessment (Moodle), and ICT grading tools.

In accordance to the extracted result, it is remarked that the learner could be effective participants in the assessment practices when engaging some integrative techniques like self-assessment and peer-assessment with providing the learners with adequate information about the principle of each type.

When using peer and self-assessment, the ESP practitioner should ensure that the peer is anonymous and that it is not the peer who provides the final mark. Even when engaging in self-assessment, it is the teacher who has the final decision of grades. However, instruments could be utilized in assessment as constructive supports for the betterment of these practices. All in all, the assessment practices are to be associated with the new technologies. This connection can have enormous gains at the level of teaching efficacy.

4.2.2.1 Assessment; a Lever for the Development of the Teaching Process

The objective of the question is to indicate the importance of assessment in the development of the teaching of ESP. The participants had to confirm that assessment has a great impact on the enhancement of the teaching process. The rate of 100% declared that assessment improves the quality teaching and particularly in ESP areas.



Pie-chart 4. 2. Assessment impact on the teaching and learning

Corresponding to this percentage, it is noticeably regarded that assessment is important and powerful component in rapport the enhancement of the teaching-learning process. The teaching goals have to be aligned with the assessment. In this context, Biggs announced that “What and how students learn depends to a major extent on how they think they will be assessed.” (1999, p. 141). In order to determine how the learners approach the learning tasks, it is very crucial to recognize the necessary assessment tools for the measurement of the ESP students' learning as well as the teaching process. Well-constructed appraisal mechanisms offer constructive and valuable information about teaching. Providing that assessment design coordinates with learning outcomes and instructional methods, it develops the quality of teaching, and reinforces the ESP student learning.

It is figured the impact of assessment on the educational system in relation to the ways teachers teach, and the ESP learners' motivation to obtain knowledge. The role of assessment is also remarked in various pedagogical settings and objectives:

1. Assessment for learning

This supports practitioners having insight into what learners perceive for planning and guiding directions and giving them purposeful feedback.

2. Assessment as learning

Assessment could also be seen when the students increase their learning awareness in order to adjust, advance, and take liability for their learning.

3. Assessment of learning

The students when being informed of their achievement at certain learning points, they could observe continued progress, support learning interventions, and celebrate success.

We have noticed that assessment challenges encountered during the teaching/learning process including its purpose based on the evidence it presents to the educational system. The assessment cycle could be seen in various figures with the purpose of improving the quality of higher education.

4.2.2.2 Dominant Assessment Practices: What Viewpoints?

The following question aims at determining different targets and points of view of the practitioners. Many options have been provided and each respondent has to select his/her personal and appropriate answers. The above table was divided into six columns; the first one contains the 20 propositions, however, the other columns are separated into five points likert scale (from very important, important, neutral, less important, to not important.)

Table 4. 2.Practitioner’s preferences in assessment use

| PROPOSITIONS | VERY IMPORTANT | | IMPORTANT | | NETUTRAL | | LESS IMPORTANT | | NOT IMPORTANT | |
|--|----------------|------|-----------|-----|----------|-----|----------------|-----|---------------|-----|
| Reach several assessment criteria (transparency, reliability, authenticity etc...) | 13 | 65% | 07 | 35% | / | / | / | / | / | / |
| Take a break from learning, even if it means wasting time | 02 | 10% | 11 | 55% | 05 | 25% | 02 | 10% | / | / |
| Diminution of sanction and blameworthy attitudes | / | / | 05 | 25% | 04 | 20% | 07 | 35% | 04 | 20% |
| Measure the relevance of my pedagogy | 16 | 80% | 04 | 20% | / | / | / | / | / | / |
| Impose the external standards | / | / | / | / | 12 | 60% | 08 | 40% | / | / |
| Recognize error as an integral part of learning | 12 | 60% | 08 | 40% | / | / | / | / | / | / |
| Give the learners the opportunity to distance themselves from their learning | / | / | / | / | 07 | 35% | 07 | 35% | 06 | 30% |
| Respect the student's personality | 07 | 35% | 06 | 30% | 07 | 35% | / | / | / | / |
| Observe learners in a particular learning situation | 16 | 80% | 04 | 20% | / | / | / | / | / | / |
| Check the students’ knowledge and performances. | 20 | 100% | / | / | / | / | / | / | / | / |
| Check whether the results achieved correspond to the objectives assigned | 20 | 100% | / | / | / | / | / | / | / | / |
| Replace the notion of mistake with that of error | / | / | / | / | 13 | 65% | 04 | 20% | 03 | 15% |
| Provide feedback to the students | 15 | 75% | 05 | 25% | / | / | / | / | / | / |
| Underline the learning objectives and difficulties | 08 | 40% | 12 | 60% | / | / | / | / | / | / |
| Rejection of competition between students | / | / | / | / | 10 | 50% | 10 | 50% | / | / |
| Obtain ideas about the learners | / | / | 13 | 65% | 04 | 20% | 03 | 15% | / | / |
| Strengthen my professional authority(plan, monitor, and report the learners’ progress.) | 10 | 50% | 07 | 35% | 03 | 15% | / | / | / | / |
| Relate the learner's performance to what is expected to him in the society. | / | / | 03 | 15% | 07 | 35% | 05 | 25% | 05 | 25% |
| Indicate to the learner that he must use his knowledge independently | 10 | 50% | 10 | 50% | / | / | / | / | / | / |
| Check the assimilation in the students’ knowledge regarding the four language skills. | 13 | 65% | 07 | 35% | / | / | / | / | / | / |

Related to the highlighted results extracted from the above table, 13 participants, representing 65% of the total number aimed at reaching the main assessment criteria

including reliability, authenticity and transparency...etc. This means that most of the practitioners agreed to engage a well-designed assessment practices. Secondly, time consuming is another point to be discussed from the second option that are about 11 informants announced that though these practices take more time but they considered them as break time from learning. Five other respondents (25%) took a neutral position. Regarding to the third proposition, seven participants (35%) declared that sanctions and blameworthy attitudes are less important to be taken into consideration, and according to the other responses, minority of the teachers said that these psychological points should be covered and just 25% of them declared that these attitudes have to be secured. The next statement addresses the measurement of the relevance of the teachers' performance; 16 participants had confirmed this by saying that it is very important and the second group that comprised four informants (20%) said that it is important. It was observed that many options have been rejected by the most of the teachers including the fifth one, the other options like no. seven, twelve, and fifteen. These propositions took the interval scale from neutral to not important i.e. the majority of the informants did not use or accept these propositions in their assessment practices.

On the other hand, many practitioners, about 12 answers said it is very important to regard assessment as the mechanism in which error is recognized as an integral part of learning. And the other eight participants, representing (40%) have claimed that it is important. Moreover, the 20 participants uttered that they engage assessment practices to check the students' knowledge and performance and control whether the achieved results correspond to the underlined teaching objectives. In approximately the same interval, 15 practitioners representing (75%) declared that assessment is very important to provide feedback to the learners; in this context, the other five teachers said it is important for the promotion of the learning process.

In thoughtfulness of the teachers' professional development, (50%) of the informants declared that it is through assessment; their professional behavior would be strengthening by monitoring, planning, and reporting the students' progress. Relatively, (35%) have reinforced this argument by saying it is important, however about only (15%) of the participants took a neutral position.

The student is the main character in the teaching/ learning process. More correspondingly, he/ she will be influenced with assessment practices. This influence would change the way of thinking of most of the learners. For this reason, the two last propositions are provided to know whether assessment effects on the learners' performance regarding the four language skills and on the other hand, they gain certain motivation and autonomy. According the responses, it is revealed that the percentage of (50%) argued that it is very important that the ESP learner has to use his/ her knowledge independently. The same percentage declared that it is important since this would offer him/ her kind of self-regulation, confidence, motivation, and autonomy. The last option denotes that 13 informants representing (65%) said it is very important to check the assimilation in the students' knowledge regarding the four language skills, and the other seven participants (35%) have confirmed that assessment procedure could by a mean or another balance between the learners' strategies in their acquisitions of the four language skills.

4.2.2.3 Assessment Styles in ESP Classrooms

In response to the previous question, the informants had the opportunity of selecting more options at the same time; and as it appears clearly the choices made vary between the staff of practitioners vis-a-vis the types of appraisal practices. They have been given nine options, in addition to other preferences that could be designed by each one of the informants.

Table 4. 3. Assessment styles in ESP classrooms

| | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 | T10 | T11 | T12 | T13 | T14 | T15 | T16 | T17 | T18 | T19 | T20 | Total | % | |
|----------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|----|----|
| MCQ | + | | + | + | | + | + | | + | + | + | + | + | | | + | + | | + | | | 13 | 65 |
| MATCHING TEST | + | + | + | + | + | + | | | + | + | + | | + | + | + | + | | + | + | | | 15 | 75 |
| PLACEMENT TESP | | + | | | | | + | + | | | + | + | | + | + | | | | | | + | 8 | 40 |
| NEEDS ANALYSIS SYRVEYS | + | | + | | + | + | | + | | + | + | | + | | + | + | + | | + | + | | 13 | 65 |
| QUESTIONNAIRE | + | | + | | | | | | | + | + | + | + | + | + | + | | + | | + | | 11 | 55 |
| OPEN BOOK TEST | + | | | + | | | + | | | | | | | | + | | | | | | + | 5 | 25 |
| SUMMARY | | + | | + | | | + | | | + | | | + | | + | + | + | | | | + | 9 | 45 |
| SYNTHESIS | + | | | + | | | | | | | | | + | + | + | + | | | | | + | 7 | 35 |
| FAULT IDENTIFICATION TASKS | + | + | + | | + | | + | + | | | | | | | | | | | | + | + | 9 | 45 |

As highlighted in the above table, the informants who used the MCQ option represent 13 of the participants that is (69%), and the same percentage of the practitioners have selected the needs analysis surveys. According 15 teachers (75%) who announced that matching test is better for assessment; 11 others (55%) claimed that they privilege the questionnaire to be used either for assessment or for needs analyses. Nine participants represent (45 %) have selected two options; fault identification tasks and summary of texts and scientific articles. the placement test has been chosen by eight teachers that is 40% declared that they preferred to know about the students’ language capacities in order to place them in their appropriate levels. It is also noticed that seven participants who represented (35%) wanted writing synthesis. Five informants represented the lowest percentage that is (25%) have announced that open book test could help in the development of the ESP students’ language learning.

The above statistics depict that each individual of the teaching staff has his/ her own strategies in assessing the students’ capabilities in ESP. According to the practitioners’ choices, it is concluded that the nature or the general atmosphere of the classes is a prominent parameter in the design of test. The highest rates share that the three first choices i.e. matching test, MCQ, and needs analysis surveys indicate that they represent

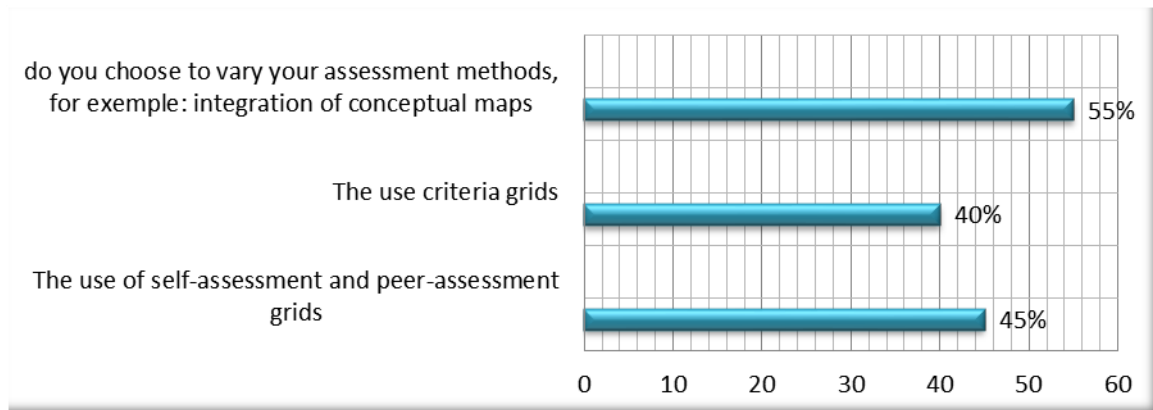
the fastest and easier styles used for apprising the classes of large size. These types share nearly the same form of design regarding the style of instructions:

- ▶ Homogeneity; the lists/ options or answers should be introduced in a homogeneous form that includes words or phrases similar in style.
- ▶ Short lists should be relatively provided and arranged in some logical order
- ▶ Clear directions should be stated about how options are done with feasibility and chronologically.

Multiple-choice items, surveys, and matching items may be utilized for measure either simple recall or more complex applications. The student must tick words or phrases that they consider as appropriate to gain the grade and the scoring is the main objective. To conclude, it is said that these formats permit to test a large amount of content in a relatively simple and short manner

4.2.2.4 Choices in Terms of Assessment Techniques

The following question is devoted to indicate the ESP practitioners' choices in terms of assessment. The researcher has suggested some options and on the other hand, each one of the respondents had the opportunity to select the possible options he/ she sees them efficient in the assessment. Consistent with the given results shown on the graph bellow, most of the informants have given at least one or two propositions.



Graph 4. 2. Teachers’ choices in terms of assessment

Ostensibly, the statistics display that a substantial percentage of about (55%) of the ESP practitioners try to vary in their assessment methods like the integration of the conceptual maps. On the opposite side, (40%) of teachers have privileged the utilization of criteria grids. A mean of (45%) of participants preferred the use of self-assessment and peer-assessment grids.

Assessment is usually regarded as unreliable and biased. It is generally known that the traditional or classical assessment procedures become redundant and lead to a routine approach for appraising learning. From other side, many practitioners attempt to be more creative when the varying standards are being implemented. They use techniques that would change the shape and the value of assessments. Teachers will inspire and integrate the students in their assessments like self and peer-assessment as well as the use of grids and conceptual maps.

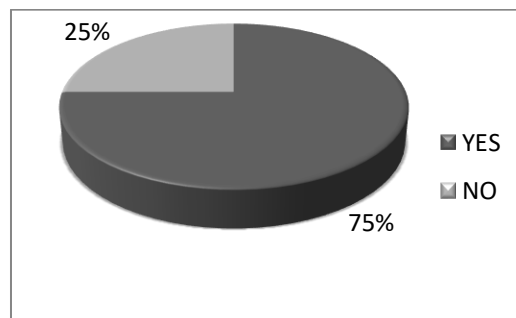
In order to promote assessment procedure, Masters (2013) has suggested three new fundamental transformations to be considered for assessing students’ learning;

- New thinking refers to the ways assessment regulates and controls learning, ranks the learner’s knowledge and understanding, and stresses on what is needed to progress the learning process.

- New metrics presents assessment of a wider ramble of skills and gives those addressed the modern assessment practices.
- New technologies provide potential support to rework assessment practices with interactive and intelligent sorts of evidence, gathering techniques, and also by giving immediate and high-quality feedback to students.

4.2.3 Impact of the 'ESP' Learner Profile on Assessment

The following question was designed to know the different perspectives of the practitioners towards the treatment of the student's profile and its effects on the assessment process. It is noticeably that teachers have various points of view that are clearly mentioned on the pie- chart below:



Pie-chart 4. 4. Importance of students' profile in assessment

The respondents argued that it's very important to take into account the student's profile to make assessment more effective. About (75%) of the informants that are 15 confirmed the effectiveness of knowing about the learners' profile on the progress of assessment.

- **EXAMPLE I:**
 - ➔ **The students profile gives a clear insight into the learner process**
- **EXAMPLE II:**
 - ➔ **ESP is all about needs analysis which includes automatically the learners' profile.**

In contrast with the first answer, five participants (25%) declared that it is not easy to treat each one of the student individually, because of the general learning atmosphere as the large size of the students in one section since their number does not permit the practitioner to know about the profile of each learner.

- **EXAMPLE I:**

—————> **The number of students is big; we cannot take into consideration the profile of each student. Students are of different levels and thoughts**

- **EXAMPLE II:**

—————> **For objectivity, all students should be treated equally because having some background knowledge about any student can lead to empathy.**

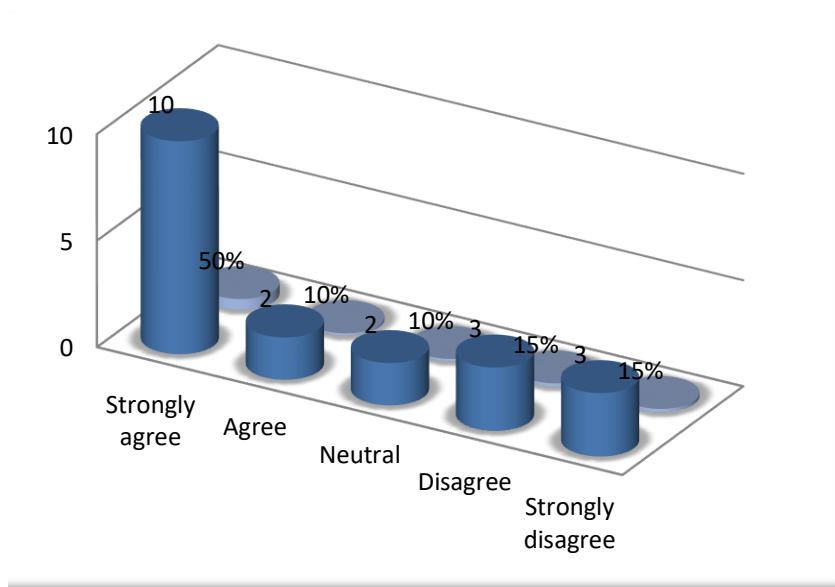
The informants' answers indicate their interest related to what their learners would achieve after attending the ESP sessions. According to them, students are the cornerstone of the teaching and learning operation and the process of assessment aims first at measuring what they can do and provide feedback on how they are going in learning. The treatment of the ESP students' profile helps to measure their progress and gives an "exhaustive" description of the targeted skills among other features such as cognitive capacities upon which teachers would build future learning objectives. Furthermore, knowing the learners' profile helps building rapport between the teacher and the student to achieve a positive learning environment. Researchers, tutors, stakeholders, and practitioners use a set of assessment criteria that measure the student's current level as it is the case with every achievement test (summative).

Also, taking students' profiles into consideration may invoke notions of ability grouping and tracking which may lead the teacher to use different standards when assessing the performance of students from the two different, high-ability and low-ability, clusters. This is not to be categorical but after several years of experience, it is noted that a

successful process relies on assessment of learners and to know their weaknesses is part of the process.

4.2.3.1 Practitioner’s Perspectives of the Learner’s Involvement

In the framework of the treatment of the Algerian ESP students, the answers of this question are as important to sustain the previous one since the students’ direct involvement requires qualifications and personal characteristics to be integrated. It is generally known that teachers have their opinion towards the involvement of their students in assessment. The target of this question is to know about these points of view that are regarded, for the researcher, as a creative step in promoting the quality of assessment procedures more particularly in ESP classrooms. The informants are asked a mixed question to provide both quantitative and qualitative data.



Graph 4. 3. Students’ involvement in assessment

In accordance to the gathered data indicated in the above bar graph, the practitioners have given different information depends on the actual learning conditions. The responses

varied from one group to another. The majority of the answers were in favor with the involvement of the students in appraisal operations, 10 teachers that are (50%) declared that the learners should have the chance to be integrated in the assessment practices. They said that they strongly agreed. Two other teachers approximately confirmed the first answer by saying that they agreed with the involvement of the student in assessment.

- **EXAMPLE I:**

- ➔ **ESP Learners are most of the time adults and subject specialist with whom a variety of methods of assessment is possible from the very classical one till self-assessment method. So, I personally strongly agree**

- **EXAMPLE II:**

- ➔ **Assessment has to emphasize on ways/methods that reveal students' high order-thinking skills that would reflect whether they are applying studied rules properly, whether they analyze, evaluate what they learned of course if they are able to create an output product.**

- **EXAMPLE III:**

- ➔ **A variety in assessment method implies that process which partners both teachers and students in using different strategies in gathering evidence about learning in a systematic way that better ensures the achievement of the learning goals. These methods are best imbedded in formative assessment and reflected in such elements as communicating learning outcomes, motivation , feedback etc.**

The second group includes two respondents who represented (10%). They have announced that the nature of the assessment and the students' knowledge are decisive in the involvement of the students in measuring their learning. All in all, they kept neutral in

- **EXAMPLE I:**

- ➔ **In my opinion students should not take part of summative assessment, in other words, they should not be allowed to give themselves grades. However, they are encouraged to take part of a formative informal sort of assessment where they can only give feedback. For the end of preserving the rater reliability only one rater, the teacher, can grade.**

- **EXAMPLE II:**

➔ **Students' involvement is important when talking about the new forms of assessment. On the other hand, if we take into account that students, at this stage, ignore the basics, types, and principles of assessment.**

A group of six teachers that (30%) claimed that assessment would be successful if the teacher is the only responsible to gain transparency, and objectivity. They reinforce their answers by saying that the students are not able, in any way, to assess their learning capabilities and progress. Moreover, the students have nothing to do with assessment it is the mission of the teacher.

- **EXAMPLE I:**

➔ **I disagree because the students vary in their thinking and their backgrounds vary too. For the sake of a good input and a satisfying output, assessment should be occupied by the teacher who would make the process successful.**

- **EXAMPLE II:**

➔ **Involving students can lead to interference with the objectives. I strongly disagree.**

Pursuant to this group of participants, it is very interesting, on paper, to involve the learners in the act of assessment, but the nature of learners and their motivation can be very different from the teacher one, and by that the involvement can be unsuccessful or even sometimes impossible.

It is remarked from the extracted results that most of the responses argued that involving the students in assessment represent a new challenge for both the ESP teacher and the students; the former to diversify and create strategies of measurement and the latter to share their personalities and competencies. In this vein, Falchikov summarized the advantages behind integrating the students in assessment practices by saying that:

The reasons for involving students in assessment throughout the 1980s fall into seven categories: 'Benefits'; 'Investigating

processes'; 'Addressing problems of assessment'; 'Measurement'; 'Assessing and developing professional and communication skills'; 'Transferring power' and 'Pressure.

(2005, p 84)

It is firstly cited that the benefits of students' involvement in measurement in the context of ESP is the spur to innovation. The benefits of student involvement in assessment are also recognized more widely. It should be noted, however, that this step represents the recognition that communication skills are crucial in various professions, and that ESP students are representatives to carry out assessments of these communicative skills. Students' involvement in assessment could be seen in sort of two figures; self- and peer assessment that can alternate to address learning issues faced with the traditional assessment. Teachers and students alike should partner in gathering evidence about teaching and learning, for it is a means to unveil the learning deficiencies and improve the quality of teaching.

In order to raise the students' motivation to learn, give them ownership over their learning and make them feel like they have control over all their practices including assessment. In this way, they will share understanding, autonomy and authority. Consequently, students' involvement in assessment is a part of the student-centered learning and one of the main parameters of creativity and innovation in assessment. The demand for changing the conceptions of teaching and learning in ESP brings peer- and self-assessment into the classroom as figures of creativity.

This question has a direct connection with the previous one. It turns around the students' involvement in the assessment practices. The informants have been asked to answer a question consisted of four main options. They had the opportunity to tick more than one option. Related to the results figured in the bellow table:

Table 4. 4. Learners' involvement in assessment practices

| | |
|--|------|
| Grids developed by the teacher | 50 % |
| By giving him examples of good self-assessment practices through (ICT) | 55 % |
| By allowing the ESP student to carry out activities based on the accomplishment of tasks on (computer tools) | 50 % |
| By defining the criteria allowing them to evaluate their own performance | 55 % |

Ten of the participants (50%) announced that they favor using the grids developed by the teacher who gives the students all the equipment to facilitate instructions and allow the learners to understand them. The second group of the participants comprised eleven teachers that are (55%) declared that they prefer giving the students examples of a good self and peer assessment through ICT's sessions. Ten of the practitioners claimed that it would be interesting to involve the students in the assessment by allowing them to carry out activities based on the accomplishment of tasks via computer tools. The ultimate group consisted of eleven respondents who said that it would be better to provide all the necessary criteria to permit the students to measure their own performance.

In the following circumstance, self-regulatory processes are recommended and carried out during the entire assessment process underlying the students' learning goals, strategies, and outcomes (internal and external). It is permanently consider these points:

- ▶ Clear up what an appropriate achievement is
- ▶ Facilitate instructions about self- / peer and/ or E- assessment
- ▶ Deliver high-quality ICT instrumentations including (internet, computers, recorders, data show etc...)
- ▶ Encourage peer dialogue, self-esteem and positive motivation in order to give more advantages to close the gap
- ▶ The use of constructive feedback to support learners' autonomy and promote teaching.

These principles could be led to the creation of an assessment connections based on the:

| | | |
|--------------------|------------------|---|
| <i>Teacher</i> | <i>Initiates</i> | <i>Assessment principles</i> |
| <i>Student “A”</i> | <i>Interacts</i> | <i>Student “B”</i> |
| <i>Students</i> | <i>Gain</i> | <i>Self- regulatory process</i> |
| <i>Student (s)</i> | <i>Employs</i> | <i>Information and Communication Technologies.</i> |
| <i>Students</i> | <i>Receive</i> | <i>Feedback to promote quality assessment/learning.</i> |

4.2.4 Innovative assessments: what characteristic ?

The annotation carried out mainly related to the statistical analysis of the specific characteristics of the innovative assessment of the Algerian teacher specializing in ESP.

Table 4. 5. Specific characteristics of the innovative assessments

| CHARACTERISTICS OF INNOVATIVE ASSESSMENT | Q 01 | Q 02 | Q 03 | Q 04 | Q 05 | Q 06 | Q 07 | Q 08 | Q 09 | Q 10 | Q 11 | Q 12 | Q 13 | Q 14 | Q 15 | Q 16 | Q 17 | Q 18 | Q 19 | Q 20 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Include instrumental technologies. | X | X | | X | X | X | | | X | X | X | | X | X | | X | | | X | X |
| Involve motivated participants to intervene in any new form of tasks. | | | | | | | X | | X | X | | | | | | X | | | X | X |
| The same characteristics as in the traditional methods (validity, authenticity, fair....etc). | X | | X | X | | X | X | X | | X | X | X | | | X | | | X | | |
| Provide grades anonymously. (Integration of machines in assessment). | | X | X | | X | | X | X | X | X | | | X | X | | X | X | | | |

In association with the findings, it should be noticed that three choices were selected by 12 practitioners, i.e (60 %) particularly; the first, the third and the fourth characteristics, in other words:

- ▶ Include instrumental technologies,
- ▶ The same characteristics as in the traditional methods (validity, authenticity, fair....etc),
- ▶ Provide grades anonymously. (Integration of machines in assessment).

The teacher had the option of selecting several characteristics at the same time; and as it appears clearly in the table the choices made by each of them vary between (1-3 and 4) except the three practitioners (7-9-10-15-17 and 18) had included characteristic n^o 02 (Involve motivated participants to intervene in any new form of tasks.)

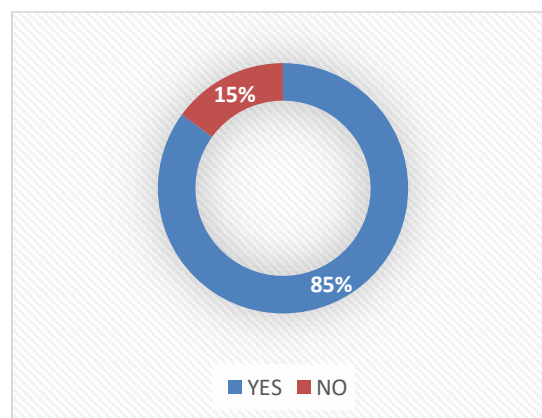
This explains that the ESP practitioner rarely involves the learner in the assessment practices. In contrast, he has a predilection for the use of technological tools, preserving the same characteristics as in traditional assessment or for anonymity during his assessment practices.

In the Algerian educational milieu, using technologies in assessment practices is the evolution that takes its space not to replace the traditional paradigms but it keeps the same principles as this and supports it. The power of present-day technologies comes to supplement assessment approaches. And this interchangeably referred to an area of E-assessment context, for instance distance assessment, assessment through website..

On the other hand, it is importantly noted that though the practitioners had spoken too much, in the previous points, about the considerable impact of the implication of the learners in assessment practices on the promotion of methodologies but they rarely do this.

4.2.4.1 Innovative assessment impact on the teaching/ learning process

This question aims at determining the attitudes of the ESP students vis-a-vis the new assessment tools and their effects on the teaching / learning process.



Pie-chart 4. 5. Impact of innovative assessment on learning process

As remarked on the above graph, 17 of the participants (85%) argued that when assessment and innovation are interconnected together, they could bring improvement in the learning process. On the other side, three respondents represented (15%) declared that the students' learning would not be, by means or another, affected when connecting assessment with innovation. This second group is regarded as teachers who prefer to use simple and classical types in their assessment because they see that there will not be any advancement in the learning process.

At this stage of our measurement, innovation in assessment is valuable in enhancing the process of teaching. The association between innovation and certain assessments starts raising some assumptions about the relationship between these two elements with the educational outcomes. Nowadays, any deeper appraisal procedure would require more creations and innovations to gain time, practicality, objectivity, and transparency of the students' outcomes and of their influence on the whole ESP teaching and learning environment. Key drivers of innovative assessment and their impact on education could be seen as follows:

- Regarding human resources, the educational sector's staffs including the stakeholders, administrators, teachers, and students agree to accept assessment in its new dimensions.
- Innovation in assessment and teaching development are strongly connected to generating improved techniques of assessment practices and the targeted knowledge.
- The use of modern technologies in assessment and the application of ICT tools is particularly a key promise for innovation and teaching.

Innovation is good and even necessary but should always rely on standards of assessment. Hence, the combination of innovation with assessment can help in developing

a wide range of performance measurements about both what students learn and what teachers teach.

4.2.4.2 Innovative Assessment Impacts on the ESP Students

This question sheds light on the main changes innovative assessment brings to the success and attitudes of the ESP students. It is remarkable, in relation to the teachers, that most of the answers were positive. In terms of learners' attitude changes and success.

- **EXAMPLE I:**

—————> **Not change, but rather this could bring much motivation and a good will to achieve target objectives**

- **EXAMPLE II:**

—————> **The new assessment techniques and tools can be parts of 21st-century skills and can help them rely on themselves and be more self-confident.**

- **EXAMPLE III:**

—————> **Motivating self-reliant students to evaluate their own competencies and hence identify the amount of necessary effort to provide in order to enhance autonomous learning**

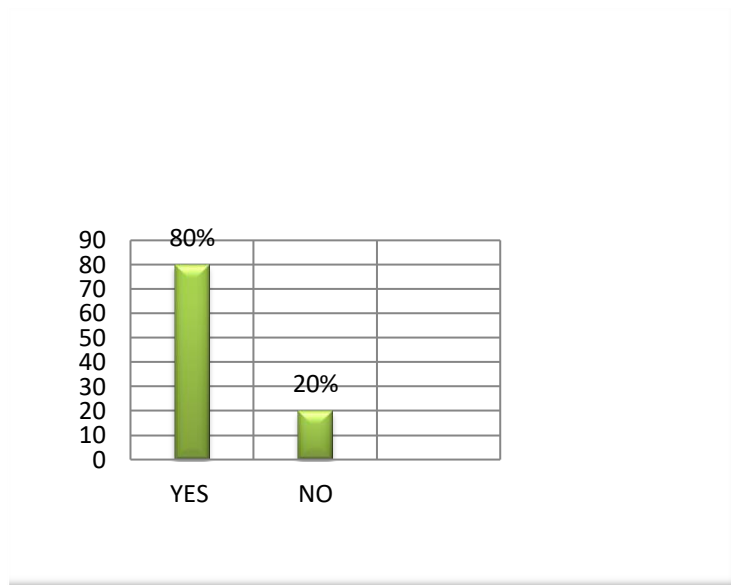
It is observed that teachers consider that the use of innovative techniques in appraising learning would conduct to the betterment of the communication skill, increase confidence levels and develop new motivations and habits that can be attained by learning the new language. In addition to this, after each new assessment form, the learners know the real level and the effort they will make and this would also spread self-assessment techniques among learners. Secondly, making the students more involved and willing to learn especially in an ESP situation, will help them to be more effective than before and upgrade their knowledge, knowing that auto assessment is now doable and can help them to advance and evolve.

More authentic and performance-based tests train students and prepare them for real-life situations that they may encounter in the coalface of their domain. By going through

new alternative assessment methods, ESP students do not only assimilate knowledge but learn how to use that knowledge as well through performing, unlike traditional measurement methods which only gauge students' knowledge. Success in authentic performance tests helps students develop positive feelings of reflectance and positive expectancies about their skills level and the ability of real-life tasks which lead to a formation of positive attitudes toward similar tasks in the future producing more approach-oriented learners.

4.2.4.3 Roles of the Innovative Strategies of Assessment in Modern Education

The last question of the teachers' questionnaire aims at demonstrating whether innovative assessment improves the ESP students' results. This question has been conducted especially for practitioners who are in nature creative in their assessment. The question was divided into two main parts; a yes/ no question, in which the teachers use short answers and the second part refers to the justification of the first one. The results could be clearly appeared on the below bar graph:



Graph 4. 4.Innovation effectiveness on the promotion of learning

In accordance to the results extracted, (80%) of the informants have announced that innovative assessment would improve the ESP students’ results. On the contrary side, the other four teachers declared that they could not be creative and they use only traditional assessment techniques. Innovative assessment, according to this group of respondents, gives the same results as the classical one. They argued that the new form of assessment is not the main purpose but it is the students’ achievement is their objective

- **EXAMPLE I:**



I’m not in favor of new assessment tools

- **EXAMPLE II:**



I personally consider that the results are the same whether we use traditional or innovative strategies in our assessment since the main objective is the students’ achievement and the student do not care of the ways they will be appraised with.

Return back to the first group of the teachers who affirmed that assessment in its new shape has a positive effect on the ESP students’ results. The following examples will justify their answers:

- **EXAMPLE I:**

➔ **After assessing the whole group within the classroom, you can reach a global view and idea about the work you'll establish and apply during your curriculum or programme, simply because the learner is entirely under your observation and can apply or response to any eventual activity you measure positive for his/her evolvement.**

- **EXAMPLE II:**

➔ **Sure! The purpose of using different forms of assessment is to help learners achieve better results.**

Pursuant to these ideas, new assessment methods in the eyes of the ESP practitioners, unlike traditional paper and pencil tests, are more of a natural learning experience which is more enjoyable and fueled by intrinsic motivation. Students here benefit at least on the psychological level where they become more motivated and less anxious. Moreover, students better their level of performance in the process and consequently, unconsciously, the sub-skills involved in an integrative unitary fashion. The use of new assessment tools promotes the students' results as well as motivation to learn mainly when they were given the chance to practice their skills. In addition to the fact these tools broaden the scope of knowledge assessed since paper and pencil testing measures specific points.

Improvements would take time to occur as students need to adjust their learning efforts according to the new types of assessment; nonetheless, students could become more active and engaged. Thus, students can reflect upon their own learning and criticize their achievement through the use of peer or self-assessment techniques.

4.3 Interview Analysis

In this research, a semi-structured interview has been conducted with seven (7) ESP practitioners at the level of different Departments including biology, sciences, economics as well as the department of English because most of the interviewees had practiced English in different ESP departments at Abou- Bakr BELKAID University. Due to time limitations and the COVID-19, the researcher varied his strategies between face-to-face and online questioning. This interview offers the practitioners the opportunity to speak about their personal experiences in the use of innovative techniques of assessment and the challenges they encountered in the design of these new techniques whether on the instrumental level including time and materials or moral like behavior and attitudes. As mentioned in the third chapter, the interview addressed to ESP practitioners was designed in English employing various tools and techniques, including Zoom, Google Meet, and face-to-face.

The results obtained from the interview are reported in the form of quotes; the practitioners were coded into informant 1, informant 2, and informant 3... informant seven to better ensure the ethical factor, confidentiality and transparency of their answers. The interview questions are analyzed and presented as follow:

4.3.1 Teaching Approaches: Innovative vs. Traditional

The first question of teachers' interview is personal in order to get a deep knowledge of each one of the practitioners' personality regarding the practices and the performances in assessment. The Question explores teachers' assessment regarding the styles in engaging their practices. The results of this question are as follows:

QUESTION 1: are you innovative in your practices?

Informant 1: “Yes, I am and it is of great importance to be so.”

Informant 2: “Yes, to some extent.”

Informant 3: “Compared to the teachers whom they taught me; I'd consider myself an innovative teacher.”

Informant 4: “Yes, sure.”

Informant 5: “ as I' m novice, I don't know exactly if I'm innovative in my practices or not

Informant 6: “ not at all, because I see that to be creative in your teaching you need time, and this is precious especially for a teacher who prepares his thesis”

Informant 7: “ I am very innovative in my practices whether in class or assessment...ooh I think so or this is what the students say”

The first Question is personal because it seeks to know if the practitioners are innovative in their practices or not. This question also aims to better understand the practitioners' attitudes towards innovation in practices including; teaching and assessment.

According to the results obtained, it was observed that the majority of participants relied on innovation as a way to be more creative in their practices. About (85%) of the interviewees declared that innovation is to be crucial in most of the teaching practices. As revealed from the teachers' answers, only two practitioners representing (15%) announced that they are not innovative for many reasons as time, experience, or their ignorance of innovative practices.

4.3.1.1 Practitioner's Representation of “Innovation”

The following question aims to know the different introductions of the term “innovation” according to each one of the practitioners. The interviewees have given their personal definitions that are the followings:

QUESTION 2: what does innovative mean to you?

Informant 1: “According to me, it is something great to hear that a person prioritizes innovation since it is important and solve a problem effectively by using innovative methodologies. That way, it can generate a real impact and be of a great value to humanity.

Informant 2: “I see that innovation is introducing a new method or improving an existing one, solving problems creatively”

Informant 3: “according to me, bringing new practices in the field we are specifying in”

Informant 4: “Innovation means bringing something new and in our context, it means inventing a new method for teaching.

Informant 5: “ well, innovation for me is bringing or tackling the subject from a new perspectives from different sides which means I try to create tasks for example if it is written I present it in another way so that the student can interact with it. So it is the prescriptive of interaction changes according to the level of innovation, so when they follow standard techniques they have standard reactions. This means that when you innovate you’ll have extraordinary reactions.

Informant 6: “innovation in general according to teachers is that being creative to achieve the purpose you underlined either in your teaching or more particularly in your assessment practices”

Informant 7: “innovation refers to new challenges that each individual faces in order to create new methods to be used in different fields of life like teaching”

The current situation intends to analyze the degree of the practitioners’ recognition about the term ‘innovation’. Everyone has used different terms to present this term, and most of the definitions argue that it refers to the challenges the teachers face when bringing new practical applications and creating new methods that facilitate the students’ interaction for achieving the underlined learning objectives. This being the case, innovating in

education is indispensable comprising the constant transitions that develop and deter it from the perspective of teachers and students. The understanding degree of the benefits of innovation in education is vital in transforming and reestablishing new strategies to promote learning along with the curricula.

4.3.1.2 Teacher's Vision of Innovation in Assessment

The key question joins the two research main concepts; innovation and assessment. The relation between them is introduced differently by every one of the participants. The common point that all of them declared is that any appraisal procedure requires modifications and creativity.

Informant 1: "I completely agree with you. In education, Assessment plays a crucial role in education as it not only measures a student's understanding of a subject but also drives his learning and helps him to identify his strengths and weaknesses. On the other hand, I personally see that the use of innovation in assessment helps teacher to measure the effectiveness of his teaching methods and make necessary adjustments. Hence, it is vital to have a new well-designed assessment system that aligns with the future of the learning process".

Informant 2: "according to the common introduction of the term Assessment, that is an integral part of the learning process. It helps teachers understand how students perform and what they need to work on. It also helps students understand their strengths and weaknesses so they can work on them accordingly."

Informant 3: "The most recent trends I personally see in assessment are set for learners' autonomy like.....for instance, self- and peer-assessment. However, though these two are practiced long time

ago in many countries they are still regarded as something new and odd in the Algerian context”

Informant 4: “Innovation in assessment entails inventing new strategies in assessing our students and the use of innovative assessment can be viewed as something that boosts students to promote learning, skills and competencies.”

Informant 5: “innovation in assessment is a very important think especially for our educational system because we are supposed to grade the students from one to twenty. This system of grading in assessment kills the students’ innovation and now the student is supposed to be given a subject where ...he should write and answer in a rigid way but innovation in assessment they can feel that they are assessed but in a fun way. They like assessment. It is not like the traditional way. Without innovation they hate assessment...they would prefer not to be tested or to be assessed but innovation in assessment, they are excited to do the task whether it’s through a PC or online assessment or different types of assessment. I see that without innovation the students feel bored and stressed more or less. It is less stressful.

Informant 6: “innovation in assessment is very important; yes it is important especially that we need to create new ways to assess the students. Ways that can be less stressful. Or ways that can be easy to be applied.”

Informant 7: “innovation in assessment is about creating or finding ways to assess the students by any creative way that would serve the purpose. So, any other new especially adapting or using ICT’s like Moodle if they are well explored in assessment.”

The informants confirmed that the integration of innovation in assessment would lead to authenticity and objectivity and of course the students would become curious to take part as participants in the new tasks. For instance, various genres of assessment are

realized via mobile devices that are particularly handheld computers and many learners have simple and direct access as owners of the machines. Other ICT's could be utilized as forms of innovation in assessment to address some of the activities. This offers the teacher an opportunity to involve the students directly when employing these technological devices. Furthermore, it is very important to invest time and energy that are the main concern of the teachers.

4.3.2 Innovative Assessment and Improvement of Teaching: What Impact?

The fourth question is designed to indicate the degree of improvement in the quality of teaching in the classrooms. The participants' responses have attended approximately the same target.

Informant 1: "Innovative assessments in education can be fruitful to students. This means that as we design well-constructed and innovative assessments we will help our students to showcase knowledge and language capabilities and also we enable them to meet the learning objectives and standards. Additionally, such new trends of assessment would support students and empowers instructor to determine if his teaching methodologies are successful in meeting the objectives of courses"

Informant 2: "There are a number of ways in which innovation in assessment can help both teachers and students. One way is by providing real-time feedback on a student's progress, thereby helping them stay motivated and focused. Another way is providing instant feedback, thereby helping teachers be more efficient with their time and resources."

Informant 3: "Yes of course, it does, I think that teachers who develop his assessments and create new figures will give valuable

instruction, and give students opportunities to demonstrate success”

Informant 4: “Sure! Since innovative assessment increases students’ commitment, and inspires collaboration to gain sustainable learning/teaching process.”

Informant 5: “ of course! It does. I give you an example, I teach literature. Literature is supposed to be text where they read novels, short stories etc...for first year, they read short stories how can I push them to read short story. So, I needed to create innovative way so that I pushed them to read fifteen or twenty pages. So, what did I do for my students? I brought pictures as the black cat by Edgard Allen Poe, I brought black cat, a cat with one eye it’s the scene of the short story. And I stucked them on the board and I told them please, tell me the story. What do you see? There is a broken wall. There is a cat with one eye, black cat, a white cat, a woman who is killed, a woman on the wall, a man with the burning house. So, I gave them the setting or the plot in pictures. Like this, I invited them to create their own story. And then, they were curious to know the real story. They directly went to read the real version.

Informant 6: “yes, of course, since when be bring a new thing, this will make the students’ curious to take and participate in the task or generally in assessment.”

Informant 7: “I’m sure that innovation in assessment will lead to authenticity and objectivity.”

According to them, the innovative techniques used in assessment would reshape the learning environment. In general, they tend to open up the teaching atmosphere. The teacher would refresh his assessment design and create new strategies to avoid redundancy and on the other hand, he becomes a linguistic model for his learners. To address learners’

needs, it is through innovative teaching methods and learning outcomes should be aligned and perceived as interrelated.

As learning is becoming digitalized, all teachers can improve their assessment styles suit the learners. To do so, it's better to ensure that their practices and activities remain relevant when designing the latest assessment techniques and finding the latest trends.

4.3.2.1 Common Innovative Techniques in Assessment

The main objective of this question is to find out the new techniques and strategies used in assessment.

Informant 1: "At the university level, what I think, it depends on learning style, objectives and strategies, and one among the innovative techniques is formative assessment."

Informant 2: "One of the techniques that I used as a high school teacher was "think, pair, and share". And at university, I often use one minute papers in which students write summaries of what they have learned, what they did not understand etc..."

Informant 3: "I usually opt for regular formative assessment which is based on instant and intense feedback."

Informant 4: "There are different techniques that can be used like; project assessment, E assessment, the use of portfolios and self-assessment."

Informant 5: "For assessment, the most famous one is MCQ, I use essays but in online assessment it's more... I give them the document, everything is allowed. Yet, plagiarism is not. So, I limit them. I also bring my PC and I assess them though games like Kahoot. My innovation techniques are built with ICT's. So I really use the pc, internet, pictures, videos. It depends on the nature of the task and the module."

Informant 6: "online academic presentations, and research papers. Self and peer assessment."

Informant 7: “you can use the ICT tools for example zoom for assessing oral expression. Google meet could be also another fruitful strategy..... Other sites like kahoot and Moodle.”

Remarkably, the interviewed participants diverted their answers and declared that formative assessment at the undergraduate level is one of the successful methods a teacher can use in his classroom to ensure that his students’ qualifications are valid. Some participants argued that self and peer assessments are necessary by directly involving the students in the practices they previously felt excluded from the culture of assessment. The third group of interviewees emphasized the use of ICT tools can facilitate interaction and integration and that the new generation of learners easily accepts new forms of instructions i.e. the main purpose of innovation in assessment is that the students are encouraged to make more efforts and develop their intrinsic motivation and interest. However, this motivation has to be built behind the implementation of innovation in assessment.

4.3.2.2 Innovative Assessment Effects on the Learners’ Results and Attitudes

The next question seems particular because it is directed towards the ESP setting. The participants are asked to present a new alternative method for assessing a specific group of students.

Informant 1: “It is valuable to see that a teacher owns different approaches in in his practices like for example project-based assignments and problem-based assignments to promote students’ knowledge retention. These assessment tests can ensure that the students get the most out of the lecture”

Informant 2: “The use of digital platforms to assess students is one of the best alternative solutions. This innovation method existed before the covid 19; however, with the introduction of blended learning, it became an effective, innovative tool to assess students.”

Informant 3: “I personally insist on formative assessment”

Informant 4: “Here, it goes without saying that the most appropriate assessment methods in ESP, as it concerns special need and terminology are, essay writing, oral assessment and teachers’ observation.”

Informant 5: “maybe situational assessment that you put the students in the situation for example, computer assessment student who study computer sciences. You directly shift your assessment towards practical tools like computers, internet sites etc... you assess the practice more or less..... so, according to the nature of the ESP course.”

Informant 6: “ESP students yes, it is more preferable to use written surveys including choices, that will be very effective technique and easy for both the teachers and the students. The students themselves don’t have broad knowledge about the language and they need to be guided.”

Informant 7: “they need English to communicate so you need to appraise the communicative side including the speaking and writing skills. Other platforms that allow video conferencing will be good tools for assessment and even workshops”

The respondents have provided different options that can help in the appraisal procedure. A great percentage of the interviewees emphasized the use of technology, especially with a large number of students such as in economics, law, and biology. They said that computers and internet support the digital platforms including video conferencing, Moodle, and electronic surveys. On the other hand, a practitioner insisted on the formative assessment. Another participant stated that the MCQ is a rapid strategy to measure the student’s achievement, particularly in overloaded classrooms. According to the participants’ declarations, it is necessary to include the ICT tools in the assessment with

the possibility of connecting these tools with MCQ to facilitate the assessment process. The employment of a multiple choice test generator in which a set of syntactic patterns are generated automatically to manage time-consuming processes.

4.3.2.3 Advantages of Innovative Strategies and Assessment Practices

The majority of the participants argued that success in assessment depends on the degree to which the practitioners are creative that they become models for their students.

Informant 1: “It's interesting for me to consider how innovation in assessment can, by mean or another, contribute to the development of learning skills and engagement, foster self-learning, and develop learning goals and objectives. It is exciting to see the potential impact that innovative assessment techniques could have on the future of the Algerian education”

Informant 2: “The most positive point is that it reduces time and effort because digital platforms can provide teachers with instant grades. Fairness and transparency as learners can check their grades and answers the moment they finish answering.”

Informant 3: “feedback Improves students’ outcomes and gives time to each one of the students to know where the problem lies regarding his/ her weaknesses”

Informant 4: “Innovative assessment is encouraging students and teachers to think in a new and outside of the box. By utilizing new tools, they can find new solutions and gain a deeper understanding of the subject matter. This helps students develop their own creativity, strengthen their learning skills, which are essential for success in the field they are interesting in.”

Informant 5: “as I told you, the first advantage is that the students are not stressed. They feel exited to be assessed and they know new things behind assessment. it is not only the grade hat ever the mark is the shift is from the mark to the knowledge.”

Informant 6: “yes, to facilitate the process of assessment; also, to avoid redundancy this means to shift from traditional to new forms of assessment in order the gain transparency”

Informant 7: “the new way to achieve the purpose of assessment is to find a space for creativity. Teachers are creative but sometimes they are limited but if you open for yourself the space for innovation you will be like a model for your learners so they will remember that their teacher was innovative and they will inspire the same or adopt creativity and innovativeness.”

According to their responses, shifts from traditional assessment strategies to innovative ones allow them to avoid repetition and gain transparency. Secondly, one interviewee stated that the most positive point is that it reduces time and effort because online assessment platforms can provide teachers with instant grades and students can check their results the moment they finish answering i.e. Moodle and Google form are time-saving tools because they are not in need of in-person intervention. Besides, they save the time-consuming data- entering the stage and the students’ answers will be recorded automatically. Thirdly, a respondent announced that innovation in assessment can, by a mean or another, increase learning skills and student engagement as they are not stressed. The psychology of the students should be considered at the first level and teachers must include their readiness when they are exposed to such new forms.

4.3.2.4 Changes Brought by Innovative Assessment

The effect of innovative assessment on ESP student learning is being investigated via this question which has almost the same objective as the last question of the teachers’ survey. The question has been directed to interviewees who are creative in their

measurements. Numerous positive effects on learning have been noted and the ESP students would strongly support new methods of assessment.

Informant 1: “I think that teaching is more constructive when the teacher explains and knows how to ask questions. This increases students' enquiries further. The classroom is based on a sure foundation of knowledge of their context.”

Informant 2: “Innovation in assessment can bridge the gap between learners and the language itself. Foreign language assessment is seen as boring yet innovative tools can encourage students to explore research and use all the tools to uncover something new.”

Informant 3: “ESP students are known for their low motivation in the English courses, so giving them new ways of teaching and assessment can increase their motivation.”

Informant 4: “innovative techniques used in assessment will surely increase the relevance of what the learners are studying and enable them to use the target language they know. Their interest in the field of English will motivate them to interact with their teachers.”

Informant 5: “ok, for the changes and the techniques can bring in ESP setting. English module is not very important for ESP students. This is why they consider it as additional language. With the new techniques, I think they will pay more attention to English because ESP practitioner make them feel the importance of the language if the student come only to be given handout there will be no creativity and this leads somehow to redundancy, but when you bring innovative technique in your teaching and your assessment and you engage with them, I think they will pay more attention to take ESP course and accept to be assessed, they can value the language and use it directly. For the attitudes, English will become something very important for their subject

Informant 6: “ok, in this case, I suppose they are going to be more autonomous when it comes to learn the language. Yes, it will contribute in increasing their motivation and enthousiasm.”

Informant 7: “if you are creative the students will develop positive attitudes towards the language and towards the assessment in general which is totally related to their achievement”

All the participants declared that when they create new forms of assessment, it would greatly help in the development of the ESP students’ motivation and attitudes towards the learning of the language. According to them, assessment in English is as boring yet innovative tools can bridge the gap and encourage students to explore research and use all tools to uncover new things.

Innovative assessments have effective impacts on the ESP students’ behaviours. This would change their conception of the learning of English as a transversal matter; the practitioners are responsible for the design of new practices and tasks. This can make a difference and craft authentic assessments that capture real learning, and guide specific actions. Furthermore, innovation can blur the boundaries between the assessment and learning paradigm, by putting new measurement tools and transparent information directly into the hands of the ESP students; in this way, they can manage their learning and start to master their destinies

4.3.2.5 Factors Preventing Creativity in Assessment

The greatest factors that hinder the practitioners' creativity in designing assessment is the main objective of the following question. The informants have listed the serious hindrances they found as real psychological and instrumental issues

Informant 1: "I think that the reason why most educators do not give more focus to the inclusion of innovation in assessment is because of Short term thinking. ... Lack of resource/ capacity. ...Lack of collaboration with specialists as well as with language colleagues, and proficiency lack in technology"

Informant 2: " Sometimes, students are used to writing essays (the traditional way), so resistance to change can be seen as the most hindering factor."

Informant 3: "Time mainly and the overcrowded classrooms. I also see that we have difficulties in using online assessment for the first time I tried it on students. Most of them failed to complete the task on time due to poor quality of internet and lack of experience concerning this new method."

Informant 4: "I see that there are numerous factors come into play like lack of time, lack of interaction, lack of training and lack of proficiency."

Informant 5: "yes, the internet, teachers don't have such spirit of innovation and on the other hand the students reject it. You need to apply it by force. Also, among the difficulties, we find the problem of setting; for example, the students don't have PC's if you are using an ICT assessment procedure."

Informant 6: "the lack of equipment, also lack of organization especially when it comes into an online assessment we notice these lacunas for example, lot of students' absences. We find also internet problems which is a real issue."

Informant 7: “the hinders are like large classes you cannot be there innovative. The students do not have the materials nor with the skills to use innovative ways of assessment. Another factor, the difficulty to adapt with the change by some students whether online assessment or other innovative ways, they will be saying: we will not be assessed in this way. Other technical hindreses like time; teachers don’t have time to balance their teaching and other scientific responsibilities, thus they cannot be creative anymore either in their teaching or in assessment.”

. According to the teaching conditions, most of the informants have provided more than one issue and which is introduced as follows:

- ▶ Proficiency lack in technology: The teachers do not have the quality of innovation including; skills, qualifications, and training.
- ▶ Time management: the teachers cannot make a balance teaching, assessment, and other scientific responsibilities.
- ▶ The difficulty to adapt to the change: the students do not own the necessary equipment to participate in a new assessment experience. Thus, they do not accept and reject it.
- ▶ Lack of equipments including technical instruments such as poor quality of internet, computers and other ICT tools.
- ▶ Lack of collaboration: most of the practitioners do not collaborate with the administration and the subject specialists.
- ▶ Fear of failure: the practitioners’ fear of the results behind the new assessment experience.
- ▶ Lack of organization, lack of leadership, lack of resourse, short term thinking and lack of focus.

4.3.3 Innovative Assessment: Learner's Professional and Academic Progression

The academic and professional qualifications of ESP students are the main aims of the educational system including stakeholders, tutors, instructors, and practitioners.

Informant 1: "I think the prospect of preparing learners seems like an enormous task. However, innovative assessment can also be a way for boosting motivation. The clue is how to 'innovate' and how you make your students accept innovation especially in assessment."

Informant 2: "Well..... For me, innovative assessment methods and technologies have the power to influence learning process quality without ignoring learner demands to deliver comparable and easily accessible findings for external stakeholders. The goal of innovation is to create students that are highly motivated, "deep" rather than "surface" learners, equipped with a variety of transferable abilities, and active and reactive participants in the learning process."

Informant 3: "To a high level, in the academic life of the Algerian ESP student by improving his achievements and in the professional life and making him aware of different situations he will encounter in the academic and professional occasions."

Informant 4: "A new system of well-constructed assessment allows students to share their knowledge, motivation and how close they are becoming autonomous for meeting the learning objectives"

Informant 5: "well, as being student can benefit from innovation in assessment in the way they develop a creative mind, they know that this is something new and they can be always assessed in different ways and they will be ready to take any kind and forms of assessment. This will also develop their critical thinking. Professionally speaking, the student will be teachers or even working in companies, they will know how to treat other in different ways."

Informant 6: “for the academic side, I guess they will be autonomous at the level of the academic achievement. New assessment forms also could be a good alternative to be more responsible towards their occupations.”

Informant 7: “innovative assessment in ESP especially when you deal with communication sometimes you put them in the context for example you can help your students engage interview with head of companies..... for example and this will help you as teacher to assess their language and they can further gain this spirit of assessor. These are the ways innovative assessment can support and help them achieve their academic and professional targets.”

According to the answers of the participants, innovation in assessment is a suitable alternative that helps the students to be independent and more responsible in their occupations so that they can be interviewed in companies. On the other hand, revamped special assessment assignments could offer a kind of pre-training course to bring the ESP student involved up to the academic level. Moreover, the students will become teachers or employers in companies. They will also be equipped, via these assessment techniques, with transferrable capabilities to participate in the learning process and this relates to how close they are to achieving the educational objectives and standards. By being innovative in assessment, ESP students develop their creative minds to tackle professional issues in different ways.

4.4 ESP learners’ Perceptions of Assessment and Innovation

Asking questions to ESP learners in this survey is a necessary part of running of a research. The staff of the participants uses to these sort of questions answers to provide the research with the needed to enrich his/ her research. These questions are often related to the key outcomes of those who are expected to participate in the questionnaire.

4.4.1 General Information about the Participants

It is important to gather information about the participant in this research, because they are indicators that provide the readers with more details about the group of respondents in this questionnaire. On the other hand, each one of the participants would give his/ her personal information anonymously without giving his/ her name. This would offer all the participants the opportunity to answer the questions freely and without stress.

Table 4. 6. General information about the students

| GENDER | Male | 10 % | 05 |
|------------------|---------------|-------------|-----------|
| | FEMALE | 90 % | 45 |
| AGE GROUP | 19 – 21 | 00 % | 00 |
| | 21 – 23 | 80 % | 40 |
| | 23 and more | 20 % | 10 |

The above table summarizes the quantitative data about the students who had participated in the questionnaire. The first column has dealt with their gender and the second one included their age. As seen in the table, 45 of the participants (90%) were female and just five male participants represented 10% in this survey.

The second part refers to the age that represents that is a very important parameter about the students' experiences in learning English for specific purposes. The age rate was divided into three segments; the first age group between (19- 21) there were 0% of the participants. The second group between (21- 23) included 80% of the students, and 20% of the participants belong to the group between (23 and more). The entire participants have been learning ESP at the university and not less than four years.

4.4.1.1 Learner's Representations Regarding Assessment

The aim of this question was to know whether the learners have had ideas about assessment. There were a group of (75%) participants who had introduced assessment in relation to the teaching/ learning process; their responses had a direct connection with their studies as they declared that assessment represents the systematic appreciation of the design of the implementation of the results of an initiative to achieve a constructive goal on learning or decision-making.

It is an essential step to ensure that the whole work is well structured, coherent, harmonious, and of course uniform to be adopted in the learning process. They added that teaching or learning would not succeed without assessment because it is very important for the progression of the educational system of a country to analyze, evaluate, and highlight the learning and teaching levels. On the other hand, the second part of the respondents included (25%) who had given a general representation to assessment. They claimed that the act of assessment refers to the measurement, inventory, expertise, and estimation to determining the value of something. It is the process that consists in collecting a set of information, then examining the degree of equation between the information and the set of criteria.

According to the students' answers, it was summarized that majority of the responses have been directly associated with teaching environments that assessment in education.

- **EXAMPLE 1:**
 - ➔ **Assessment is checking off my progress in contrast to the achievement targets.**
- **EXAMPLE II:**
 - ➔ **Assessment is comparing my work regarding what I have been taught.**
- **EXAMPLE III:**
 - ➔ **Assessment is assigning the grade or level to my performance.**

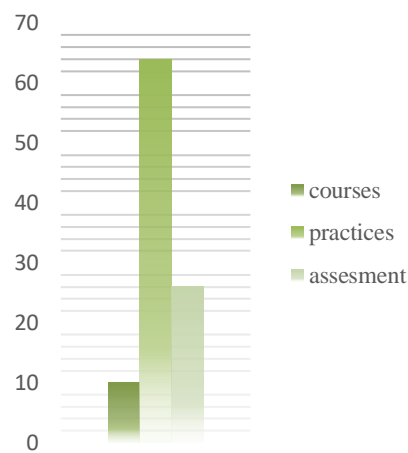
Thus, the learners' conceptions of assessment are reflected from the teachers' objective of assessment and how it should be presented. They take cues on what is benefic and what is not based on what is assessed. They further have the idea that if their learning style is changed, new methods of assessment must be used.

4.4.2 Innovation from the Learner's Perspective

This question was divided into two main elements; the first element aims at examining the students' conceptions towards the term innovation and to what extent they give rich information about it. a considerable number of all students (30%) did not answer the question and they left empty columns in their questionnaires. Controversy, the definition of the term innovative varied according to the context and the scope of its implementation. It is also noticed that among the (70%) of the responses, corresponding to the students' answers that diverge from one group to another; the first group consisted of 17 learners represented (51%) who had correlated innovation to the teaching process. They introduced innovation as a possible application with the presence of volunteers of equipment, the teaching team, and most important a strong presence of the motivation of the students. Furthermore, broaden the teacher's creative spirit to discover new strategies to promote the quality of his teaching and to improve student learning, and encourage them to develop their critical and creative spirit vis-a-vis the subject matter.

The second group comprised seven participants of about (23%) who had given a general view to the term innovation as noticed that it refers to the degree of creativity in certain domains that a new improved process presented over those previously elaborated for improving different methods of making competitive and creative values. The third group contained 10 respondents corresponded (26%) who had directly connected innovation with assessment i.e. they declared that innovation represents new strategic methods involved in an

assessment operation. They further declared that it is the change in a positive way to have better-updated assessment strategies. Therefore, “innovative assessment comes as a combination of various methods and techniques (new ones, contemporary and 'old-fashioned') united to improve the quality of students' learning” (Mowl, 2006, as noticed in Ferrari et al, 2019, p 12).



Graph 4. 5. Learning fields and innovation

Within the second part of the question, there were three choices that aided the whole participants to tick their appropriate answers. As revealed in the above bar graph that 64% of the students had associated innovation with the practices. Five other students of about 10% had correlated it with the degree of creativity in the courses. The third group comprised 26% who directly connected innovation with assesment. Consequently, the combination of approaches along with adaptation into context and learners' needs holds promise than the exclusive use of one method. Such an approach offers greater flexibility to policy makers and practitioners for establishing a learner-centered assessment system.

4.4.3 Assessment Effectiveness on the Learning Profile

The third question targets the effectiveness of assessment and its degree of its efficacy on the personal profile of the students. This was divided into two main parts; according to the numerical statistics mentioned in the table below, all the students (100%) have replied that assessment procedure constructs and directly participates in the development of critical spirit of the ESP students. Hence, it was found that assessment would significantly affect ESP students’ overall their performance in the area of their study.

Table 4. 7. The Impact of Assessment on the ESP Student’s Profile

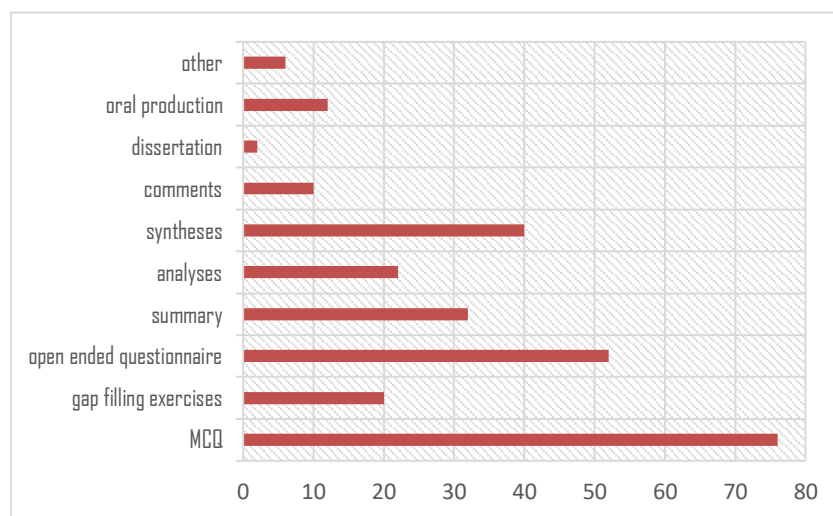
| | | | |
|-----|-------|--------------|---|
| YES | 100 % | WHY ? | <ul style="list-style-type: none"> ▶ ASSESSMENT IS AN OPPORTUNITY TO CONSOLIDATE PROGRESS IN ALL AREAS AND ESPECIALLY ON AN INDIVIDUAL BASIS. ▶ PEER ASSESSMENTS HAS HELPED ME TO PRACTICE TEAM WORK AND LEARN FROM MY COLLEAGUES |
| NO | 00 % | | |

The students have provided further details to illustrate their answers. They argued that immediate assessment allows them to know their errors to correct them and concentrate more on understanding their weaknesses, without neglecting that assessment values their performance. It was ostensibly observed that assessment involves a variety of practical techniques to increase the ESP students’ self- confidence and autonomy. Regarding the participants’ responses, it was summarized That assessment techniques aims at ensuring that learning outcomes would be clear that could guarantee that the learners focus on the target of the techniques and they are aware of learning intentions. Assessment strategies therefore permit the students to diagnose their strengths and weaknesses and develop their motivation and autonomy.

4.4.3.1 Predominant Assessment Activities in ESP: Learner's Choices

This questions aims to determine the preferences of the ESP students vis-a-vis the assessment tools. The researcher had suggested a list of types used during the assessment practices. This would permit the students to select the appropriate answers or to add other choices that can create new ways since their suggestions may help in the advance of the research. The participants had to tick more than one option hence, there would be many choice selected by an individual. It is noticed that 38 of the respondents that is (76%) have put a tick on MCQ as their main preference amongst a considerable percentage of about (52%) said that open ended questionnaire is ideal strategy used for assessment and 40% declared that writing syntheses is suitable form to appraise the students' competences. These percentages represented the highest rates of the students' choices.

On the other hand, the choices varied from one to another (between 10% and 30%). According 10 students (20%) announced that filling the gaps is better for assessment; 16 others (32%) claimed that they wanted to summarize texts and passages. 11 participants (22%) have selected the text analyses. Five learners that are (10%) declared that they preferred to comment on quotes. It was noticed that two participants have suggested two other options; one of them added research papers, and the other one said that conceptual maps could help in assessment. All these details are summarized statistically in the below bar graph:



Graph 4. 6. Types of assessment practices

It is noticeably mentioned that most of the students' preferences had directed towards MCQ type. This type has been established to be effective for appraising learners' achievement. There are some distinctions in assessment regarding the manner they are engaged. Every teacher has his/her proper style in assessing the students' knowledge. At the level of biology departments, as it is well known that that the large size classes affect by mean or another in the design of assessment types i.e. large scale assessment.

In contrast, the students have privileged the MCQ style since choices provided would help them to choose the appropriate options. Most of them prefer only a small part of assessment to comprise MC questions. The participants wish to a higher extent to have MCQ in ESP. There is an obviously reason behind this choice, because it is regarded as easy for underlying their faults and this type offers a kind of transparency and objectivity. It is undeniably remarked that MCQ increases the students' motivation and decreases anxiety.

There are some distinctions in testing regarding the manner they are scored. The aim of the objectively scored test refers to the scores of the students' answers with an established set of reliable response scale key. This type of tests consists of MCQ's tests, true / false or

matching, that have been selected with high percentages in the question no 4 on one hand and which seem to be ideal for computer scanning on the other hand. Then, the assessor does not need any particular knowledge or training in the examined area since it is easy to manipulate.

The low percentages have a rapport with the subjectively scored test including the essay test, comments, dissertations and comprehension questions need the assessor opinion or judgment. Within the subjective tests, the human element is very crucial. In order to ensure the inter-rater reliability in this type of tests, the scorer needs moderated training sessions even he/she is experienced.

4.4.4 Learners' Attitudes of Technology Use in Assessment

The following question is concerned with the ESP students' thoughts about the implementation of the technological tools throughout assessment. The question was introduced in sort of semi- open question that the participants had to support their first response. It was observed that the whole number (100%) declared that technology is efficient in assessment practices

EXAMPLE 1:

➔ **Technology provides wealthy options for examining, adapting to individual knowledge.**

The following table illustrates the given results

Table 4. 8. The Use of Technology in Assessment

| | | | |
|-----|-------|-------|--|
| YES | 100 % | WHY ? | ▶ THE USE OF TECHNOLOGY IMPROVES KNOWLEDGE AND SKILLS. |
| NO | 00 % | | ▶ THE USE OF TECHNOLOGY OFFERS CREDIBILITY AND FAIRNESS. |

Teaching materials are very important. According to the participants' approval of the first part of this question, they have confirmed that technology develops the individual's skills

and knowledge. They argued that ICT's could represent an image to transparency and credibility. It was further declared that the way students will be assessed with technology in their disciplines means that something new has been covered. Moreover, the students announced that both teachers and students' need to know the use computer technology and implementing these materials for learning and assessing English, and they need to engage in innovative assessments through the use of technology. In this context, technology- based learning tasks have been seen as an exciting opportunity for appraising the ESP students since it facilitates all learning and advancement, of course by using it in a constructive way and allows the teacher to have an idea of the students' level at a very short period of time. The potential provided by technology in assessment could be examined in the light of these assumptions:

- ▶ Learning theories and cognition models are assumed by the effective assessment in order to be a valid measure of learning that must have a reasonable comprehension of how ESP skills and knowledge are acquired, and of the trajectory of their progression.
- ▶ As long as the target of higher education is not to achieve knowledge, skills and understanding in specific disciplines but also to develop in teachers and students abilities to monitor and manage the assistive technological tools to assessment. To fulfill this, ESP students must be actively integrated as partner in the assessment processes.
- ▶ Student's self-regulation can be enhanced through collaborative assessment and peer interaction. These processes can be supported with implementing ICT's to attenuate the teacher's measurement techniques and strengthen the students' skills which are often transferred when they turn to regulating their work.

4.4.4.1 Integration of Digital Technologies into Assessment

The table below tries to summarize the students’ agreement about the use of technology in assessment. It is divided into two main parts; the first column shares that the students had the opportunity to confirm that the use of technology would motivate them and if it provides advantages regarding the learning process. The table includes a range of percentages introducing some frequencies about the use of technology in assessing the ESP students’ competencies.

Table 4. 9. Frequency of the use of technology in assessment practices

| YES | | | | NO |
|------|------|------|---------------|-------|
| 25 % | 50 % | 70 % | MORE THAN 70% | NEVER |
| 21 | 20 | 7 | 00 | 2 |
| 42 % | 40 % | 14 % | 00 % | 04 % |

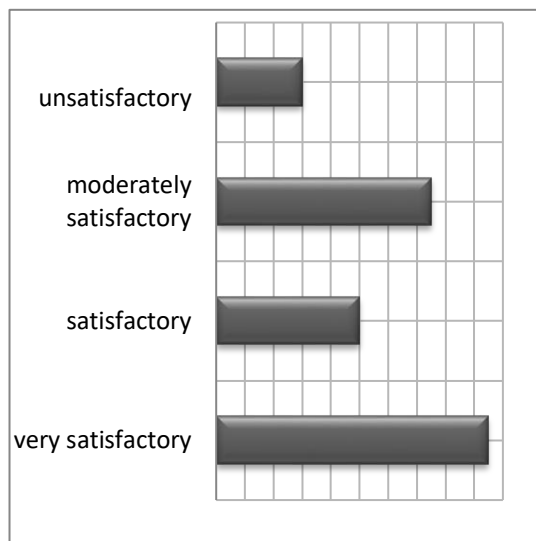
The rate of (96%) that is 48 students agreed that the use of technology participates directly in the promotion of the students' motivation. On the other hand, (4%) announced that the use of technology in assessment breaks down originality that would negatively affect the integrative motivation of the ESP learners. Among the participants of high percentage, 21 of them would like technology to be used very little for multiple reasons; practically the same number of students would rather that the use of technology be used more; while the number of students wishing to work through ICT is significantly lower at 14% (see the table above).

Via these percentages, it is noticed that the majority of the students stress the integration of technology as innovative tools in assessment in order to develop their critical thinking and creativity. Moreover, it was declared that a well-designed assessment encourages active learning fostering a number of skills like; reflection, critical thinking, self-awareness, as well as giving the learners insights into the assessment process in order to be autonomous to appraise their own learning competencies.

From the extracted results, it is summarized that implementing technology in assessment may assist, encourage and inspire learners to assume a more active role and participate in the design and implementation of an innovative assessment approach. This argues that technology is introduced by the students, shaped by diverse assessment experiences and preferences. On the other hand, the skillful teacher who is apt to use innovative strategies will boost his students' motivation for learning and for assessment. Potentially, the most effective way to reconcile the learning process is through the introduction of innovative approaches to assessment i.e. these may have new methodologies, besides ICT-based assessments that can measure complex cognitive skills and provide efficient feedback to reasoning processes. According to the students' answers, involving electronic gadgets and technological devices within assessment practices will affect positively the ESP students' performances.

4.4.4.2 Innovative strategies impact on assessment practices

The following question was designed to know the different opinions of the ESP students towards the use of innovative strategies in serving the advance of the assessment qualities. The given results are presented quantitatively in the following bar-graph:



Graph 4. 7. ESP students and innovative assessment

The participants have provided various viewpoints towards the use of innovative tools in assessment; 19 students (38%) have announced that they feel comfortable and very satisfactory towards the use of the technological devices when being assessed, 10 other participants have reinforced the first agreement by saying that they were satisfied with the use of these tools.

In contrast with these declarations, 15 students preferred these devices but without heavy use. However, six students (12%) felt unsatisfactory when using these instrumental techniques in assessment. provided that the considerable percentages about 58% of respondents have given advantages to the use of technology, it is concluded that for the reasons mentioned a little earlier in the previous question (Q 07), the students have privileged technology that can serve better in the promotion of the learning quality and the students' consciousness of the use of the modern technologies to be integrated in assessment. In this vein, conducting an assessment operation with the use of such innovative devices tools are meaningful, context-based that provide authentic view learning: digital badges, and simulations.

4.4.5 Learner Self-Directed in Assessment Practices

The table below was divided into two parts; the former was introduced in a sort of a yes/no question that permits the respondent to give just quantitative results; the second part however, required from the respondent to justify his/her answer about the students' involvement in assessment process.

Table 4. 10. Students' views about the implication in assessment

| The implication of the ESP students in assessment practices | YES | 84% | 42 |
|--|------------|------------|-----------|
| | NO | 16 % | 8 |
| Classroom atmosphere when the learner is involved in assessment | YES | 68 % | 34 |
| | NO | 32 % | 16 |

Apparently, as can be noticed that 42 participants (84%) have declared that they were directly involved in the assessment, on the other hand, 8 respondents (16%) were not involved as partners in assessment. Henceforth, as demonstrated in the table; 34 students representing (68%) announced they feel at ease when they are involved in the assessment practices; in contrast, a considerable rate of about (32%) claimed that it is not easy to be integrated as a dominant partner in assessment. Thus, it can be understood that the students have different impressions when being involved as autonomous learners.

- **EXAMPLE I:**
 ─────────→ For me, it is something new to involve students in evaluation practices and it will have a positive effect on the student's life
- **EXAMPLE II:**
 ─────────→ It allows us to implement our learning and gives us self-confidence.
- **EXAMPLE III:**
 ─────────→ When I am directly involved in evaluation practices, I often feel stressed when faced with such practices

According to the extracted results, to understand the principles of assessment it is better to involve directly the students in the center; that is they will gain capabilities to assume the given responsibilities. In this context, it was declared that

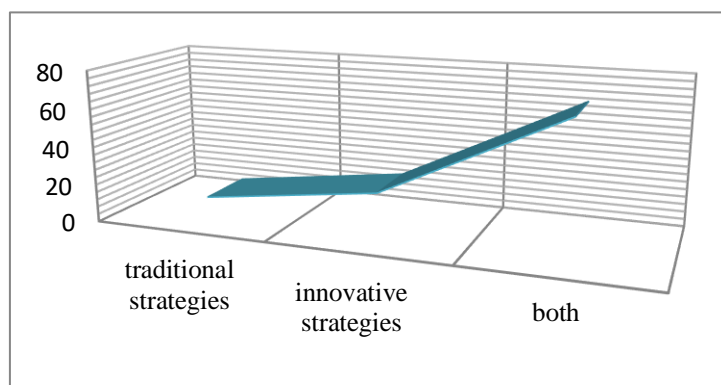
Learners have to be the central axis of any system of assessment; self- and peer-assessment hold a prominent position. This section presents evidence on the impact of self-and peer-assessment on teaching learning processes and how they can assist the development of key competences.

(Kapsalis et.al, 2019, p 15)

Therefore, Students require being involved to share understanding that they have to control over their learning. They are willing to participate as cooperators either in peer and/ or self-assessment. When the student is directly implemented into the assessment process, he can develop the skills needed to be autonomous and independent learner as far as he knows how to underline the learning goals and gain them.

4.4.5.1 Learners' Preferences in Assessment

The question aims at determining which of the strategies seems fruitful for the participants. There exist three main possibilities that the students tick the appropriate one in assessment as revealed in the below graph:



Graph 4. 8. Assesment strategies

It has been opted for the quantification of innovation in assessment from the learners who prefer the traditional methods when being appraised. We have more particularly focused our attention on the eclectic strategy (able to combine traditional and innovative assessment). In rapport to the data collected, the total number of traditional students in assessment is equal to six (12%) who announced that keeping the traditional strategy preserves better the originality

- **EXAMPLE:**

➔ **The traditional strategies are simpler and more authentic.**

The second group comprised 11 of the participants that is (22%) have declared that new strategies including the instrumental (machines) and integrative (learners' integration) methods that could reach the efficient objective of assessment.

- **EXAMPLE:**

➔ **I opt for innovative strategies because the new systems in assessment provide motivation and transparency.**

According to the last group, a number of students is equal to (68%) that is 34 of the participants have declared that both strategies are essential to ensure a good level of assessment.

- **EXAMPLE I:**

➔ **Both of the strategies; eclecticism in assessment permits the instructor to switch from one strategy to another and breaks down the routine and redundancy.**

- **EXAMPLE II:**

➔ **I prefer both strategies because although the innovative strategies are satisfactory for us and they help a lot to facilitate our daily life but the simplicity of the traditional strategies has its own charm and also remains the best for us.**

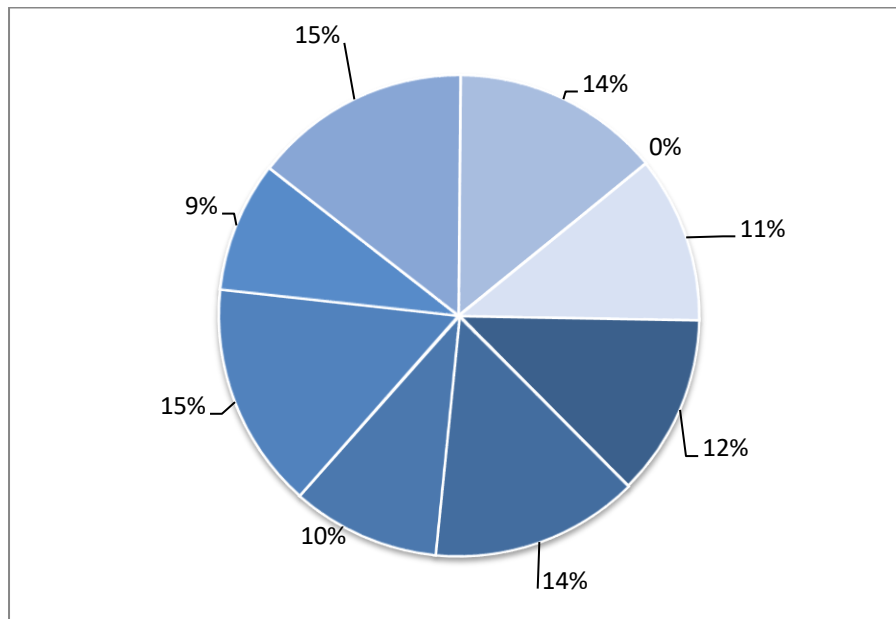
It was noticed that there existed some students do not privilege E-learning and E-assessment so that they prefer to be appraised through the traditional strategies that they interact directly with the learning environment. In contrast, innovation could be presented

during various assessments carried out by the Algerian ESP practitioner. Consequently, the combination of approaches with adaptation to the assessment context and the needs of ESP students are according to the Algerian ESP students more promising than the exclusive use of a single type of assessment. Such an approach provides greater flexibility for practitioners as well as to establish a learner-centered measurement system.

Thus, the success of assessments should be gauged by the extent to which learners are making progress in their learning. In order to engage a good assessment to have an eye on the ESP students' achievements for ascertaining that they have reached the necessary knowledge and skills, it is very crucial that the practitioner should not rely heavily on only one assessment method. He has to be creative and more attentive to employ diverse forms of assessment.

4.4.5.2 Learner motivation in front of innovative assessment strategies

The question strives to delineate the ESP students' actions and reactions when they are assessed via the innovative strategies (either instrumental or integrative). It is clear, according to the table inserted in this questions (see appendix no...) that the participants had been offered various options the choice to use the suitable ones they considered them as essential i.e. There were no limits for making a tick on only one option.



Pie-chart 4. 6. Students’ reactions of the use of innovation in assessment

As seen in the above chart, regarding to the first category, 21 participants (42%) declared that they had the ability to handle a technological tool i.e. they can employ innovative instruments perfectly. 26 of the participants (52%) announced that innovation serve them instrumentally by giving them time to follow the instructions carefully. In addition, 15 of them that are (30%) claimed that they can express my thoughts and ideas well via innovative strategies. In the same vein, 25 respondents (50%) declared that they are motivated by the new suggested forms of assessment. 24 other students that is (48%) felt confident and ready for assessment. In the same context, 19 participants (38%) said that they take the initiative to engage and answer to the given questions. In contrast, 24 students that is (48 %) had expressed the opposite and said that it was difficult for them to express their ideas with the use of innovative tools. Accordingly, 17 respondents reinforced the previous declaration by saying that innovation affects negatively the psychology of the students. They asserted that they feel upset and stressed about new assessment methods.

We can notice that the about 41 students feel anxious when they are assessed and this is something natural that anyone has the same feeling during assessment. This confirms that

inserting innovative tools within assessment practices doesn't influence the psychology of the ESP students i.e. the addition of innovation either in its instrumental side or integrative one, determines which strategies are effective to celebrate achievements and set new goals.

The combination between assessment and innovation provides valuable information and may be useful depending on the presenting psychological issues, like the potential giftedness, learning difficulties, or problems with attention. According to the ESP students' responses, their behaviors towards the use of new forms of assessment is positive because they feel comfortable, at-ease and alert in order to do their best.

4.5 Conclusion

The focus of the fourth chapter was to give in-depth analysis of the obtained data from the instruments employed in this investigation: teachers' questionnaire and interview. The main objective of this chapter was to investigate the necessity of integrating innovative strategies in assessment practices. Furthermore, it highlighted both the quantitative and qualitative analyses of the obtained data gathered from fifteen questions of the questionnaire and ten other questions from the interview to examine the validity of the formerly set research hypotheses. Finally, the chapter highlighted the analysis of the students' questionnaire.

CHAPTER FIVE

5.1 Introduction

In the final chapter of our research project, we interpret the results and come up with courses of action based on the findings. It is essential to follow this step to ensure the accuracy and quality of the conclusions drawn from the data analysis. The research findings have demonstrated various and major challenges that ESP practitioners faced in engaging their assessment practices making some adjustments on the forms and the design of the given tasks. In order to come up with constructive and effective recommendations, the investigator has devoted some questions to participants' suggestions and recommendations about the main hindrances to be reduced, to know about the new strategies to improve the quality of assessment, and to create sophisticated techniques to reach objectivity and transparency relying on the interpretation of the main results collected from the participants

5.2 Results' Interpretations and Discussions

Accordingly, the focus of this research has been engaged with the objective of checking the effectiveness of innovation implemented in assessment practices in the ESP context; the focal target is to confirm that the ESP practitioners are innovative in conducting assessment in their classrooms. Eventually, for the fulfillment of the investigation, the researcher underlines numerous sub-aims that consist of: whether ESP instructors are qualified to adapt innovation effectively with assessment literacy to be implemented in specific learning atmosphere. Furthermore, they require professional development and training for the betterment of assessment quality. Second, it is too crucial to extract the main hindrances and challenges that confront their creativity when integrating the new assessment practices in the ESP context. Accordingly, the practitioners integrate directly their learners as effective partner for the promotion of assessment.

In order to crosscheck information and ensure the results' validity, descriptive percentages and frequencies are presented statistically with numerical analysis to response the majority of questions in the two questionnaires in addition to other qualitative answers in the structured interview that require more details and information from the informants. The research tools were utilized to gather the necessary information in order to confirm or disprove the hypotheses stated previously to the problematic questions.

It was noted in a hypothesis that innovation is not widely used to higher degree in assessment in the Algerian ESP classrooms. According to the identified data in this research, many practitioners have declared that innovation must be inserted in the assessment practices. It is also remarked that innovation is important and even necessary if it relies and respects the assessment standards. The innovative style in assessment would indicate performance and provide practical recommendations. This combination of assessment and innovation can develop a wide range of performance measurements for both the ESP practitioners and the students as well.

This vision accompanied with a new conception of the future of assessment in the ESP setting that require supportive training for all practitioners including the novice and also the experienced ones since most of experienced teachers do not share readiness to adopt innovation especially the senior teachers who are not prepared to assess their learners innovatively. As part of this questionnaire, it was well noticed that there existed some practitioners who do not prefer E-learning and E-assessment so that they could appraise the students' learning traditionally and that helped them to interact directly with the learning environment. In contrast, the new generation teachers accept assessment in its classical and/or innovative parameters. According to them, innovation could occur during various assessments carried out by the ESP practitioner.

Consequently, the adaptation of the traditional and the innovative approaches to the assessment context are more promising than the exclusive use of only a single category of assessment. Such eclectic approach would give practitioners greater flexibility to set a learner-centered measurement system. On the other side, the combination of the two approaches would empower the engagement and creativity of the ESP students by increasing their capability in the subject content (Lee et. al., 2008). Thus, the success of assessments should be relied on the extent to which students are progressing their learning. In order to apply a satisfactory assessment to have eyes on the students' performances to ascertain that they have fulfilled the necessary knowledge and skills, it is very important that the instructor should not rely heavily only a single assessment approach.

The results of the teachers' questionnaire demonstrated that teaching style has been changed dramatically over the years and for many reasons, there are some practices that are proven to reach the top levels of ESP student achievement. It becomes progressively clear that innovation in assessment practices has been imposed to take part as positive factor in the development of the learning of the ESP students. In assessment practices, prosperous innovation is the resultant connection between the practitioner's actions with his/ her behavior. This denotes that he is the centre of this process because he is responsible for accommodating new assessment strategies that are, in nature, new pedagogical strategies to be represented as activities, tests, or exams.

In another segment in the teacher questionnaire, it was declared that it is very interesting to implement the ESP learners in assessment by permitting them to carry out activities based on the accomplishment of tasks. In this side, a considerable percentage of the practitioners said that it is better to inform the ESP students about the principles of integrating innovative strategies within assessments. The movement in these measurement activities, according to the ultimate group of respondents, is not adequate without the

participation of the students. It was announced that it would be better to provide all the necessary measurement criteria to allow the students to appraise their own or their mates' achievement. In this perspective, self-assessment is a process that makes active students who are responsible to assess his/her performance. It would mobilize his/ her thinking to participate as real agent and plunge deeply "from goal setter to goal getter". The second one is peer-assessment that offers valuable opportunity for students to provide his colleagues with significant feedback which helps them to communicate their activities by discussion and explanation.

It was remarked that ESP practitioners consider that innovation would lead to the betterment of the communication skill, increase confidence levels and develop new motivations and habits that can be attained by learning the new language. In addition to this, after each new assessment form, the learners know the real level and the effort they will make and this would also spread self-assessment techniques among learners.

For the purpose of improving the quality of assessment in ESP classrooms, the statistics depict that technology is one of the main figures of innovation that can provide enormous aid for assessment practices when giving the students high quality and immediate feedback and also interactive and intelligent sorts of gathering techniques. It would further the practitioners to be more attentive and creative to use different forms of assessment. In the view of the results obtained, the use of ICT's in assessment can be a reference to effective teaching. In order to shift from classical-based assessment to integrating technologies within a system of assessment based on validity and performance.

To sum up, assessment is the process that goes hand in hand with teaching and vice versa. The degree of innovativeness in teaching reflects on that of assessment. In other words, practitioners who are innovative in updating and adjustments their teachings are those who are able to innovate in assessment practices to be purposeful in the teaching

process. Furthermore, it is not enough to develop this process without taking into account the integration of the new methods including technologies and the students' integration.

In assessment, teachers would introduce new strategies for giving the learners opportunities to demonstrate their abilities. For ensuring assessment feasibility, it is compulsory to involve innovation to gain transparency and includes directive and clear instructions that would grade the students related to the merits of their answers.

According to the obtained data from the semi-structured interview, we have confirmed that the practitioners rely on innovation as a way to be more creative in their practices and that innovation is essential in most teaching practices including assessment. As indicated, the current situation intends to discuss the teachers' recognition about innovation. It refers to the challenges teachers face when they bring some new practical applications and create new strategies that support the students' learning objectives. This being the case, innovation nowadays is indispensable especially when teachers understand that innovation is beneficial in higher education.

In more details, the relation between innovation and assessment is necessary since any assessment practice needs creativity. It was confirmed that objectivity and authenticity will be gained only if innovation in assessment is applied. This stage would encourage the learners to be curious to accept and take part in the new shape of assessment. This helps the practitioners to involve their learners when employing these technological devices for instance to invest time and energy. Teaching is becoming digitalized; from this prescriptive, innovative would suit the student to be effective partners in the context of assessment. Therefore, innovation in assessment could develop the students' skills and engagement and that their psychology should be considered at the first level and teachers must include the students' readiness when they are exposed to innovation.

Another point has been treated was that of the main difficulties which affect the creativity and innovativeness in assessment design. The existence of two major factors (psychological and instrumental) lead to secondary issues listed as lack of proficiency as ICT's misunderstanding, teaching design qualifications and training. Accordingly, another factor that hinders innovation is time management so that the practitioner does not have time to manage his teaching, assessment and the other scientific occupations. At the third level, there occurs technical equipment as the computers. These factors could be negative aspects to adapt to the change and teachers and students will not be able to participate in the new assessment experience. Thus, they reject it and preserve only the traditional techniques.

In accordance to the quantitative data retrieved from the students' questionnaire prove that innovation promotes and changes the students' motivation, attitudes as well as achievement. This reports that timely and new practices are aligned to the intended learning that have a greater impact on their productivity. In the same vein, most responses received from the teachers' questionnaire confirmed that innovation would make assessment much better and changes the style would also increase the quality of the teaching-learning process in the ESP classrooms. Decidedly, the ESP practitioners try to implement innovative techniques in assessment in order to help the learners to work with the content of the process. When employing numerous assessment strategies; the students develop their engagement. Moreover, they will increase their employability and gain authentic skills like reflection, motivation, and critical thinking.

Admittedly, diverse techniques in assessment represent supportive aspects that the students are inspired with to take part and play a more active role and in the design and implementation of an innovative assessment approach. Furthermore, they will gain certain autonomy to assume their responsibility in the teaching-learning process as whole. The use of innovative assessment enables the Algerian ESP students to acquire a large amount of

learning skills to transfer knowledge and competencies and dispositions between learning the target language in its specific dimension and assessment of competencies.

The interactions signaled in the questionnaire announced that ESP students mastered how to measure their learning and understand the learning objectives. This means that student-teacher rapport is an essential segment of an authentic assessment that helps students to clarify the aims of learning. In parallel to the extracted results, innovation in assessment enables the ESP students to make their learning level forward where teachers and students improve a shared vision and deep understandings intentions and success criteria of learning.

Over the course of this research, it has become increasingly understandable that implementing new assessment strategies would positively impact the ESP student learning and develop the practitioners' instructional practices. Redesigning the assessments procedures and bringing other new forms would, fruitfully, bring better appraising techniques that can be motivating to both practitioners and students. However, the present findings cannot be generated to a larger scale of ESP practitioners and students because the quantitative aspect has not gained the necessary portion required. Besides, within the present research, ESP learners were not included in the data collection to provide an overall concluding assignment of the new proposed techniques in assessment. For this and that, the investigation remains a modest contribution in the field of teaching, learning and assessment. the results' discussion and interpretation lead the investigator to propose some suggestions and recommendations that are presented as follows:

5.3 Assessment Policy and Practice

Certainly, the educational system developers of large-scale assessment regard the role of the instructor as crucial in making serious attempts to ensure that learning is evidently assessed and reported new quality of tasks that gains validity and transparency of

assessments. The widespread adoption of technology may report surface and deep cognitive performance as part of every test of language skills. In other words, introducing a new assessment policy or innovation has to take into account the teachers' beliefs vis-a-vis their current practices is more likely to be successful.

Patterns have been exposed about the manners teachers' conceptions of assessment, teaching, learning, and curriculum are interconnected to be used for the development of appropriate educational policies and assessments. According to the degree of assessment efficacy that is presented to students as innovative learning measurement will reflect on their scores that are more likely to go up, and on the other hand, it will have positive impact on assessment policy and practice. At best, assessment policy developers could expect that teachers' commitment to implement their new forms of assessment could take advantage to meet learning requirement and improvement.

5.3.1 Future Directions of Assessment Implications

The research indicates that ESP practitioners and students could structure new conceptions of the ways assessment is engaged and what objectives it will gain. They both have multiple beliefs about appraisal procedures to identify the following four main purposes:

- ▶ Students are made accountable to obtain higher academic scores
- ▶ Practitioners and institution are held accountable
- ▶ Assessment is relevant to increase teaching and learning
- ▶ Assessment has emotional benefits on learners and practitioners.

It is generally consistent position that the ESP practitioners and students have to support the idea that assessment is about the development of teaching and learning and reject that it is irrelevant.

Assessment is to be considered as formative; that it is for learning. At the same time, teachers and students must be aware that it also has accountability and giving grades either about the learner or attributing levels for the instructors and institution. However, the practitioners could have positive relation between institution accountability and improvement conceptions that gives assurance that improvement and institution accountability are complementary. This association proposes that there is a noticeable tendency that accountability is a function of learning promotion.

It is noted that practitioners are to be more positive about the validity of assessment for university accountability and this latter itself is not the main issue, but rather that the methods being employed to determine grading do not adequately or accurately reflect both deep. All the poles of the learning process including the institution, teachers, and students must think innovatively by adapting new forms of assessment and accepting these procedures.

The ESP practitioners are responsible in optimizing new modes of assessment in terms of qualities and standards. This new conception would make a huge impact on the teaching learning process; the practitioners diversify their assessment strategies and the students welcome innovations that are seen as instrumental or motivational. On the other hand, the university has to give the necessary support including assessment tools and shares interest to what the teachers offer as innovative to assessment.

5.3.2 Initiation to New Conceptions and Changes in Assessment

The stark reality that the key dimensions in changing the conception in assessment do not always take full consideration. In this vein, these actual dimensions can often be regarded as an under-designed procedure that requires some adjustments vis-à-vis the style and even the principles of assessment.

In any particular assessment initiative; it is seen that all the given tasks can fulfill their objectives very well, with some attentions to the standards of change and why this change may not be generalized easily in our national educational settings. The change should be introduced in assessment context for the development of educational projects. This change also may touch small-scale initiatives including the standards of assessment comprising; practicality, validity, authenticity...etc. to address large-scale needs that both the teachers and the students are the responsible in promoting their conceptions towards assessment. The creation of changes in assessment practices needs a number of key processes to be addressed.

5.3.3 Increasing Standards of Assessment

Assessment is the main problem with which the national universities try to enhance the development of the Algerian ESP student-centered, authentic assessment. The stakeholders note this process needs to be concerned with the proper degrees of knowledge and skills and applying the new standards through the theoretical-methodological and analytical frames. Moreover, it is noticed that the assessment standards vary from one type to another with the insertion and inclusion of various forms and strategies. In the scope of ESP, assessment criteria cannot be accurate and strict by taking into consideration the behaviour and the attitudes of the students. This requires new insights to be applied for good performance.

In the hard sciences such as biology, assessment generally comprises classical standards for appraising the students' knowledge and skills about what is obtained from learning and what is important in their academic and professional careers. Assessment in this scope needs new disciplinary forms, conventions and values.

The teachers are not only a source of instructions but also create a set of assessment activities to make learning possible and efficient. They should change and diversify standards so that the learners later would experience the changes in their personal and professional life. The instructor should also have a strong agreement on how assessment meets the needs of the students and how it develops the course objectives. Furthermore, the students' outcomes must be understood for the betterment of the learning standards, their development and the new strategies to achieve them.

The components that construct a well-standardized assessment refer to competencies, outcomes, and objectives.

- ▶ **Competencies:** the ESP learner becomes skillful in communication and demonstrates knowledge, especially by the end of the programme.
- ▶ **Outcomes:** the learners' results reflect the teachers' strategies for providing knowledge.
- ▶ **Objectives:** related to the ESP learners' productivity at the academic and the professional levels, they will be able to communicate accurately in the content area.

5.3.4 The Process of Changing Assessment Practice

In many contexts of education, it is recognized that change in assessment practice needs to confront three fundamental obstacles before a sustained future is assured. The first two of these are longstanding:

- ▶ The extent to which the education community reflects collectively and individually on its practices;
- ▶ A resistance to change even when the evidence and experience warrants it;
- ▶ the under-designing of educational change, specifically in planning for sustainable development but also in making best use of the complex weave of warrant,

dissemination, professional learning, agency and impact. There are many reasons for the first two observations above, too many and complex to rehearse here, but readers will recognize their validity.

In ESP classrooms, it is equally important to set new standards to govern the promotion of assessment practices by linking these standards with the context of the subject matter. The change within the design of assessment would enable a group of ESP practitioners to measure the targeted points and at the same time desire changes in assessment and its use. Many assessment experts have shifted their attentions towards the instrumental change. They see the need to integrate some mechanics and information tools. These key models will extend the advance of principles referring to assessment practice to other groups of teachers.

5.3.5 Assessment Change Needs Larger Innovation

It is from the interpretation of the current evidence, that innovation refers to the change created to solve a problem, meet particular needs, and improves an existing process. Therefore, we adopt innovation that brings change to the way things are done in the ESP field. The interaction between new forms in educational assessment and changes over is demonstrating enormous shifts in assessment design and strategies to alter the assessment landscape, changing what is needed from an innovative educational assessment. Changes in assessment begin only if some forms of innovation occur. This means that a new shape of tasks will take place and that is quite different from the existing practices. At the tertiary level and more precisely the ESP context, the newness is more likely to be 'situated' or context-dependent. It is the design of assessment that may be new for the practitioners and the departments. The innovative assessment is then represented in the new way of carrying out established activities.

Moreover, the realities of innovation in promoting and employing a process that changes large-scale assessment in a significant and meaningful way are embodied in the sort of invention and creation of new shapes of activities that bring change in the assessment. In this vein, De Pascale (2019) underlies three realities of innovation in educational assessment:

- ▶ In educational assessment, the decision makers must integrate invention and innovation in the operational setting.
- ▶ Assessment is often concerned with the combination of the two processes; invention and innovation.
- ▶ Assessment is also complicated by a tendency brought from innovation that reforms the curriculum and instructions.

In relation to educational reform efforts, innovation in assessment is associated with the application of ideas or inventions to develop an existing process. Virtually, innovation of the large-scale assessment is associated with the reforms that include new contents and standards with the requirement of significant changes in instructions. These changes lead to enhance assessment validity and efficiency.

5.4 Training

In fact, this part of the research delves into the impact of teacher training on the quality of teaching. It offers valuable suggestions to education planners and policymakers on how they can enhance the effectiveness of pre-service teacher training and continuing professional development (CPD) programs to improve the quality of teaching.

5.4.1 Teacher Education and Professional Assessment Development

The teacher's responsibility is to design and manage assessment in order to make it productive and accurate. Furthermore, they use the findings to inform next levels, both their own and the learners. This reactionary approach keeps students at the heart of the process. In terms of assessment in its diverse faces, teachers educational development, either before and during service, appears that ESP students will achieve more to be in-preparation and eventually become future instructors, it may be that the pre-service responsibility or training has to switch from the student behavior to a teacher one.

According to self-regulation theory, teachers who take responsibility and establish the relation of their conception of assessment to students' outcomes will be effective practitioners in their classrooms. Consequently, better assessment mechanisms are needed to be developed to support pre-service teacher shifts from a view that assessment is about making only grades or it's about providing feedback, or involving the students as a direct partner in assessment practices. These are some of the real challenges for the pre-service teachers to become assessment literate to establish new interpretive decisions that lead to learning improvement. Fundamentally, it is also suggested that faculties can benefit of the teachers development vis-a-vis assessment as instruments to encourage explicit the conceptions and how to go with changing beliefs teachers have about assessment.

In the shadow of assessment obstacles that appear grossly invalid, teachers' educational development and new assessment conception could be some of the correct and professional strategies of thinking. Thus, learning developers are cautioned to accept the teachers' views and conceptions to be used in the national educational developments.

5.4.2 ESP Practitioners' Training

It is generally acknowledged that most of the ESP practitioners are not specialists in the field they are teaching. This would oblige them but to equip their linguistic repertoire with the essential needs to teach and assess their learners. In the side of assessment, practitioners search for the efficient strategies to adapt the types of activities with the profession or a specialty they teach and on the other side; they look for new methods to measure the students' learning in systemic ways aiming at improving the quality of assessment in rapport to time and energy. They had better bring the essential frameworks and instruments of the tasks designed to use them within a given technical or scientific field. This rank requires the practitioners' qualification and training that are parts of a continuum of professional development in which they engage throughout their careers. (Bojović, 2006, as cited in Kaosar. A, 2014).

5.4.2.1 Pre-Service Training

Lewin (2004) considers pre-service training as the process that varies widely and appears in most training programmes involving subject content; education studies and assessment; and teaching practice. This step becomes effective only if it addresses the factual challenges that teachers face in their classroom. Evidence suggests that teacher training 'must aim at developing class leadership competencies and student-centered practices, such as peer and self-assessment, feedback or the flipped classroom that prove decisive (Attakorn et al., 2014).

The professional qualification effectiveness also depends on factors such as programme content and duration of the training. For instance, in higher educational context and mainly for the ESP practitioners who have to spend time in pre-service

training that is organized in various techniques including the use of ICT tools in teaching and automatically in assessment and on the other hand, the adoption of some theoretical standards efficient in their teaching in general. In order to become a qualified in-service teacher, It is very crucial to follow a formation that takes place at undergraduate and graduate levels for three to four years.

The pre-service training enables the students to possess the moral and character of a qualified teacher who will know about the scientific or the technical stream and master the strategies in managing his teaching and assessment of the ESP students' achievements. (Bojović 2006, as cited in Kaosar. A, 2014)

5.4.2.2 In-Service Teacher Training

This period of training goes in parallel with the service of teachers as participants in the development of the professional process like the seminars, conferences, and formative training periods to modify and promote their pedagogical skills or using to formulate assessment strategies to be effective at ESP departments.

The overarching objective in assessment reform is to use it to guarantee that learners will have optimum convenience to learn. The teachers and during this period of training have to know the main characteristics and how assessment can contribute to the effective learning environments. These characteristics include:

- ▶ Practitioners who are regularly involved in their own professional learning;
- ▶ Commitment of those involved, directly as teachers to effective pedagogical practices and their understanding of what makes them effective, in comparison with alternative practices;
- ▶ Teachers encouraging others to create strategies using assessment flexibly and purposefully

- ▶ Evident flexibility in the vision of what is required for those involved to adapt assessment context with the actual learning conditions.
- ▶ Consideration of the active role of students in their own learning and hence in assessment.

These characteristics of effective teaching environments and assessment reform require the necessary features that any teacher should have to make them into practice. In effect, teacher must be flexible at individual and collaborative levels of engagement as change is both an individual and a collective process. Consequently, thanks to exchange of ideas between colleagues, tutors, instructors, and participants in training session, most of the in-service teacher will gain the necessary qualities to bring change and to make new design or shape to assessment.

5.4.3 Participation in Scientific Manifestations

Generally speaking, the untrained teachers have negative attitude towards the involvement of innovation in assessment. They consider the training action as a difficult step to achieve. They think to keep the traditional in conducting most types of assessment. The lack of practice and experience, and the academic misconduct are the main reasons for using approximately the same classical genres. In order to involve indirectly the untrained teachers to enhance their performance in assessment, some recommendations have been proposed as the organization conferences, seminars, and workshops that tackle assessment, innovation in its integrative or instrumental figures, how to manage an online assessment and how to treat the challenges of traditional and innovative assessment.

Related to Davidson and Combee (2022) the objectives behind the organization of these scientific events like; Language Testing Research Colloquium (LTRC), Language Assessment Research Conference (LARC), and The International Conference on Language

Testing and Assessment (ICLTA) (as cited in Benaicha, 2022) would increase the teachers' awareness about innovation and assessment. Furthermore, it is maintained that attending academic gatherings would bring changes regarding the teachers' negative attitudes towards innovation. It also permits the participants and guests to exchange expertise and experience about assessment in general and more particularly, integrating innovative strategies in assessment practices. These scientific events would demonstrate the facility and advantages of online platforms as far as time management, grading process, and feedback delivery. The degree of success or failure of the online scientific events depends on the collaboration with the technical side that owns the necessary ICT equipments to reach a higher audience. Instructors then would be able to implement an online lecture on MOODLE platform that seems efficient in the spread of information from the teacher to the students. In effect, though Moodle was implemented at Tlemcen University for many years ago, but the untrained practitioners are not aware of its function.

5.5 Interaction

An interaction is significantly a two-way communication or exchange of information between two or more individuals. This exchange can be physical, social, or even educational in nature. The impact of an interaction can have a significant effect on the entities involved and can often contribute to the growth or development of a larger system. In the ESP system, it is essential to underline the crucial role of interaction in promoting the lives of the practitioner and the students as well.

5.5.1 Expansion of the Teachers' Collaboration

It is broadly asserted that collaboration refers the engagement of two or more persons who agree to do something together for solving a trouble. It is absolutely the "mutual

engagement of participants in a coordinated effort to solve a problem together,” (Dillenbourg et al., 1996, p 2). In the teaching practice, the teacher engages in regular routine when he tackles a particular teaching issue to find solutions for the aim of strengthen the teaching-learning process (Davis, 2003). In this vein, Brownell et al consider that “Effective teacher collaboration is defined as engaging in regular routines where teachers communicate about classroom experiences in an effort to strengthen pedagogical expertise and push colleagues to try new things” (1997, p 341). For example, collaboration in assessment helps the instructors to identify specific techniques and new areas enables the other partnerships to establish standards and calculate their progress via periodic checks on areas of effective collaboration.

Any teacher becomes more interested in sharing ideas about assessment design with his colleagues and making training from assessment pioneers about the strategies and innovative techniques that play an effective role in all the educational institutions since “...with higher levels of teacher collaboration are associated with stronger student performance.” (Goddard et al, 2007, p 2).

In the ESP context, syllabuses and assessment should not be designed by only a single teacher. To overcome this issue, practitioners want more support to discuss the needs, lacks and wants of their students (Dillenbourg et al., 1996). This step seems very important in building a well-structured syllabus and assessments able to accomplish the institution monitors, the practitioners and the learners. Hence, collaboration in ESP settings is not the exclusive side that only ESP teachers are concerned with but also the administrators and the specialty teachers have to give a sort of support to practitioners. These procedures are advantageous in decision-making that effect also on the students' attitudes and motivation towards courses and more particularly assessment. In this vein, the challenge linked with assessments occurring in collaborative framework because practitioners are also concerned with testing. They can also agree about a standardized assessment (Goddard et al, 2007).

5.5.2 Increasing the ESP Practitioners' Motivation

For the future of our country, teachers play a very important role. It is arguably said that professionals are considered as the root in the promotion of our learners' minds for taking decisions. It is crucial then, to boost and intensify the teachers' motivation in order to develop the educational system. Many researchers have engaged specific investigations about motivation and they generally proved that it reflects positively on the students' learning as well as the teachers (Stevens and White, 1987). This psychological factor effects on the ESP teachers' decisions towards their teaching and even opens their minds to create new strategies and assessment techniques. This action will support them to understand the matters the student require and it is the key parameter that makes teachers creative and effective practitioners regarding their teaching and assessment as well. Hence, from the perspective of teaching, motivation increases the practitioners' creation and change in educational reform (Assor et al, 2009). As a result, the more teachers are motivated the better they produce for the institution and for the country. They would gain ability to implement reform in specific areas such as in scientific stream.

Nowadays, the development of the language in all the university faculties comprising the ESP setting needs qualified practitioners who need support and motivation either instrumental or integrative and this sense of self-worth would increase their participation in and anticipation in the success of the learners. (Richard et al, 1994).

On the other hand, motivation provides teachers with energy to create new methods for the assessment of their students' learning. They feel comfortable in changing the form of the assessment design that brings innovation for the teacher himself, the students, and the institution.

5.5.3 Expansion of the Teacher- Learners' Interaction

In the teaching- learning process, the term interaction refers to the occasion when the teacher finds the suitable ground to communicate with his students or react to each other. In fact, the relationship between the teachers and their students is one of the main factors to enhance their learners' motivation. In this context, it is agreed that the communicators including teachers and students are speech senders and receptors. The teacher listens to his students to realize their needs, wants and weaknesses and provides them with the necessary instructions and advice. This kind of teachers keeps a clear interaction with his students. On the other hand, the students must notify their teacher with the requirements and admit and accept the instruction and feedback to cover their needs (David. 2008).

In this circumstance, Allen et al., announced that "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (2013 p, 77, as cited in Benguerfi 2017).

It is clearly noticed that huge gap will be opened from the bad relation that neither the teacher nor the learners would exchange or benefit from each other. On the other dilemma, the teacher's good rapport with the learners provides them with motivation and encourages them to debate their learning needs. Consequently, the result of such relation will develop understanding and improve the learning quality.

The good relation between the students and their teachers is the yield of the right teaching strategies that helps to attract the students' attention during the course and react positively i.e. teachers' pedagogy is the main proof to develop this relationship to become solid and effective.

5.5.4 Increasing Students' Involvement as Partners in Assessment

It is obviously remarked that the new generation of students have direct connection with technology. They are keen to use these tools in the development of the learning abilities. The mastery of technology offers them the opportunities to be involved directly in the process of assessment. The degree of easiness would also be beneficial in online assessment participation. On the other hand, when using assessment as learning, the students can be a direct partner as they participate in self or peer assessment which are effective approaches to develop the students' learning. The teacher explicitly guides and manages his students' assessment of their activities, and those of their peers. The benefit of this step is to develop their critical analyses and encourage them to become more autonomous. Peer and self-assessment, according to Reinholz (2015) could be connected and become suitable for collaborative assessment. He proposed the assessment cycle which involves six actions:

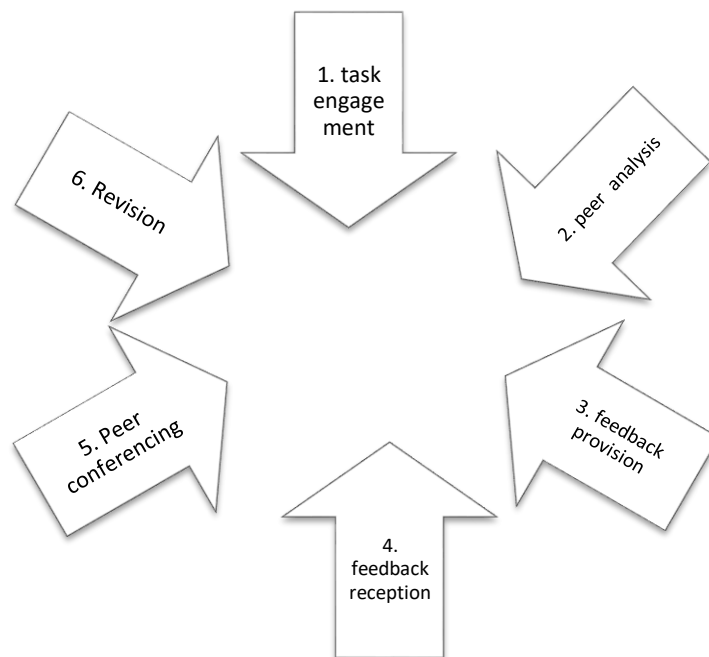


Figure 5. 1. Cycle of peer and self-assessment

Related to the above figure and at the first level, Reinholdz announced that the task engaged initially should look similar to the one that students will assess eventually. Then, assign grades or generating feedback are made as pre-judgment about the quality of the task. The students at the third level share the analysis with their peers either in written or verbal feedback. The students' peers after they receive feedback will be allowed to compare and see their tasks from other prescriptive from which they will have the opportunity to explain and discuss their thoughts more extensively. At the last level, the task closes the feedback cycle when the learners become able to revise their works starting from the given feedback.

5.5.4.1 Increasing ESP Students' Motivation

MacIntyre et al introduce motivation as “one of the most appealing, yet complex variables used to explain individual differences in language learning” (2001, p 462). In the field of learning the English language, it is the aspect that participates in the determination of learning success. Unfortunately, attitudes towards specific English language vary from a student to another. It takes a secondary level for the less motivated students. In the context of biology, students may have negative impression towards English language and the way it is assessed. They give interest to the specialty modules.

Numerous researches have been announced about the importance of motivation in the life of ESP student. It is in fact associated to prosperity in the learning of English language. Moreover, motivation and attitude work together to insure students' fruitful learning of the target language; therefore, many motivational theories have been formulated to study this connection though it is critical to shift from theory into practice.

It is generally known that ESP students are not really motivated towards English language learning although they know its importance. Their attitudes is also negative vis- a-

vis the strategies of assessment particularly in this matter. Indeed, they try to negotiate their grades without making efforts. On the contrary, teachers must have the creative spirit to announce new vision about the lectures taught as well as new design of assessment to attract and increase the students' motivation.

It is largely confirmed that motivation is the primary means to success in language learning that needs to be cultivated to students for studying English to communicate. Therefore, they will strengthen their awareness towards the learning to promote their communicative capabilities and enjoy the innovative strategies used in assessment. The teachers' skills and effectiveness have great impact on the students' motivation. Relatively, it is emphasized that "teacher skills in motivating learners should be seen as central to teaching effectiveness" (Dornyei, 2001, P. 116).

Motivated students become eager to work and study the language and concentrate on the tasks provided. If they know that assessment is crucial, they share readiness to accept the new assessments design with constant encouragement by the instructor who innovates in providing tasks and activities. This will confront challenges and essential assessment parameters to improve the status this mechanism in specific areas.

5.6 Technology

Technology and innovative systems have made it possible for humans to communicate with machines in a safe and comfortable manner. These systems are designed to be robust and durable, making them ideal for use in educational environments, particularly in assessment designs and installations. In such scenarios, tablets can be utilized as the control interface for the machines. In this context, we have exposed some of the constructive proposals for the better use of innovation in assessment.

5.6.1 Challenges Management when Using Online Assessment

The research finding indicated that most of the practitioners are facing numerous challenges in assessing their students' progress. In order to know the best procedures in conducting the best assessment; the following steps are listed to clarify these strategies:

a) Selection of the Right Assessment Strategies

According to Sayed et al (2006) the teachers are choosing the right type of assessment that underlines the primary targets of the online assessment and the categories of the lectures being appraised. Likewise, such selection of strategy serves in assessing the targeted point of the learners' achievements i.e. the teacher has to decide how to realize the assessment pertinent with the learning objectives.

There are many choices in assessment that the teacher can choose appropriate for their students, either formative or summative assessment. The instrument is primarily the parameter to know the success or failure of an online assessment. Many mistakes have been done by assessors regarding the forms of tasks that look too long, or have vague questions. As mentioned earlier in the first point, the test design depends on the objective of assessment.

The formative assessment, for instance should include be brief and very concise instructions that focus on assessing very specific points at very specific timeframes. However, for engaging summative assessments, the process could take much time and assess the learning experience.

b) Asking the Appropriate Questions

This challenge seems one of the most serious points since it focuses on some the design of questions to the students that may be a hard mission for the instructor because the students' answers will decide what feedback and action will be taken. Asking the

appropriate questions can focus on many different educational parts that typically revolve around these areas:

1. Students' satisfaction with the instructor, the content and with the environmental issues.
2. The offered courses are fruitful to satisfy the learners' needs and wants and cover their lacks.
3. The candidates feel learning has been developed and how it will effect on their career.

5.6.2 Online Assessment Practices in ESP

Online assessment is a new measurement procedure that alternate pen-paper format by switching towards the electronic version. It is generally known that online assessment refers to the involvement of ICT and internet access in the appraisal operations. Similarly, this alternative procedure measures the students' achievement via the use of technological tools and internet to assessing students via the internet (Amponsah et al, 2022)

The results' analysis of this research have indicated that pre and in service training are prominent, but taking just a theoretical training not enough. The ESP practitioners have to shift theory into practicing all what they have been informed about the new strategies of assessment. The online assessment formats is the main representative of these new strategies that practitioners need to practice by designing more formal online assessments. The online assessment practice can permit the teachers to be familiar with the use of computers and internet and acquainted with online assessment challenges. Therefore, they will gain the ability to observe the main obstacles and manage these challenges. Related to the participants in this investigation, online assessment practice is the effective way to implement theory and decrease the assessment barriers.

The ESP students, on the other hand, should also be aware of the principles of the online assessment and adapt them with the behavior of the 21st century students. Furthermore, it is through the practice of online assessment, students will intimate with this type of assessment because this generation of students are quite perfect in the manipulation of ICT's.

More and more frequently, the practice is strongly recommended for the change and the betterment of assessment as part of online language courses. The conception will also be changed because both the practitioners and the students will draw a new image about assessment. Moreover, online assessment practice could be a source of fairness and transparency so that both the candidates and the assessor are anonymously participating in the tasks to reach objectivity. Furthermore, Computer-assisted language assessment permits teachers to create their own tasks that raise interesting possibilities for measuring systematically the learning of the students with provision for detailed feedback.

Related to teachers and students readiness, they have to be professional users of the online assessment tools and this requires more practice since according to many responses have seen that the negative attitudes towards E- assessment are the results of the wrong and bad use of the ICT's.

5.6.3 Contextualizing E-Assessment in ESP Departments

At least once a week, ESP practitioners could arrange their time table and to the one of their students, to find a suitable timing to work in the ICT lab of the department to engage what is called “flipped classroom” (Wang and Zhu, 2019). Of course this latter contains materials. Regarding the over-crowded classrooms, two or three students can use the same computer that carries the general number of students per group which contains approximately 50 students. Practitioner would post on the platform courses and provide online assignments or tasks to be done by the students at home. Most of the tasks will be done independently from the classroom context that will be reserved only for correction, discussion, and providing feedback.

Once instructors come to master the functionalities of platforms, they can contextualize e-assessment activities at level of the department. At the second level, they design their assessment that consists of exploiting e-assessment features to improve students' involvement in these practices and for the development of their linguistic capabilities. Moreover, it is suggested to expand the e-assessment as innovative experience by investigating other facets of platforms.

5.6.4 Secured and Proctored Testing for Online Learning Assessment

In order to avoid the nightmares of non-delivered tests, scares of tampered exams, and the charge of providing online exams to many locations increased exponentially lead to think about the development of a solution for the management of online testing problems based on accessible technologies. The new online system offered by the Florida State University (FSU) has immensely helped the learners, instructors, and faculty participants in online degree-completion programmes through implementing (OLLA) online learning assessment (Hayes, 2004).

In the past, teachers had submitted their exams either in e-mail attachments or in a hard copy. This process needed multiple exam materials that resulted many late deliveries and waste of time, even the exam was not secured against modifications and external manipulation. FSU tried to solve these issues through creation of innovative method administered automatically with the use the available online technologies:

1. The courses teachers would offer a protected PDF format exams making them tamper-proof—and send them to a secure Web site.
2. The testing manager transfers exams and protects the Web site via a password established with electronic campus coordinator.
3. Proctors are given unique logins and passwords to enter their exams from the secured Web site. (The proctor accesses to the exam he is managing).
4. As needed, the exam will be printed by the proctor to be accessible only for a specific testing space selected by the teacher. This latter manages the steps of exams and facilitate the access for specific candidates.
5. The proctor dominates and completes the exam protection with security procedures and confirmation of instructor requirements.
6. The proctor accesses the institution online and prints out a return shipping label, and arranges for pickup of the exam at no cost to the proctor or testing facility.

Additionally, this system is also scalable for saving the exams, the teacher must store a PDF format of the exam until he receives the completed or final version of the exam, as it is online, it is accessible to all proctors, without limiting the number or the locations of proctors. Furthermore, the cost of mailing packages to proctors is absolutely eliminated and this would involve challenges in picking up materials from proctors.

5.6.5 Inserting Technology in the Assessment of Terminology

In teaching technical vocabulary, the practitioner assists the students to learn new terms in their specialty. He then, encourages them to create strategies in grasping the meaning of words. In the last decades, there emerged a new vision about the teaching of technical vocabulary and how it must be implemented in foreign language learning. This is purely a didactic step that puts the learner at the centre of the terminology – construction process. Moreno (2019) suggests five phases about the learning of new terminologies essentially selected from scientific texts.

In the first phase, the instructor gives an introduction to the academic language and the nature of the terminological unit that is a specialized unit of thought. Furthermore, he should prompt the students to select and collect texts. The importance of this step occurs when the learners become aware of their responsibilities and know how to differentiate the common and scientific discourse. The second phase begins immediately after the selection of the topic. The students get support from the teacher to identify the main terminologies and underline them as keywords. The teacher has to construct the learners' knowledge via the identification of topics and motivate their engagement by providing them with online sources about scientific topics. In the third phase, the students are asked to use new technologies as the Web Quest activity to conduct self-driven searches on academic discourse. They set the main keywords obtained from the selected text and limit the number of terminologies they want to grasp.

The fourth phase, according to Moreno, is the use of DEXTER which permits making an automatic term extraction from the texts and filtering non-relevant units. Most work is done automatically and the students are asked to identify the technical terminologies with a machine. The teacher, in this phase, can propose in-class demonstrations of the tool using example datasets in order to facilitate the operation in using this technology. Another helpful

strategy includes surveys and pre-tests to assess learners' skills in completing online routines such as web surfing, or form-filling which will be needed throughout the process. Within the last phase, the students gain both; the opportunity to employ new technologies in their learning and learn new terminologies different from the traditional vocabulary exercises.

It is clear as mentioned in the previous studies that the ESP students have a rich background about the subject matter more than their English teacher but not in the target language. This permits the practitioner to manage his group successfully. Concerning the learning of specific terminologies, no one is able to provide the learners better than their teacher and also their own efforts to become autonomous in the learning of vocabulary in rapport with their discipline. Castillo declares " it is not the teacher's responsibility to teach technical vocabulary .The duty is to check that learners have understood technical vocabulary presented by a subject specialist" (2014,p 1; as cited in Benguerfi, 2017). In his investigation, Castillo (2014) declares that there is a very close relation between grammar and vocabulary as two major levels of the language.

5.7 Conclusion

Based on the results obtained in this research, the first step included their discussions and interpretations. The focus of this chapter was to provide the appropriate and necessary suggestions and recommendations that would enhance the quality of assessment practices and decrease the challenges based on the results of the study. It further tried to help the practitioner to develop his own new assessment strategies that would serve in the promotion of teaching, encouraging the ESP students to be more attentive in the participation as efficient partners in assessment, as well as for the progression of the Algerian higher educational system as whole.

GENERAL CONCLUSION

This dissertation has discussed the use of innovative strategies in assessment and their contribution to the practitioners' performance in different departments at Abu-Bakr university- Tlemcen. As known, most of the Algerian educational institutions have witnessed an almost abrupt transition to use some alternative techniques in the teaching process with the purpose of supporting the habitual traditional system of education. In parallel, these new learning techniques go hand in hand with the assessment.

Unlike the traditional assessments, ESP practitioners are trying to apply new appraisal strategies as alternative for the benefits they have although it is still debated with the ground hindrances encounter. Therefore, with the new mechanisms, the whole educational system would feel this transition from traditional assessment to innovative assessment methods. This also would contribute to the formation of teachers' creativity as well as the students' interests and partnership.

As defined before, innovative strategies can be used at different teaching levels. They represent assistance in education to realize tasks performed by individuals to pure synthetic systems. Putting the learner at the centre of instruction is one of the key targets in ESP courses. Teachers are inviting their students to engage in self-directed learning to become more autonomous. In this sense, innovative tools provide a favorable circumstance to grasp self-direction. For example, Autonomy English learning on the internet dares the traditional approach in facilitating and suggesting the effective strategies of autonomy in English language learning. In a self-access learning environment, the learners are offered favorable factors to be able to direct their own learning and access independently to their learning materials to control their learning and gain competence at the same time.

On the second hand, assessment management via innovation can allow information to be presented in a variety of ways to meet the needs of different members including teachers and students. Relatively, in such new assessment system, all aspects of the system, from the

assessments completed by students to the processing and management of grades, including the student information bodies are assessed, which are technology-based.

This research was begun with the firm conviction that assessment is a key pillar in the teaching of English and it is vital to chain it with innovation. The study has centered on transforming assessment practices from the shift from classical paper-based to innovative assessments in Algerian ESP classrooms. It is a contribution to the development of an informed understanding of the empirical and interpretive about the effectiveness of innovation and its potential impact on the attitudes and performance of ESP practitioners and students when assessment modes change. Correspondingly, the Algerian higher education institutions opt for the new assessment strategies in the shadow of zero paper procedure to be applied in official educational settings.

Besides, our main purpose of this study is to investigate the impact of implementing innovative strategies in assessment on the development of teaching and learning qualities in ESP classrooms. We seek to treat some of the issues surrounding the process of assessment and innovation in order to make it as relevant and indispensable as traditional methods. The role of innovative assessment includes not only scoring and grading but also many fields related to teaching surface. This dissertation aims to adopt new assessment methods corresponding to the literacy development of advanced universities and create a sophisticated society that encourages the advancement and prosperity of the higher educational sector.

At the end of this work, a retrospective look is necessary. This leads us to take stock of our problem and our initial hypothesis. We retrace the context of this research and our movement of thought. Our research questions were the following:

- ▶ What innovative techniques do ESP practitioners put forward to enhance the assessment quality?
- ▶ To what extent do ESP practitioners innovate in their assessments?

- ▶ What hindrances affect the practitioners' innovativeness to reach the targeted output of assessment?
- ▶ To what boundary does innovation in assessment benefit the literacy rate and attitudes of the Algerian ESP students?

For the above research questions, it was hypothesized that the ESP practitioners do not innovate because of the large size classrooms. They consider MCQ as a practical technique of assessment. The second hypothesis was that the new generation of practitioners is innovative as opposed to the senior generation of teachers who commemorate only the same strategies in their assessment as in teaching. Ultimately, the ESP learners' unsympathetic attitudes towards assessment, the lack of assessment materials, and the teachers' readiness to engage in innovative strategies are some of the difficulties that face assessment in its new shape. The last hypothesis was related to the degree of effectiveness of innovative assessment; we say that it has a huge and important impact on the Algerian ESP students' literacy.

The design of the present research made up of five chapters and each one had its particularity in terms of ideas and titles that correlated to the key concepts of the topic and have been meticulously detailed and discussed to draw valid targets. The first chapter focused on defining fundamental concepts such as English language teaching and its status within the Algerian ground. The teaching of ESP had been introduced deeply with the necessary information about it including types, the teachers and students responsibilities, and objectives. In addition, the chapter has discussed the key points related to innovation and its role in the teaching- learning process.

The second chapter attempted to provide an overview about assessment with further details about its objectives, characteristics, and types. Testing was also introduced briefly in this chapter with rich ideas about its features, forms, and the necessity of testing in the teaching and learning. Besides, Innovation had taken a great part in this chapter as a keyword

that connects the two theoretical chapters. We highlighted the degree of effectiveness and the advantages of innovation in impacting teaching- learning process, enabling decisions as results of assessments, and generating them.

We have dealt, in the third chapter, with two main crucial parts; the first part covered the methodological side of the study. It administered the research methods, case studies, participant samples and profiles, and data collection instruments with underlying the main objectives of all rubrics and questions. The second part of the third chapter was assigned for data analysis of the M1 microbiology students' questionnaire.

The fourth chapter provided the analysis of the two research instruments designed for the ESP practitioners. The first instrument targeted the confirmation or rejection of some hypotheses. The interview analysis complemented the objective of the practitioners' questionnaire. After collecting the necessary data, the analysis has been carried out using tables, graphs and pie-charts that referred to the statistical and numerical analysis however, some of the analysis required more clarifications and individual knowledge of each one of the participants. The results and the findings were interpreted to serve the purpose of designing and constructing new fruitful assessment procedures.

The key research results and interpretations were indicated and explored in relation to the research hypotheses. They provide clear answers on the research questions set. In effect, the first hypothesis says that the ESP practitioners do not innovate because of the large size classrooms. They consider MCQ as a practical technique of assessment was not confirmed, and many of the new practitioners shift their interest towards ICT tools for engaging E-assessment. The second hypothesis is that the new generation of practitioners is innovative as opposed to the senior generation of teachers who commemorate only the same strategies in their assessment as in teaching is confirmed in accordance to the results obtained. Thirdly, the ESP learners' unsympathetic attitudes towards assessment, the lack of assessment materials,

and the teachers' readiness to engage in innovative strategies are some of the difficulties that face assessment in its new shape. Most of these problems may encounter the teachers when trying to be innovative in assessment in addition to other technical issues, the limited time given to the students and this that can cause stress; and the learners are not keen in using the new assessment platforms. As the findings demonstrated, it is preferable to use both methods. Ultimately, the last hypothesis is related to the degree of effectiveness of innovative assessment, we say that it has a huge and important impact on the Algerian ESP students' literacy and this hypothesis was confirmed since innovation fits the new generation students who are thinking innovatively. The findings of this research demonstrated the significance of innovative assessment particularly in higher education context. Accordingly, we set some proposals and guidelines aimed at developing the assessment quality in ESP classroom.

After that the results have been drawn in accordance to data analysis and interpretations have been made. Finally, the fifth chapter was set to give with some suggestions and recommendations. This part of the research presents new mechanisms that the institutions and practitioners must use in assessment. It also provides contextual areas based on the teachers' training. We suggested that the interaction between the practitioners and their students is important in self, peer, and E-assessments. The practitioners' and learners' motivation and teaching materials are introduced in the last chapter.

To sum up, a recommended list about the use of the new methods of assessment has been thoroughly made; amongst : the necessity of developing other researches and investigations on the use of innovative strategies in assessment and its relationship with the teachers' and students' motivation and autonomy, the need of promoting the infrastructures and giving the needed technical tools to facilitate the implementation of such new methods of assessment to help teachers to assess their students' effectively.

In conclusion, the research work prompts us to reconsider the best measurement approaches, the application of new assignment-creation techniques, and moreover we attempt to tackle a general understanding of how future assessment needs to be approached. We have inspired our ideas from many previous references and researchers to participate at least with some additive ideas to enrich the topic. Finally, the current investigation was exploratory in nature. It raises a number of unanswered questions from which we try to offer the new generation researchers to treat this subject from other specific angles and dimensions.

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Appendices

Appendix 1

TEACHERS' QUESTIONNAIRE

Thank you in advance for responding anonymously to this questionnaire. Your answers to which will contribute to the completion of a doctoral thesis about the innovative techniques of assessment in the field of ESP at the University of Tlemcen. Your assistance in completing this survey questionnaire is highly appreciated.

Please tick and write the answer when necessary.

PERSONAL INFORMATION:

1. What age group you are?

Between:

Less than 30

[30- 35]

[35- 40]

[40 years and over]

2. Teaching experience: 0-5

5-10

10

more

3. Specialty area

Didactics

English English for Specific Purposes

Linguistics (sociolinguistics, applied)

Literary Studies and Civilization

QUESTIONS

- 1 Which assessment tools do you use?

Traditional

New

Both

- 2 Among traditional ones which do you see more effective in your class?

Cite two or three:

- Short answers.....
- Multiple-choice.....
- Essays.....

- 3 Which of the new assessment tools are you familiar with?

Cite at least two:

- Performance-based (Role play, interviews and dialogues).
- Project work (research and presentations)

- 4 Do you think assessment can help in the betterment of your teaching, once in learning?

YES

NO

- 5 Can assessment and innovation together bring (some) improvement in the learning process?

YES

NO

- 6 Is it possible, in your opinion, to associate the notion of innovation with that of evaluation?

YES

NO

Say why?

Achieving innovative objectives and fostering creativity require more innovative testing criteria and, accordingly, more open evaluation methods.

7 Locate your evaluation practice among the following propositions, each of which expresses a point of view on evaluation, choose:

- | | | |
|----------------|---|--------|
| Very Important | → | V. IMP |
| Interesting | → | IMP |
| Neutral | → | N |
| Less important | → | L. IMP |
| Not important | → | N. IMP |

Gain several assessment criteria

Take a break from learning, even if it means wasting time

Sanction meritorious or blameworthy attitudes

Measure the relevance of my pedagogy

Impose an external standard

Recognize error as an integral part of learning

Give the learner the opportunity to distance themselves from their learning

Consider the student's profile and personality

Observe learners in a particular learning situation

Check the students' knowledge and performances.

Check whether the results achieved correspond to the objectives assigned

Replace the notion of mistake with that of error

Provide feedback on the performance to the students

Underline the learning objectives and difficulties

Rejection of competition between students

Targeting the points of view about the learner

Strengthen my professional authority

Relate the learner's performance to what is expected to him in society.

Indicate to the learner that he must use his knowledge independently

Check the assimilation in the students' knowledge regarding the four language skills.

8 Depending on the moment and the type of assessment you want to engage, you will have to make choices, which instrument of assessments do you endorse in teaching ESP? (you can select many responses)

- MCQ
- Matching test (true/ false and yes/ no)
- Placement test
- Needs analysis surveys
- Questionnaire (short open-ended)
- Open book tests
- Summary
- Synthesis
- Fault identification tasks.
- Others:.....

9 What are your choices in terms of evaluation:

- The use of self-assessment and peer-assessment grids

- The use criteria grids.
- Do you choose to vary your assessment methods, for example: integration of conceptual maps?
Say why?
.....

10 Is the student's profile taken into consideration before any assessment?

- YES
- NO
- Why?

11 Is it interesting to involve learners in the act of assessment and in the assessment culture (traditionally reserved for the teacher)?

- Strongly agree Agree Neutral Disagree strongly disagree

12 If you are in favor, say whether it would be interesting to involve the student in the assessment via:

- Grids developed by the teacher
- By giving him examples of good self-assessment practices through (ICT)
- By allowing the student to carry out activities based on the accomplishment of tasks on (computer tools)
- By defining the criteria allowing them to evaluate their own performance.

13 Do you see any improvements in your students' outcomes when implementing new forms of assessment?

- YES
- NO

14 What should be the characteristics of an innovative assessment practice to achieve your teaching objective?

- 1. Include instrumental technologies.
- 2. Involve motivated participants to intervene in any new form of tasks.
- 3. The same characteristics as in the traditional methods (validity, authenticity, fair....etc).
- 4. Provide grades anonymously. (Integration of machines in assessment).

15 What changes can new assessment techniques bring to the success and attitude of ESP students outside of English?

.....
.....

16 Do you see improvements in the results of your learners (if you are an innovative practitioner) when implementing new forms of assessment?

- YES
- NO
- Why?

Thank you for your valuable contribution

TEACHERS' QUESTIONNAIRE

Thank you in advance for responding anonymously to this questionnaire. Your answers to which will contribute to the completion of a doctoral thesis about the innovative techniques of assessment in the field of ESP at the University of Tlemcen. Your assistance in completing this survey questionnaire is highly appreciated.

Please tick and write the answer when necessary.

PERSONAL INFORMATION:

1. What age group you are?
Between:
 - Less than 30
 - [30- 35]
 - [35- 40]
 - [40 years and over]
2. Teaching experience: 0-5 5-10 10 more
3. Specialty area
 - Didactics
 - English English for Specific Purposes
 - Linguistics (sociolinguistics, applied)
 - Literary Studies and Civilization

QUESTIONS

1. Which assessment tools do you use?
 - Traditional
 - New
 - Both
2. Among traditional ones which do you see more effective in your class?
Cite two or three:
 - Short answers.....
 - Multiple-choice.....
 - Essays.....
3. Which of the new assessment tools are you familiar with?
Cite at least two:
 - Performance-based (Role play, interviews and dialogues).
 - Project work (research and presentations)
4. Do you think assessment can help in the betterment of your teaching, once in learning?
YES NO
5. Can assessment and innovation together bring (some) improvement in the learning process?
YES NO
6. Is it possible, in your opinion, to associate the notion of innovation with that of evaluation?
YES
NO
Say why?

Achieving innovative objectives and fostering creativity require more innovative testing criteria and, accordingly, more open evaluation methods.

7. Locate your evaluation practice among the following propositions, each of which expresses a point of view on evaluation, choose:

- Very Important ➡ V. IMP
- Interesting ➡ IMP
- Neutral ➡ N
- Less important ➡ L. IMP
- Not important ➡ N. IMP

| | | | |
|---|--------|---|-------|
| Gain several assessment criteria | V. IMP | Check whether the results achieved correspond to the objectives assigned | V.IMP |
| Take a break from learning, even if it means wasting time | N. IMP | Replace the notion of mistake with that of error | N.IMP |
| Sanction meritorious or blameworthy attitudes | N | Provide feedback on the performance to the students | V.IMP |
| Measure the relevance of my pedagogy | V. IMP | Underline the learning objectives and difficulties | V.IMP |
| Impose an external standard | IMP | Rejection of competition between students | V.IMP |
| Recognize error as an integral part of learning | N | Targeting the points of view about the learner | N |
| Give the learner the opportunity to distance themselves from their learning | L. IMP | Strengthen my professional authority | V.IMP |
| Consider the student's profile and personality | V.IMP | Relate the learner's performance to what is expected to him in society. | IMP |
| Observe learners in a particular learning situation | V.IMP | Indicate to the learner that he must use his knowledge independently | N |
| Check the students' knowledge and performances. | V.IMP | Check the assimilation in the students' knowledge regarding the four language skills. | V.IMP |

8. Depending on the moment and the type of assessment you want to engage, you will have to make choices, which instrument of assessments do you endorse in teaching ESP? (you can select many responses)

- MCQ
- Matching test (true/ false and yes/ no)
- Placement test
- Needs analysis surveys
- Questionnaire (short open-ended)
- Open book tests
- Summary
- Synthesis
- Fault identification tasks.
- Others:.....

9. What are your choices in terms of evaluation:

- The use of self-assessment and peer-assessment grids
- The use criteria grids.
- Do you choose to vary your assessment methods, for example: integration of conceptual maps?

Say why?

In my opinion students should not take part of summative assessment, in other words, they should not be allowed to give themselves grades. However, they are encouraged to take part of a formative informal sort of assessment where they can only give feedback. For the end of

preserving the rater reliability only one rater, the teacher, can grade.

10. Is the student's profile taken into consideration before any assessment?

YES

NO

Why? ...I Use a set of assessment criteria that measure the student's current level as it is the case with every achievement test (summative). Students' previous strengths and weaknesses are disregarded since I am interested in measuring their performance. Also, taking students' profiles into consideration may invoke notions of ability grouping and tracking which may lead the teacher to use different standards when assessing the performance of students from the two different, high-ability and low-ability, clusters.

11. Is it interesting to involve learners in the act of assessment and in the assessment culture (traditionally reserved for the teacher)?

Strongly agree Agree Neutral Disagree strongly disagree

Why? Because being aware of how the assessment goes, increases the awareness of the student as to his limitations and what is expected from him. Plus, in cases where students work collectively, student-student feedback can be more beneficial and more thorough which can help the students to adjust and better their performance before the final test.

12. If you are in favor, say whether it would be interesting to involve the student in the assessment via:

Grids developed by the teacher

By giving him examples of good self-assessment practices through (ICT)

By allowing the student to carry out activities based on the accomplishment of tasks on (computer tools)

By defining the criteria allowing them to evaluate their own performance.

13. Do you see any improvements in your students' outcomes when implementing new forms of assessment?

YES

NO

14. What should be the characteristics of an innovative assessment practice to achieve your teaching objective?

a) Include instrumental technologies.

b) Involve motivated participants to intervene in any new form of tasks.

c) The same characteristics as in the traditional methods (validity, authenticity, fair....etc).

d) Provide grades anonymously. (Integration of machines in assessment).

15. What changes can new assessment techniques bring to the success and attitude of ESP students outside of English?

More authentic and performance-based tests train students and prepare them for real-life situations which they may encounter in the coalface of their domain. By going through new alternative testing methods, ESP students not only assimilate knowledge but learn how to use that knowledge as well through performing, unlike traditional testing methods which only gauge students' knowledge. Success in authentic performance tests helps students develop positive feelings of effectance and positive

expectancies about their skills' level and the doability of real life tasks which lead to a formation of positive attitudes toward similar tasks in the future producing more approach-oriented learners.

16. Do you see improvements in the results of your learners (if you are an innovative practitioner) when implementing new forms of assessment?

YES

NO

Why?

New assessment methods in the eyes of the learner, unlike traditional paper and pencil tests, are more of a natural learning experience which is more enjoyable and fueled by intrinsic motivation. Students here benefit at least on the psychological level where they become more motivated and less anxious. Moreover, students better their level of performance in the process and consequently, unconsciously, the sub-skills involved in an integrative unitary fashion.

Thank you for your valuable contribution

Appendix 2

QUESTIONNAIRE ADRESSE AUX ETUDIANTS INSCRITS EN MASTER “ BIOLOGIE“

Merci d’avance de répondre de manière anonyme à ce questionnaire dont les réponses contribueront à la réalisation d’une thèse de doctorat en langue anglaise à l’université de Tlemcen

INFORMATIONS SUR L’ENQUETE(E) :

1. Sexe:
 - Masculin :
 - Féminin :
2. Dans quelle tranche d’âge vous situez-vous ?
 - Entre : [19-21 ans]
 - [21-23ans]
 - [23 et plus].

QUESTIONS

L’évaluation est l’occasion de mettre en lumière les éventuels écart entre ce qui a été prévu et ce qui a été réalisé.

1. Que représente l’évaluation pour vous ?

2. Que représente l’innovation pour vous ?

 - Y’a-t-il un sentiment d’innovation dans les : Cours
 - Pratiques
 - évaluations
3. L’évaluation vous permet-elle de progresser en fonction de votre profil de façon individualisée.
 - OUI
 - NON
 - Pourquoi ?

.....
.....
.....

4. Quelles activités d'évaluation aimez-vous le plus ?(vous pouvez cocher plusieurs réponses)

- QCM
- Exercices à trous
- Questionnaire à réponses ouvertes
- Résumé
- Analyse
- Synthèse
- Commentaire
- Dissertation
- Production orale
- autres :

5. L'usage de la technologie lors d'une évaluation vous motive-t-il d'avantage dans le processus d'apprentissage ?

- OUI
- NON
- Pourquoi?

.....
.....
.....

6. L'enseignant de la matière à t-il tendance d'intégrer le dispositif technologique lors des évaluations tels que (Moodle – G-form ...)

- OUI
- NON

7. A quelle fréquence votre enseignant utilise-t-il la technologie pour l'évaluation ?

- 25 %
- 50 %
- 70 %
- Plus %
- Jamais.

8. Comment évalueriez-vous l'intégration de ces dispositifs dans l'évaluation ?

- Très satisfaisant
- Satisfaisant
- Moyennement satisfaisant
- Insatisfaisant

9. Avez-vous été impliqué dans des pratiques évaluatives ?

- Oui
- Non

10. Vous sentez-vous à l'aise lorsque vous êtes directement impliqué dans ce genre de pratiques ?

- Oui
- Non

Pourquoi ?

.....
.....
.....

11. Avez-vous un penchant pour l'une des stratégies d'évaluations suivantes, et pourquoi ?

Stratégies traditionnelles.

Stratégies innovantes

Les deux

12.

Quand je suis évalué par le biais d'une stratégie innovante

- Vous pouvez sélectionner plusieurs réponses -

1. Je suis apte à manipuler un outil
technologique. (innovatif)

2. Je peux bien exprimer mes
pensées et mes idées.

3. J'exprime mes idées
difficilement.

4. Je suis motivé par les nouvelles
formes d'évaluation proposées.

5. Je me sens bouleversé et stressé
par rapport aux nouvelles
méthodes évaluatives.

6. Je suis confiant et prêt pour
l'évaluation.

7. Je prends mon temps de suivre
attentivement aux instructions..

8. Je prends l'initiative pour
répondre aux questions..

Merci pour votre collaboration

QUESTIONNAIRE ADRESSE AUX ETUDIANTS INSCRITS EN MASTER " BIOLOGIE "

Merci d'avance de répondre de manière anonyme à ce questionnaire dont les réponses contribueront à la réalisation d'une thèse de doctorat en langue anglaise à l'université de Tlemcen

INFORMATIONS SUR L'ENQUETE(E):

1. Sexe:
 - Masculin :
 - Féminin :
2. Dans quelle tranche d'âge vous situez-vous ?
 - Entre : [19-21 ans]
 - [21-23ans]
 - [23 et plus].

QUESTIONS

L'évaluation est l'occasion de mettre en lumière les éventuels écart entre ce qui a été prévu et ce qui a été réalisé.

1. Que représente l'évaluation pour vous ?
Est une démarche qui permet de contrôler les connaissances acquise chez l'apprenant.
2. Que représente l'innovation pour vous ?
Est complémentaire à l'évolution qui permet d'intégrer de nouvelles techniques afin d'améliorer le produit.
 - Y'a-t-il un sentiment d'innovation dans les : Cours
 - Pratiques
 - évaluation
3. L'évaluation vous permet-elle de progresser en fonction de votre profil de façon individualisée.
 OUI

NON

Pourquoi ?

Je suis motivée par les nouvelles applications, dont je peux bien m'exprimer!

4. Quelles activités d'évaluation aimez-vous le plus ? (vous pouvez cocher plusieurs réponses)

- QCM
- Exercices à trous
- Questionnaire à réponses ouvertes
- Résumé
- Analyse
- Synthèse
- Commentaire
- Dissertation
- Production orale
- autres :

5. L'usage de la technologie lors d'une évaluation vous motive-t-il d'avantage dans le processus d'apprentissage ?

OUI

NON

Pourquoi ?

... bien sûr, on est en 2021, je trouve que la technologie, à côté d'être humain en général et le scientifique en particulier, à exposer ses hypothèses, ses pensées à fin d'élaborer plusieurs connaissances.

6. L'enseignant de la matière a-t-il tendance d'intégrer le dispositif technologique lors des évaluations tels que (Moodle – G-form ...)

OUI

NON

7. A quelle fréquence votre enseignant utilise-t-il la technologie pour l'évaluation ?

- 25 %
- 50 %
- 70 %
- Plus %
- Jamais.

8. Comment évalueriez-vous l'intégration de ces dispositifs dans l'évaluation ?

- Très satisfaisant
- Satisfaisant
- Moyennement satisfaisant
- Insatisfaisant

9. Avez-vous été impliqué dans des pratiques évaluatives ?

Oui

Non

10. Vous sentez-vous à l'aise lorsque vous êtes directement impliqué dans ce genre de pratiques ?

Oui
Non

Pourquoi ?

Oui, car de s'exprimer et de mieux apprendre de ces pratiques par les différents manipulations

11. Avez-vous un penchant pour l'une des stratégies d'évaluations suivantes, et pourquoi ?

Stratégies traditionnelles.
Stratégies innovantes
Les deux

Il y a des stratégies traditionnelles importantes qui on peut pas les en passer comme ça, il faut toujours réviser ces stratégies et quand il s'agit de nouvelles stratégies innovantes, il faut les encourager, donc je dirai les 2

Quand je suis évalué par le biais d'une stratégie innovante

- Vous pouvez sélectionner plusieurs réponses -

| | | | |
|---|-------------------------------------|--|-------------------------------------|
| 1. Je suis apte à manipuler un outil technologique. (innovatif) | <input checked="" type="checkbox"/> | 2. Je peux bien exprimer mes pensées et mes idées. | |
| 3. J'exprime mes idées difficilement. | | 4. Je suis motivé par les nouvelles formes d'évaluation proposées. | <input checked="" type="checkbox"/> |
| 5. Je me sens bouleversé et stressé par rapport aux nouvelles méthodes évaluatives. | | 6. Je suis confiant et prêt pour l'évaluation. | |
| 7. Je prends mon temps de suivre attentivement aux instructions.. | <input checked="" type="checkbox"/> | 8. Je prends l'initiative pour répondre aux questions.. | <input checked="" type="checkbox"/> |

Merci pour votre collaboration

Appendix 3

Interview for teachers

First, I would like to thank you for your time and accepting to participate in the study. This conversation will be kept confidential, and the answers you provide will be used for research purposes only. There will be no reference to your name during the entire research work. I would like to take your permission to tape-record the interview to ensure that no single detail is being missed and to be able to listen to the record again for the sake of analysis.

This interview aims to gather data and information about the innovative assessment techniques and their effects on success of learning English for specific purposes..

Please, try to answer these questions considering that your responses and information would be regarded as important for this research

- 1) Are you innovative in your practices?
- 2) What does innovation mean to you?
- 3) How do you see innovation in assessment?
- 4) Do you think it improves the quality of your teaching? In which sides?
- 5) What innovative techniques do you use for assessment?
- 6) What alternative assessment do you recommend to better assess the ESP students?
- 7) What are the positive points behind the use of innovative strategies in your assessment practices?
- 8) What changes can new techniques of assessment bring in terms of ESP students' achievements and attitudes towards English?
- 9) What factors hinder your creativity in applying innovative assessment techniques?
- 10) To what extent does innovative assessment support the academic and professional life of the ESP student?

Summary

This doctoral dissertation is focused on analyzing assessment in the Algerian university context. It is fascinating to treat and discuss the results of both the quantitative and qualitative analyses extracted from two questionnaires accompanied by an interview. The primary objective is to demonstrate the degree of effectiveness of innovative assessment on the teaching/learning process in English for specific purposes (ESP) classrooms. The research is grounded in the framework of assessment in English language education, with a didactic perspective aimed at promoting the practitioners' knowledge about assessment and enhancing students' learning outcomes.

Key Words: traditional assessment, innovative assessment, ESP, teaching/ learning.

Cette thèse de doctorat porte sur l'analyse de l'évaluation dans le contexte universitaire algérien. Il est passionnant de traiter et de discuter les résultats des analyses tant quantitatives que qualitatives extraites de deux questionnaires accompagnés d'un entretien. L'objectif principal est de démontrer le degré d'efficacité de 'l'évaluation innovante' sur le processus d'enseignement/apprentissage dans les classes d'anglais à des fins spécifiques (ESP). L'analyse est réalisée grâce à une approche à la fois quantitative et qualitative. Cette recherche inscrite dans une perspective didactique vise à promouvoir les connaissances des praticiens en matière d'évaluation et à améliorer les résultats d'apprentissage des étudiants.

Mots clés : évaluation traditionnelle– évaluation Innovante – ESP – enseignement/ apprentissage.

ملخص

تركز أطروحة الدكتوراه على تحليل التقييم في الجامعة الجزائرية. ومن المثير للاهتمام هو معالجة ومناقشة نتائج كل من التحليلات الكمية والنوعية المستخرجة من استبيانيين مصحوبين بمقابلة. ان الهدف الرئيسي من خلال هذه الاطروحة هو إظهار درجة فعالية "التقييم المبتكر" في عملية التدريس/التعلم في فصول اللغة الإنجليزية لأغراض محددة (ESP). ينضوي هذا البحث ضمن إطار التقييم في تعليم اللغة الإنجليزية، من منظور تعليمي يهدف إلى تعزيز معرفة الممارسين حول التقييم وتعزيز نتائج تعلم الطلاب.

الكلمات المفتاحية: التقييم التقليدي، التقييم الابتكاري، تعليم اللغة الإنجليزية لأغراض خاصة، التدريس/التعلم.