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**Assessing the Writing Skill in an ESP Context:
The Case of 1st Year Master Students at the
Department of Biology**

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Language Education

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Declaration of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. It also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Date : 13/06/2016

Signature

To The Memory of My Beloved Father

“ Mourad ”

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In the name of Allah the most Compassionate, the most Merciful

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Abstract

English for Specific purposes (ESP) is an approach to language teaching and learning in which all teaching courses are governed by specific needs of specific learners. It includes not only knowledge of a special part of the English language, but also capacity to use the skills of this later. In fact, the focus of every ESP courses should be on developing learners' skills. Thus, in order to help learners develop their knowledge, assessing their learning is a very essential task, it can help them to increase and ensure their success. Among the ESP learners difficulties, writing skill is usually considered as the most difficult task in English foreign language (EFL). The main objective of this research work is to provide information about the methods and strategies applied for the assessment of the writing skill of the first year Masters' students of Immunology at the Department of Biology at the University of Tlemcen, as well as the difficulties encountered by students while writing. To carry out the present study, the researcher used different research instruments to collect the necessary data including questionnaire, semi-structured interview and an English test. The results obtained revealed that the most frequent difficulties encountered by ESP students while writing are their lack of vocabulary, problems in grammar and spelling mistakes. Therefore, based on the results obtained, the researcher suggested some important measures to be implemented to ESP instruction in order to help students to improve their writing performance. Moreover, it is a pleasure to read a text when it is composed of well-organized sentences with a rich variety of words to convey a message to the reader.

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LIST OF ABBREVIATIONS and ACRONYMS

BMP : Bachelor- Master- Philosophia doctorate

CEIL : Centre d'Enseignement Intensif des Langues

EFL : English as Foreign Language

ELT : English Language Teaching

ESP : English for Specific Purposes

GE : General English

LMD : Licence- Master- Doctorate system

L1 : First Language

L2 : Second Language

MCQ : Multiple Choice Questions

PA : Portfolio Assasement

PLEFTER : Planner, Linguistic model, Evaluator, Facilitator, Team member,
Educator, Researcher.

General Introduction

Assessment is a process of gathering information about learners' knowledge, skills, abilities and progress. It is a key component of all educational programmes of measuring the learners' success. In fact, it needs to entail effective strategies that push learners to determine their real achievement.

However, assessment of students' writing is a process of measuring students' knowledge and skills in writing. The ability to write a coherent, and effective text is very important skill for the learners, because it does not involve just the language system, but it also develop their cognitive systems for memory and thinking. (Elbow, 1998, p.7) reports that *“writing calls on two different skills that usually conflict with each other. That is, writing calls on the ability to create words and ideas, but it also calls on the ability to criticize them in order to decide which ones to use.”* Thus, writing develops the learners' ability to state their thoughts clearly and accurately.

The situation under study is related to assessing the writing skill in ESP context, with reference to 1st year Masters' students of Immunology at the Department of Biology at the University of Tlemcen. In fact, ESP is a discipline based on needs specification in which all teaching courses are related to specific needs of specific learners. Thus, the English language taught in ESP, should mainly be based on learners' needs and wants. However, ESP learners have some difficulties in English, and the most frequent ones are problems with reading, writing, grammar and lack of vocabulary.

Hence, the overall aim is to diagnose those difficulties using a process for data collection and data analysis. These kinds of challenges deeply motivate the researcher to undertake this work which revolves around the following situation :
Assessing the Writing Skill in ESP Context.

To deal with this situation, the researcher strives to answer the following research questions :

1. Why do Biology Masters' students need being assessed in the writing skill ?
2. What are the main difficulties encountered by ESP students while writing ?
3. How can the writing skill be appropriately assessed to achieve students' proficiency in English ?

The above mentioned questions are answered in the body of this research work. Though, one needs to read this research work in order to get answers and clear explanations. Thus, the following hypotheses are formulated to guide the study.

1. Masters' students are adult learners, and they are aware for the need of English to exploit authentic texts and formal scientific papers written in this language for their research.
2. Difficulties in writing skill are caused by different factors including the following :
 - ✓ Some for having problems in language knowledge which consists of spelling, vocabulary, grammar and usage.
 - ✓ Some for having difficulty in reading.
3. Assessment of writing skill should include different techniques in order to gather information about students' learning.

The present research work aims at answering the questions set down as well as providing more information about the process of writing assessment at the Department of Biology focusing mainly on the case of the first year Masters' students of Immunology.

This study entails four distinctive chapters. The first chapter provides a theoretical review concerning the means, purposes, and methods of assessment. In addition to some definitions of testing and evaluation are discussed. Then, the chapter deals with the different types of testing as well as the characteristics of ESP tests. It also provides definitions concerning ESP and the writing skill. Finally, the chapter speaks about the main difficulties encountered by learners in an ESP context.

The second chapter gives the description of the teaching and testing of English at the Department of Biology at the University of Tlemcen. First it discusses the situation of teaching ESP at the Algerian universities and the implementation of the LMD system. Next, it provides the reader with information about the teaching of English at the tertiary level, as well as a description of the different methods used for assessing the writing skill, in addition to the difficulties of ESP learners when writing. Finally, the last part of the chapter is devoted to the role of the teacher.

The third chapter is concerned with the data collection and data analysis. It gives a description of the sample population, lists the research instruments used for collecting data including questionnaire, semi-structured interview, and a test which are designed to be answered by the students and the teachers. Next, the chapter deals with the analysis and interpretation of the collected data. Finally, the results of the information provided by the questionnaire and the interview, as well as the results of the utilized English test are interpreted and discussed.

The fourth chapter provides some suggestions and recommendations related to assessing the writing skill in ESP classroom. First, it gives definitions about the role of an ESP teacher and ESP learners, in addition to some explanations of writing assessment. Finally, some suggestions and recommendations concerning the assessment of writing in ESP classroom are put forward such as the various strategies that help teachers better assess the writing as it is an essential skill for ESP learners.

In fact, this research work aims at describing the situation of writing assessment in ESP, and tries to propose some solutions to develop the most efficient techniques and strategies that may improve learners' capacities to write effectively and accurately.

Chapter one

Review of Literature

1.1 Introduction

1.2 Definition of Assessment

1.3 Purposes of Assessment

1.4 Methods of Assessment

1.4.1 Formative Assessment

1.4.2 Summative Assessment

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1.11 Difficulties of Writing in ESP

1.12 Conclusion

1.1 Introduction

This work aims at discussing the concept of assessing the writing skill in ESP context and the difficulties related to them ; but before doing so, there must be a sort of literature review which summarizes all the important issues related to the three fields ; assessment, writing and ESP.

This chapter gives some of the theoretical studies concerning the means, purposes, methods of assessment and types of testing. It provides Definitions concerning ESP, the Writing skill, in addition to the Difficulties of writing in an ESP context.

1.2 Definition of Assessment

Assessment is a key component of all educational programmes. It is a means of identifying the learners' knowledge, understandings, abilities and skills. According to (Chapelle and Brinley, 2002, p.267), assessment in language teaching and learning refers to the ***“act of collecting information and making judgments about the learner’s knowledge of a language and ability to use it”***. In other words, assessment is the process of collecting information about how learners are learning to enable the teacher to understand and describe these learners. In the same sense, it is defined by Palomba and Banta (1999, p.4) as: ***“The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development.”***

Broadly speaking, assessment is seen as a task which includes all activities that teachers and students undertake to get information that can be used diagnostically to alter both teaching and learning (Black & William, 1998).

Thus, assessment involves teachers' observation and analysis of learners work. It is also, defined by Carr and Harris (Carr and Harris, 2001, p.35) as :

“An integral part of instruction... effective classroom assessment is relevant to immediate learning.”

From the above definition, One can conclude that Assessment is linked to instruction and learning to enhance the quality of teaching and increase the learners' achievement.

1.3 Purposes of Assessment

Assessment can be served for various purposes, including placing students into appropriate classes, gauging student progress and measuring the teaching process. Assessment is a tool which provides diagnostic feedback about learners' mastery of specific skills and helps teachers to get a richer data about the effects of their teaching approach on learners. More importantly, it motivates performance for both students and teachers self-evaluation and relates to a student's progress.

Moreover, assessment is a key instructional instrument which provides relevant measures of many important learning outcomes. In fact, it is a mean to determine whether or not the goals of education are being met. Moreover, assessment can be seen as a tool of gathering richer information about the effects of the teaching approach on learners. It helps teachers get a large view of learners' needs and wants and identify directions for future instructional developments.

In brief, assessment is very important part of instruction as it helps both teachers and learners achieve successfully the educational objectives.

1.4 Methods of Assessment

Assessment is central and critical element in language education and the teaching-learning process. It provides valid, reliable, and relevant information about the learner's knowledge, skills, and progress.

However, there are two types of assessment, which occur in different times, and different forms to accomplish multiple purposes. These types are formative and summative assessments.

1.4.1 Formative Assessment

Formative Assessment is used while learning is taking place, and while learning is occurring. It can be referred to as continuous assessment. (Ouakrime, 2000, p.62) asserts that this type of assessment “*has three main characteristics which distinguish it from a summative oriented evaluation : it is informative, participative and formative*”.

The informative function of evaluation is to identify and clarify the process for students. That is to say, informing learners and give them a clear description of the course, content, methodology and assessment procedures. The participative evaluation is to make students aware of their active involvement as participants in their assessment. And the formative function of evaluation is a mean to show the students' weaknesses. (Ouakrime, 2000, p.62).

However, formative assessment is a process which requires teachers to understand the needs of students, in order to improve their competence and overcome their weaknesses. In other words, formative assessment provides effective feedback to students' growth. It also brings both the assessor and the learner in a process of continual reflection by making clear judgements about the learning achievements.

1.4.2 Summative Assessment

Summative assessment is given at the conclusion of a defined instructional period at the end of a project, unit, course, semester, programme, or school year. It provides evidence of what learners got at the end of a specific term of learning. Therefore, it is generally evaluative, rather than diagnostic, i.e, it is more used to determine learning progress and achievement and evaluate the effectiveness of

educational programmes. In addition to this, summative assessment referred to as final testing, because it is believed to be the final decision about learners' success or failure.

In other words, as (Ouakrime, 2000, p.60) claims, it is “ *the measurement of the extent to which a learner has been able to achieve the perceived aims or objectives of a given language teaching program*”. Thus, summative assessment is carried out by the end of a period of instruction to make clear judgements about learners' success or failure. In short, the most powerful evidence of learners' performance is provided when teachers use both types of assessment in order to help learners' progress and establish their goals and success.

Moreover, (Benjamin, 2013, p.4) clarifies the difference between formative and summative assessment as follows in the table below :

Formative Assessment	Summative Assessment
Student is aware of the questions throughout the assessment process	Questions on a test are surprises to the student
Timing is flexible	Student must perform within time limits
Teacher's feedback is commentary and/or letter or number grade	Teacher's feedback is a letter or number grade
Evaluation is used to guide future learning	Evaluation is used to rank and sort students
Considers the students zone of proximal development	Does not consider the student as an individual learner
Test or task may be flexible	Test or task is not flexible
Student is involved in self-assessment	Assessment by teacher or outside agency only
Sets reachable targets for future learning	No direct follow-up ;when it's over,it's over
Results are not used as a report card grade	Results figure in to the report card grade

Table 1.1 Formative and Summative Assessment Compared

Therefore, one can deduce that any types of assessment are used in order to measure if and how students are learning and the effectiveness of the teaching methods is employed by teachers to improve students' learning.

1.5 Definition of ESP

English has become the global language of almost all the fields of knowledge, thus, in some cases people with inadequate proficiency need to be taught to handle specific jobs. So, in order to fulfill the needs of these new learners, a new specific courses were designed and introduced.

English for Specific Purposes (ESP) is one of these specific courses. It is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in minds. Various universities across the world are offering a number of ESP courses nowadays. For instance : English for Biologists, English for Economists, English for Business men, English for Educationists, English for technicians and others. Hence, ESP is an approach to language learning based on learner's needs. Thus, ESP is goal-directed, it is an approach to language teaching based on learner's needs and reasons for learning a language.

For (Mackay and Mountford, 1978, p.4) English for Specific Purposes is: ***“A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation.”***

In this respect, ESP is related to or designed for specific needs to match specific situations. Mackay and Mountford add that ESP :

Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements (e.g : for international telephone operators) ...or vocational training programmes, (e.g : for hotel and catering staff) or some academic or professional study,(e.g :engineering)...

(Mackay and Mountford, 1978, p.2)

In this regard, ESP is a way of teaching and learning English for specialized subjects with some specific vocational and educational purpose.

Dudley-Evans and St. John (1998,p:4-5), in a more recent study, exposit their revised view on ESP in the terms of 'absolute' and 'variable' characteristics as follows :

✓ **Absolute Characteristics :**

- ESP is designed to meet specific needs of learners.
- ESP makes use of underlying methodology and activities of the discipline it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, syntax, study skills, discourse, and genre.

✓ **Variable Characteristics :**

- ESP may be related to or designed for specific disciplines.
- ESP may use, in particular situations, different methodologies from general English.
- ESP is likely to be designed for adult learners, either at an institute or at a work place.
- ESP is generally designed for intermediate and advanced students. Most of the ESP courses assume some basic knowledge of the language systems.

(Dudley-Evans and St. John, 1998, p.4-5)

This view on ESP represents clearly what are the absolute characteristics that can be found in any field of ESP, and within the variable ones; the investigator can notice what changes can be found from one branch to another in ESP.

1.6 Assessment, Evaluation and Testing in ESP

Assessment instruments are needed in specific purpose courses, as in all language programmes in which the teacher uses various tools to measure the progress of learners as well as their weaknesses. However, ESP is not different from any language-teaching programme in their need for assessment instruments that reflect the content and methodology of the course. As (Long, 2005, p.1) has said about language courses: *“Every language course should be considered a course for specific purposes, varying only and considerably, to be sure in the precision with which learner needs can be specified....”*

According to Dudley Evans and St John (1998), “*Evaluation in ESP situations is concerned with the effectiveness and efficiency of learning ; with achieving the objectives.*” In other words, both evaluation and assessment provide information about the learners’ achievement, as well as reaching the goals and objectives of the course.

Yet, in this sense, Suskie and Banta (2009) suggest three main definitions of evaluation .The first perspective concerns the relationship between evaluation and the interpretation of the results of assessment to make judgement about the students’ achievement of the established learning goals, in addition to the strengths and weaknesses of teaching and learning methods in order to suggest appropriate variations in the goals and teaching /learning strategies.

The second definition implies that evaluation makes a relationship between the actual out comes and the intended outcomes of the assessment process. Thus, the assessment and evaluation of students’ learning are seen as synonymous. The third conception of evaluation refers to the investigation into the quality or worth of a programme rather than students’ learning. This definition means that evaluation is a larger concept than assessment.

Thus, evaluation concerns the global measurments of all the aspects involved in the learning /teaching process through the use of different tools like tests and other means of investigations to get informations about learners’ performance.

Moreover, most of the time assessment refers to testing, and the purpose of language test is to determine a person’s knowledge, abilities and performances through the use of examinations in order to “*...provide information for making a variety of decisions*” (Bachman, 1990, p.70).

In this context, (Hicks, 2000, p.155) considers that : “ *the role of tests is very useful and important*”. It is a means to show both students and teachers how much the learners have learnt during a course.

As for (Halliday,1966, p.215) “ *tests are an attempt to construct an instrument for measuring attainment,or progress, or ability in language skills.*” This definition shows that testing refers to the process of measuring learners’abilities and progress.

Moreover, one can cite Hughe’s idea (1989, p.5) who emphasises that : “ *The general progress or specific knowledge of the students can always be checked*”.

Thus, testing as well as assessment are means to analyzing the learners’ levels and performances to make a decision concerning whether they will be allowed to pass from one level to another, be placed in certain class or group, get a degree, or be considered as unsuccessful learners.

All in all, one can conclude that ESP assessments are used for a specific area of language use and are based on the understanding of several characteristics of specific purpose needs. Thus, assessment in ESP context should be focused on assessing, testing and evaluating ability and performance to use language precisely in various contexts.

1.7 Types of Testing in ESP

There are many reasons for including a test in our language courses. A test can give students information about their learning performance and can give the teacher information about their students’learning as well as the effectiveness of the teaching methods used by teachers in order to improve students’learning. There are various types of tests for various purposes :

1.7.1 Diagnostic Test

Diagnostic test is the first step each teacher takes at the beginning of a foreign language course. It is the process of diagnosing learners' strengths and to facilitate teachers' task instructions, meet the learners needs or helps them to develop plan classroom activities appropriate to their level. Basically, diagnostic language tests have a three-fold objective :

1. To provide learners with a way to start learning with their own personal learning programme or what would be called in the literature of testing learning paths.
2. To provide learners with a way to test their knowledge of a language.
3. To provide learners with better information about their strenghts and weaknesses.

(Benmostefa, 2013, p.20)

Moreover , according to (Underhill, 1991, p.14) : “ *a diagnostic test provides the student with a variety of language elements, which will help the teacher to determine what the student knows or does not know.*”

In short a diagnostic test is an educational strategy that each teacher uses at the biginning of the new school year to determine the level of students and the instructional goals.

1.7.2 Placement Test

Placement Test focuses on testing the learners for the purpose of placing them into groups of the same level. Additionally, (Hughes, 1989, p.7) claims that : “ *this type of test is also used to decide which group or class the learner could be joined to*”. That is placing the learner at an appropriate level in a programme or a course.

According to (Caroll, 1980, p.75) this type of testing is used : “ *...to assess an applicant’s language level so that he can be placed in a class suitable for his abilities*”. Thus, the purpose of the placement test is to classify the learners into groups according to their levels.

1.7.3 Progress Test

Progress test is employed during the academic year in order to check students’ development. According to (Alderson, 1996, p.213) “*Progress tests are intended to tell a teacher whether a student has, over a relatively short period of time, learnt what was intended*”.

In brief, progress test brings the teacher and the learner together in a process of continual assessment by making clear judgements about the learning gains.

1.7.4 Proficiency Test

Proficiency test is given to measure the learners’ capacity to use the language. In other words, it is intended to check the learner’s language competence. (Hughes, 1989, p.10) gives a similar definition of proficiency tests stressing that “ *training is not the thing that it is emphasised, but the language itself* ”. He added that : “*proficient in the case of proficiency tests, means possessing a certain ability of using the language according to an appropriate purposes*”.

In this context, establishing the quality of measurements is a priority in different steps, each related to a particular aspect.

Moreover, according to (Harrison, 1983, p.7) “ *The aim of a proficiency test is to assess the student’s ability to apply in actual situations what he has learnt*”. Thus, this type of testing is designed to measure language ability in general.

1.7.5 Achievement Test

Achievement test, also called attainment test is typically given at set times of the school year ; at the end of a course, a semester or a year as a final exam.

According to (Genesee and Upshur, 1996, p.153) “ *Achievement tests provide information about student attainment in relation to instructional objectives or a defined domain of language*”. Furthermore, they may have important consequences for learners, in the fact that they lead to decide if the students succeeded in learning an educational program or they failed. As (Dyer, 1964, p.456) notes : “*An achievement test is in effect a sample of all the kinds of tasks that a given course of study is striving to get students to master*”.

These tests provide the teacher with a sufficient information about the kind of achievement made by each learner and to deliver to judgements on students learning. On the basis of achievement test result, a decision is taken about learners success or failure.

All in all, one can say that all types of assessment and testing are important in gathering information about students' learning.

1.8 Characteristics of ESP Tests

Tests should have a certain content and methods and involve certain tasks that should be undertaken by the learners. According to Douglas(2000) in his definition of an ESP test ;

A specific purpose language test is one in which test content and methods are derived from an analysis of a specific purpose target language use situation , so that tests tasks and content are authentically representative of tasks in the target situation , allowing for an interaction between the test taker's language ability and specific purpose content knowledge, on the one hand ,and the test tasks on the other. Such a test allows us to make inferences about a test taker's capacity to use language in the specific purpose domain.

(Douglas, 2000, p.19)

In addition, according to (Moss, 1994, p.6) ***“There cannot be validity without reliability or sometimes the border between these two notions can just blur ; while a good test should be efficient as well”***. Yet, both notions, reliability and validity are very crucial elements of testing. Thus, tests must have some characteristics that make them effective. These notions are validity, reliability, authenticity, and practicality.

1.8.1 Validity

Validity refers to the fact that it measures what it is supposed to be measured. It tests what it ought to test. In fact, it is related to the extent to which the test succeeds in what it was administered for. (Pilliner, 1968, p.30) defines validity as ***“the extent to which it does what it is intended to do”***. It is related to the content of the idea that what is tested is reflected in the test results. Therefore, there are various ways in which validity can be measured and it is very essential for teachers to know and understand what validity really is. However, in order to have confidence that a test is valid, (Weir, 1990, p.22) distinguishes five types of validity :

1.8.1.1 Construct Validity

The extent to which evidence can be found to support the underlying theoretical construct on which the test is based. Weir (ibid) states that, ***“construct validity is a theoretical concept that involves other types of validity”***. However, construct validity is closely related to the notion of interactiveness which is defined as ***“...the extent and type of involvement of the test task”*** (Backman and Palmer, 1996, p.25). Therefore, to construct or plan a test we should rely on the testee's behaviour and the way of defining the construct.

1.8.1.2 Content Validity

The extent to which the content of a test can be said to be sufficiently representative and comprehensive of the purpose for which it has been designed. In this context Flavell (1983) posits that :

The content specification is important because it ensures as far as possible that the test reflects all the areas to be tested in suitable proportions and also because it represents a balanced sample, without bias towards the test material which happens to be available

(Flavell, 1983, p.11, quoted in Benmostefa,2013 , p.73)

Thus, content validity is inevitable element of a good test for the teacher who sets his own tests. It is the extent to which the content of the test matches the instructional objectives.

1.8.1.3 Face Validity

Face validity refers to the extent to which the test is perceived to reflect the stated purpose. According to Weir (ibid), *“is not theory or samples design. It is how the examinees and administration staff see the test : whether it is construct and content valid or not”*. So, it refers to the extent of the test relevance and its evaluation by those who are concerned by the test whether testees or testers. This will simply involve the teacher’s cooperation and exchange of their ideas and opinions about the test.

However, both notions face validity and content validity focus on connecting the tests’ tasks to reality. As defines in (Bachman, 1990, p.307) *“Face validity is the appearance of real life ; content relevance is the representation of real life”*.

Therefore, they refer to authenticity which is the extent to which the test tasks reflect the language used in real life situation.

1.8.1.4 Criterion- Related Validity

It refers to the degree to which results on the test agree with those provided by some independent and highly dependable testing of the student's ability. As (Weir, 1990, p.22) assumes that “ *...it is connected with test scores link between two different performances of the same test : either older established test or future criterion performance*”. So, it refers to the type of correlation which exists between the results of two tests. That is to say, the results they obtain in a test administered in their new situation are compared with those obtained in a test administered before. So, if the results correlate with the two tests, the placement test is said to have criterion-related validity.

1.8.1.5 Wash-back Validity

The last type that could be discussed is Wash-back validity. According to (Hughes, 1989, p.1) “ *it is the effect of testing on teaching and learning process. It could be both negative and positive*”. Hughes, believes that if the test is considered to be a significant element, then preparation to it will occupy the most of the time and other teaching and learning activities will be ignored.

From the above definitions, one can conclude that validity is generally related to the content of the test. It refers to the accuracy of an assessment, it is the process of gathering evidence that test measures what it is designed to measure.

1.8.2 Reliability

Reliability is related to accuracy, dependability, and consistency. According to (Miles and Huberman, 1994, p.278) is “ *whether the process of the study consistent, and reasonably stable over time*”. This means that reliability is the regularity and stability of the test results. In other words, learners should have the same results after several tests, consistent outcomes and identical scores in different tests. As (Nunan, 1992, p.14) also argued: “*Reliability refers to the consistency of the results obtained from a piece of research*”.

Moreover, reliability is related to the quality of tests' scores, it is viewed as the extent to which assessment are consistent over time to measure students' achievement.

1.8.3 Authenticity

Authenticity refers to the extent to which the test tasks reflect the language used in actual situation. In other words, authentic test needs to take target language used tasks, i.e, the language of the test should reflect everyday discourse. Thus, authenticity is achieved when the test provides information about the learners ability to use the language in real life situation.

1.8.4 Practicality

Practical test refers to the ease of administration and scoring of a test. It needs human resources (test developers, test administrators). It needs also material resources (money, papers, PC, library resources and space-rooms for test development and test administration). In addition, a good test should be appropriate in length for the allotted time, easily understood by the examiner, easily scored and well-administered.

1.9 Definition of writing

Writing is one of the four basic language skills, ordered according to the way they are acquired and taught i.e. Listening, Speaking, Reading and Writing. It is a creative process which allows learners to express their ideas and provide knowledge. Flognfeldt (2016) defines writing as

a process that ends with a product. This product has a structure, a certain size, content, style, etc. Various strategies are involved in the writing process, and different tools may be useful in various stages of the process. Social or affective factors may motivate the writer, Since the writing process takes place at school, the kind of assessment and feedback given by the teacher may be facilitative factor. What the model does not show is that writing is always embedded in a context.

(Mona Flognfeldt, 2016)

In order to illustrate some of the key factors involved in writing, the figure below represents a kind of summary. This overview has emerged from (Flognfeldt 2016) :

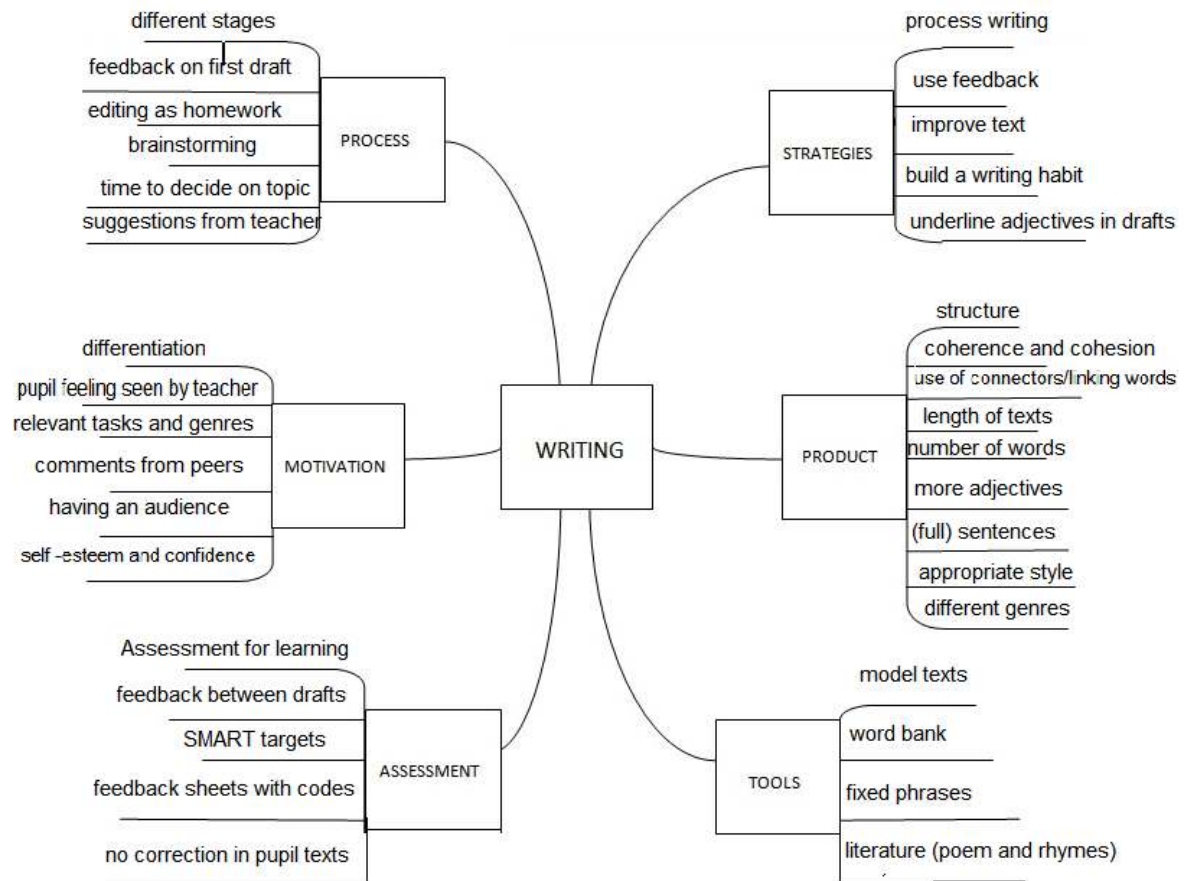


Figure 1.1 Concept Map of the Professional Theme of Writing. (Flognfeldt, 2016)

In addition to Badger and White definition (2000, p.157-158) “ *Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language.*”

From the above definitions, one can say that writing provides the writer or the learner the mastery of an effective knowledge about the language. Also, developing writing skills means developing skills of thinking, planning, drafting, summarizing and revising. The ability to summarize a text is important part of good writing skills.

Thus, the ability to write effectively and accurately to convey a message is a very important skill for the learner.

1.10 Writing in ESP

ESP includes not only knowledge of a specific part of the English language, but also capacity and competency to use the skills of this language. Thus, the focus of every ESP course should be on developing reading, writing and translating skills.

ESP teachers tend to include writing skills in their programme courses because they consider these skills essential for their students' specific learning . ESP students need to develop their writing performance to exploit legal texts and write formal papers.

Moreover, writing enables learners to express their ideas and organizing them to explain things easily in order to convey a message and provide knowledge to the reader. This is why, it is considered as a very important skill for academic success and required for many occupations. Nunan (1991) posits that successful writing involves :

- Mastering mechanics.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one's intended meaning.
- Organizing content at the level of paragraph and complete text to reflect given new information and topic.
- Polishing and revising one's initial efforts.
- Selecting an appropriate style for one's audient.

(Nunan, 1991, p.37)

1.11 Difficulties of writing in ESP

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult skill that others for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, Ashbaugh, & Warfield, 2002).

So, why is writing found to be difficult to learn? There are a number of reasons why students find the writing skill difficult. (Hamzaoui, 2006, p.12) states that *“Writing has been defined as the activity of transforming thought into language. This makes it a difficult skill because it requires both mental and physical efforts on the part of the writer.”* Moreover, (Douglas, 2000, p.35) explains the difficulties encountered by the learners as follows :

❖ Grammatical knowledge

- Knowledge of vocabulary
- Knowledge of morphology and syntax
- Knowledge of phonology

❖ Textual knowledge

- Knowledge of cohesion
- Knowledge of rhetorical or conversational organisation

❖ Functional knowledge

- Knowledge of manipulative functions
- Knowledge of heuristic functions
- Knowledge of imaginative functions

❖ Sociolinguistic knowledge

- Knowledge of dialects/varieties
- Knowledge of registers
- Knowledge of idiomatic expressions
- Knowledge of cultural expressions

Thus, problems in writing includes language knowledge, which consists of grammar and usage, spelling and vocabulary. It also includes cohesive elements that link the text together (e.g. pronoun reference, conjunctions) and organizational conventions for constructing texts (e.g. topic-sentence, supporting sentences, conclusion paragraph structure).

Furthermore, the knowledge of how to use the language to accomplish communicative functions, such as conveying information and ideas, manipulating the world, teaching and learning, and recasting the world in artistic or humorous ways.

Finally, various aspects of social knowledge about language, including knowledge of regional and social dialects, levels of formality and technical language, idiomatic expressions, and cultural references .

In addition to these language knowledge problems, difficulty in reading can also be due to learners' problems with strategic competence (correctly assessing the communicative situation and planning a response to it), and problems with background knowledge (experience with the communicative situation and knowledge of the world and the specific context). This involves the capacity for language use. One can conclude that, students' weaknesses in one of these elements can cause problems with writing.

1.12 Conclusion

Assessment is an essential component for effective learning. ESP learners are usually learners who have difficulties in English language. Their most frequent problems are in reading, writing, vocabulary and grammar. Therefore, a teacher can not ensure a student's success without engaging him in frequent assessment. This is why a researcher in this chapter has focused on the importance of assessment in an ESP situation. In addition, the writing skill is regarded as a difficult skill to achieve for ESP learners, and those difficulties that make writing a complex skill are stated in the last part of this chapter.

As any investigation, the review of literature is always supported by an account of the situation. This will be the task of the next chapter.

Chapter Two

ESP Situation Analysis

2.1 Introduction

2.2 Description of ESP Situation in Algerian Universities

2.3 Implementation of LMD System in Algeria

2.4 Teaching English at Department of Biology

2.4.1 Needs of The Course

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2.7 ESP Learners and Writing Difficulties

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2.7.4 Punctuation

2.7.5 Spelling Mistakes

2.8 Teachers' Role

2.9 Conclusion

2.1 Introduction

Teaching is the transmission of knowledge from teachers to learners. Then, the teacher has to assess his students to make sure that they understand completely what they are learning. Thus, teaching and assessment are two important processes that are complementary to each other. The second chapter provides information about the teaching and assessing ESP in Algerian Universities with special reference to the Department of Biology in Tlemcen.

This chapter seeks to present first, the ESP situation in Algeria and the implementation of the LMD system. Then, it speaks about the teaching of English language (ELT) at the Department of Biology in the university of Tlemcen, as well as a description of the way of assessing the writing skill and the difficulties encountered by ESP learners when writing. Finally, the last part of this chapter is devoted to the role of the teacher.

2.2 Description of The ESP Situation in Algerian Universities

In Algeria, the Ministry of Higher Education and Scientific Research aims at developing the status of the English language since it has become necessary in international communications and important for scientific and technological exchange.

However, to promote the learning of this language and to achieve this objective, ESP courses are programmed in different departments such as those of Physics, Economics, Medicine, Biology and many others. These courses are provided to meet learners' needs and help them reach specific purposes which can be either academic or occupational.

Nonetheless, an attempt was made by the Ministry of Higher Education and Scientific Research to improve the ESP status in Algeria. In fact, three ESP centres

were set up in the country : Oran, Blida and Constantine such a project came to birth after a series of contacts with British universities.

Their principle objective was to provide support for ESP courses for both teachers and learners, at the level of the Algerian universities with the association of the British ones in order to develop a professional ESP lectures to carry out their teaching using English as a medium of instruction. However, the three ESP centres had to train teachers in charge of giving ESP lectures in various Algerian institutions. Besides, these centres took in charge the teaching of English to subject specialists , in addition provided specific training for both students and teachers who were supposed to carry out further studies in Great Britain and developed ESP programmes in scientific and technological streams.

Despite the positive results of these contributions, the ESP centres did not receive a legal status and continued to act under the supervision of the CEIL (Centre d'Enseignement Intensif des Langues).The Ministry of Higher Education and Scientific Research has never agreed to grant ESP centres an official status. The consequence of this is the cancellation of two ESP centres, Blida and Constantine. The centre of Oran is still running but with a different mission that dealing with post-graduation teaching programmes. Benyelles (2009 :96-98).

2.3 Implementation of The LMD System in Algeria

The acronym LMD, standing for Licence-Master-Doctorate, is a literal translation of the acronym, BMP, standing for Bachelor-Master-Philosophia Doctor. In other words, the LMD and BMP systems are used by Anglophones and Francophones respectively.This new reform has proved its success and it has been adopted by most countries in the world .

Pushed by the globalization process, the implementation of the LMD system was introduced in Algeria at the tertiary level in the academic year 2002-2003 , modelled to the Anglo-American higher education system in order to

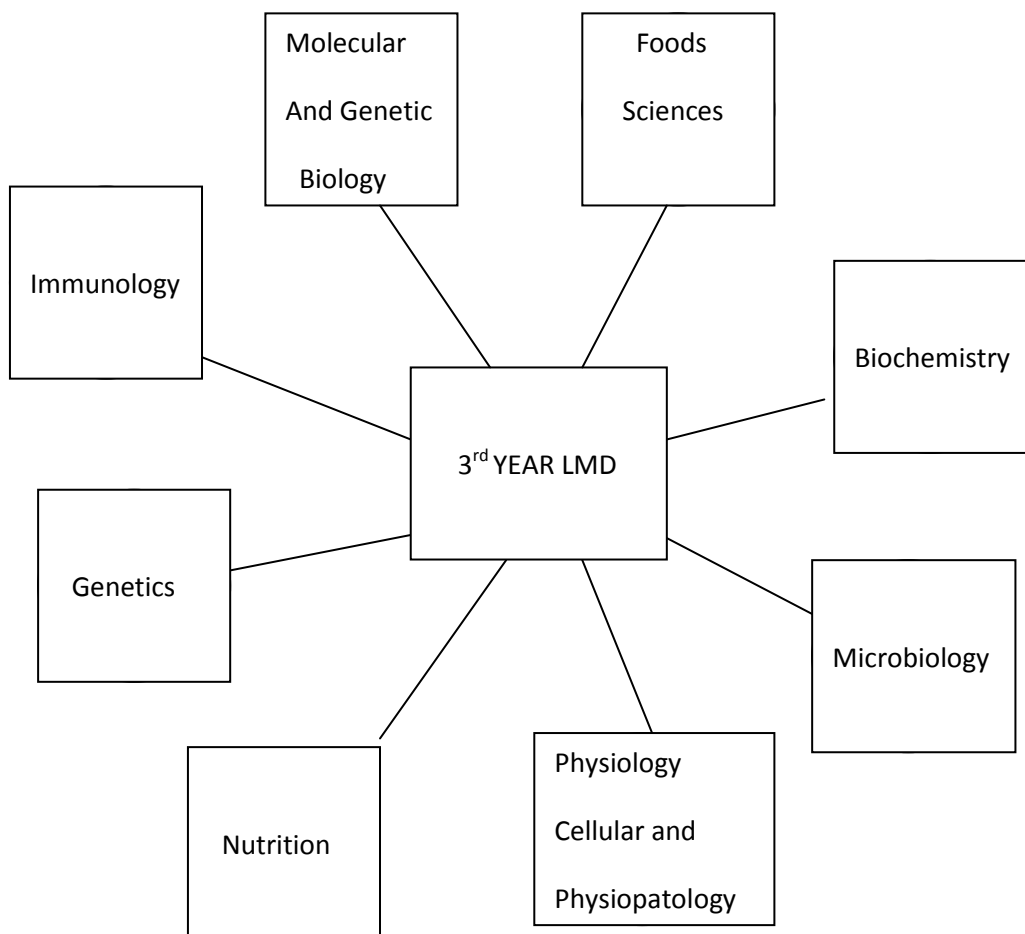
modernise and align the Algerian higher education system with the international norms.

The LMD system is made up of the licence with 6 semesters (three years of study), with a new element which is the system of “Credits” which means the students may move up to the next semester with modules in debts. Then, a Masters’ Degree with 4 semesters (2 years) and the Doctorate with 6 semesters (three years) of research work and finally the student has to submit a dissertation.

After ten years of the implementation of the LMD system at the tertiary level, more attuned programmes of study are assigned and a real success were created at the Department. Thus, one can say that this new reform represents the solution to the Algerian University issue and the one to guarantee a quality training.

2.4 Teaching English at the Department of Biology

At the Department of Biology, the English module is introduced within the curriculum during the three first years of the academic study, and also for first and second year Masters’ students where only one hour and half per week is devoted to English language in which the teacher needs to use this time efficiently. The programme at the LMD system is organized through two years of common core, then the third year represents the following different pre-specific fields of Biology demonstrated on the diagram below :



Digram 2.1 3rd year LMD Specializations in the Faculty of Biology

Moreover, concerning the teaching materials, there is no specific official syllabus in the Department of Biology. The teachers of English design courses according to the students' needs and interests. The courses selected by the teachers are from General English (GE) and from their specific fields of scientific research. In fact the method of teaching differs from one teacher to another.

2.4.1 Needs of The Course

The chief objective of needs analysis is to specify the needs of ESP learners. . Hutchinson and Waters (1987) argue :

We would still maintain that any course should be based on an analysis of learner need. This is one way in which ESP procedures can have a useful effect on General English and indicates once more the need for a common approach

(Hutchinson and Waters, 1987, p.53).

Certainly, needs analysis is conducted in order to build on a programme based on needs analysis that takes place as a part of the development of a courses. Richards(2001). Therefore, he has described some potential purposes to needs analysis :

- To find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students.
- To help, determine if an existing course adequately addresses the needs of potential students.
- To identify a gap between what students are able to do and what they need to be able to do. The information obtained can then serve as a basis for planning a training programmes.

Thus the task of the ESP course designer is to identify the needs of the learner and design a course around them.

2.4.2 Organisation of The Course

Organizing the ESP course is very important step to achieve a satisfying goal in the course. At the tertiary level, the course takes place over one academic semester, a duration of twelve weeks and the length of one hour and a half per week. Usually, a course is organised by a series of specific texts that are presented to the ESP students for skimming and scanning and for checking particular information. Then, intensive reading for understanding technical vocabulary, deducing meaning of unfamiliar lexical words, and at the same time, the students take notes while reading. Finally, the teacher helps the students in writing summary of a text and translating passages from English into French.

2.4.3 Teaching Materials

There is no syllabus in the Department of Biology ; teachers select courses from General English or from their specific fields of research. The teaching materials and methods used by the teachers differ from one teacher to another. Some of them, teach the students the basis of English language which consists of grammar, sentence structure, and vocabulary first before taking ESP. Others use the translation and structural method. Concerning the teaching materials used in the classroom, ESP students prefer the internet and videos since computing is widely used all over the world.

It can be concluded that the whole compulsory English programme in the Department of Biology must be adapted to the needs and interests of the students in order to improve their English language proficiency.

2.4.4 The Objective of The Course

By the end of the course, Masters' students should be able :

- ✓ To understand a variety of scientific texts written in English
- ✓ To give an oral presentation for an international conferences
- ✓ To write good summary in their field of research
- ✓ To translate scientific articles from English into French and vice versa.

2.5 Assessing Students at The Department of Biology

Assessment can provide a teacher and learners with information about the learner's knowledge, level and progress, it can be used to encourage learning, to identify learners' difficulties and to measure how much their language proficiency has improved. Assessment also can be done every days, or planned by some weekly or semester quizzes and tests. However, assessment play an important role for the simple reason of evaluating the effectiveness of the learning activities toward reaching course learning outcomes. Furthermore, the information gathered serves in monitoring students' progress toward achieving their learning goals and to measure how much their language proficiency has improved.

(Nation & Macalister, 2010, p.205) explain that : “ ***monitoring is a process that can be related to assessment. It probably plays a much bigger role in most courses than assessment does.***” Monitoring occurs whenever the teacher observes what the learners are doing or what they have done to show if things are going as they should.

The purpose of assessment and monitoring is to make sure that the students will get the most benefit from the course. As English module is officially included in the programme, a test is given at the end of each semester during the year in order to assess the students' performance. The exam paper includes either direct questions

from the courses, and an important part is devoted to translation and summarizing a text, in order to evaluate the learners' competence in writing skill, or a complete scientific text with some questions about the text such as (WH questions, multiple choice questions and true/false questions), in addition to different vocabulary and grammatical exercises to explain the difficult words, tenses, coherence and cohesion, and sentence structure. Therefore, there is only one official examination by semester which leads the students to get two marks at the end of the year.

Thus, assessment of ESP courses and students' performance at the Department of Biology is a very important task, since it is considered as the last stage when developing a language course.

2.6 Assessing The Writing Skill

The ability to write in English is important for both professional and academic needs. Professionally, the need to write in English has become essential for all people, because it allows citizens from different cultures to communicate through letters, e-mails, business reports, web pages ...etc.

When teaching English in the Department of Biology, an important part of the English courses is devoted to translation in order to assess the learners' competence in writing skill. ESP learners have a difficulty in writing, this is why teachers of Masters' students use oral production which consists of reading an article in their fields of research and to translate it from English into French.

Thus, the more they read, the more they feel confident and write effectively. So, the regular writing in relation to course readings can enhance writing development and understanding, as well as improve classroom motivation. This is why, some tests can be used by teachers to assess both reading and writing as learners are required to write longer responses to answer the questions related to what they have read. These answers can also be assessed as pieces of writing. Similarly, many writing tests include a lot of reading. Therefore, there is an

important link between reading and writing skills. Moreover, ESP teachers can also evaluate their students writing performance through different tasks like, the writing activities that it is invaluable for both learner who can learn from their errors, and teachers who can check the learners' progress and identify specific problems. In addition to the use of other tasks such as writing paragraphs, research papers and writing scientific articles that are important to develop learners' performance in writing.

However, at the tertiary level, ESP students are exposed to pass an achievement test from which the teacher can guess the learners strengths and weaknesses. In this sense, (Hutchinson and Waters, 1987) comment :

Achievement test is the kind of test the ESP teacher is most likely to have to construct. More than that, it is also one part of our program assessment because from the test results, we can find out how much progress the learner have made and how successful the project has been.

(Hutchinson and Waters, 1987, p.147)

Furthermore, achievement test is conducted at the end of the semester as a final examination to evaluate the students' progress after courses as well as the effectiveness of the ESP courses.

2.7 ESP Learners and Writing Difficulties

ESP students face many obstacles when they write English language. These problems in writing are partly linked to their poor basic background acquired in the Middle and secondary schools, and may be scarce writing practices in classroom or at home. They declared also that their major difficulties in writing derived from anxieties they have about organization including textual knowledge which consists of coherence and cohesion, in addition to grammatical errors, inappropriate choice of vocabulary, incorrect punctuation and spelling.

2.7.1 Textual Knowledge

Having good writing text means that the ideas stick together and flow from one sentence to the next, so that readers can easily understand the meaning of the text. Thus, to enhance connectedness of sentences in a text, writers may use cohesion to join ideas between sentences, and coherence to create a continuity in passages.

Coherence and cohesion are two very important aspects of writing. There are some reasons accounting for ESP students difficulties in writing coherently and cohesively.

2.7.1.1 Cohesion

The first reason behind the cohesion difficulties encountered by ESP students while writing is the lack of reading. So, encouraging students to read frequently articles in English can help them to know which words or phrases should be used to make the sentence cohesive and without affecting the general idea. Furthermore, the lack of cohesion knowledge is believed to be another factor causing students difficulties in cohesion. It includes cohesive elements that link the text together (e.g. pronoun reference, conjunctions).

2.7.1.2 Coherence

Writing coherent essay seems to be a difficult task for ESP Masters's students. This due to the fact that students do not know how to plan an outline to express the main ideas. They may not be aware of the organizational conventions for constructing texts (e.g. conversational turn-taking, topic sentence, supporting sentences, conclusion paragraph structure). Thus, a lack of coherence challenges the reader and can hurt comprehension of texts.

Therefore, an effective piece of writing is when it is composed of well structured and organized sentences, joined to each other with a rich variety of words to convey a message to the reader.

2.7.2 Grammatical knowledge

Masters' students have usually problems in sentence construction, how to join words into coherent sentence. They make frequent errors in tenses, agreement, articles, pronouns and prepositions. Thus, a good grammatical knowledge helps the students avoid mistakes, to become fluent in English, and produce effective writing. It also enables them to use the language effectively and to be aware of the techniques that make a successful written essay to attract the attention of the reader. So, understanding grammatical mistakes will help ESP students overcome grammatical knowledge and ensure a good quality in writing.

2.7.3 Lexical Knowledge

The other point to speak about is the choice of vocabulary which plays an important role in ensuring the quality of the writing. Having a large vocabulary helps students producing well written text. Kucer (1985) sums it up efficiently,

In writing, selecting is the process of placing the propositions being formulated within short-term memory into a surface representation. The writer must find the appropriate language and syntactic structure that captures the meaning of each proposition

(Kucer, 1985, p.331)

Thus, having a repertoire of vocabulary is very essential in writing because it gives the students the ability to use words appropriately. It does not mean having

many long or difficult words, it simply means knowing how to express ideas to facilitate the reader understanding the material.

2.7.4. Punctuation

Students at the tertiary level, have a worse punctuation mostly because they do not understand the meaning of the sentences and ideas and sometimes they used more complex sentence structure and more compound ones. So, ESP students should have some knowledge about this skill to write in a clear way and they need to be aware that punctuation marks are not used without purpose, but in fact, they influence the meaning of the sentence, a paragraph and a text.

(Grellet, 1996, p.8) describes the role of punctuation as : *“to make the text you write clear and easy to read. Defective punctuation can make a text very difficult to understand, and even lead to misunderstanding.”* Each punctuation mark has a specific role, and the following table gives an explanation of the use of each marks :

Mark	Name	Use to...
.	Period	End a sentence or indicate an abbreviation
,	Comma	Separate list items, link complete thoughts, enclose parenthetical thoughts, or separate introductory phrases
;	Semicolon	Separate two independent clauses not joined by a conjunction. Often thought of as a soft period
:	Colon	Introduce a list
“ ”	Double Quotes	Indicate a quotation from a person or publication
‘ ’	Single Quotes	Indicate a slang or a quotation within a quotation
()	Parentheses	Set off remarks that explain or comment on the sentence
[]	Brackets	Indicate your own words within a quotation
...	Ellipsis	Indicate words that have been deleted from a quotation
–	Emdash	Enclose or set off parenthetical expressions or abrupt changes in thought
-	en dash	Indicate continuing or inclusive numbers, such as dates, time, or reference numbers
-	Hyphen	Create hyphenated words, such as “co-worker”, or to create compound modifiers, such as “one-day course”
?	question mark	Indicate question
!	exclamation mark	Emphasize a statement; infrequently used in business writing
&	Ampersand	Replace “and”_spell out instead
/	Slash	Indicate an and/or situation (avoid by stating whether one or both possibilities exist)

Table 2. 1 : Common Marks of Punctuation (adapted from Duncan Kent & Associates, 2002, p.76)

2.7.5 Spelling Mistakes

This nightmare affected negatively ESP students' performance while writing. Incorrect spelling is considered as carelessness from the writer, since it involves a negative impression on the reader, because if they misspelled words, the meaning will completely be affected, and this can lead to problems in comprehension. Harmer (2001) claims that one of the reasons that make spelling difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always clear. Furthermore, a single sound may have different spellings, for example, /k/ in the following words (car, scheme, knock, king, queen) is spelt differently.

Another issue is that not all the English varieties spell the same words in the same way, so, teachers should get their students to focus on a particular variety of English (British (UK) or American English (USA)). For example, (programme or program/color or colour). Therefore, one of the best ways to help students improve their spelling is through readings, and the use of dictionary can be also crucial to their corrections.

In sum, one can say that ESP students have difficulties with spelling mistakes, the main reasons are the lack of checking and their weaknesses in English skills. Therefore, it is then the teachers' responsibility to draw students' attention on the importance of writing in English.

2.8 Teachers' Role

In order to define the role of the teacher, it is worth remembering the motto-like teaching process, “*A teacher is, a P.L.E.F.T.E.R*”, put forward by the General Inspectorate of English in 1980, to specify the different roles that the EFL teacher is supposed to engage in. The acronym *P.L.E.F.T.E.R.* stands for the following:

- **Planner**, i.e. the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning.
- **Linguistic model**, i.e. the model learners should imitate.
- **Evaluator**, i.e. the teacher assesses the learners' progress.
- **Facilitator**, i.e. the teacher simplifies the learning process.
- **Team member**, i.e. the teacher takes part in cooperative activities and team work.
- **Educator**, i.e. the teacher serves as an example suitable for imitation.
- **Researcher**, i.e. the teacher is expected to keep up with the latest development in the field of language learning.

(Quoted in Benmoussat, 2003)

However, the roles defined above are not definite because this account reflects partially what the teacher ought to do with respect to the requirements of the teaching profession. Hence, Harmer (2001) used other qualifiers to define the teacher specifications like :

- **Controller** : the teacher is in charge of the class and leads the different activities.
- **Organiser** : the sequencing of the steps of a course are important to get students engaged and motivated in class.
- **Assessor** : to give feedback whenever it is necessary.

- **Prompter** : from time to time, the class needs help whether for vocabulary lack in a role-play activity. The teacher, then, helps and serves as a prompter.
- **Participant** : the teachers' participation at activities creates a friendship atmosphere and may help some students to feel confident and participate in class.
- **Resource** : one of the most important teachers' role is to act as a resource since the teacher's knowledge is larger than his or her students, but as (Harmer, 2001, p.61) posits : *“one of our really important jobs is to encourage students to use resource material for themselves, and to become more independent in their learning generally”*.
- **Tutor** : especially, within learner centred classes, where the class is not overloaded, the teacher may act as a tutor, which implies to give more intimate support and care.
- **Observer** : definitely, the teacher acting as an observer means that he is aware of what is happening in the class, and ready to check the ongoing learning process.

On the other hand, within an ESP context things may change and teachers' role may take other directions. However, ESP teacher is more than a teacher, and he or she is rather a “practitioner” who apart from teaching, provides material, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and the students. Accordingly, (Hutchinson & Waters, 1987, p.157) posit : *“It is likely that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, material writing, or adaptation and evaluation.”*

Moreover, Dornyei and Murphey (2003) explain the success of classroom learning is very much dependent on :

- How students relate to each other and their trainer
- What the classroom environment is
- How effectively students cooperate and communicate with each other
- The roles not only the teacher plays but roles in which the learners engage

In the same line of thought, Brown (2007) mentions that :

Teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills

(Brown, 2007, adapted from Veira article, 2010)

Therefore, the teacher responsibilities is also to organize courses, to establish a positive learning environment in the classroom, to be aware of the class objectives, and to have a good understanding of the course content. Moreover, it is necessary for the teacher to gain students' confidence, he must show respect for his students' ideas and opinions, and involve them in the learning process.

2.9 Conclusion

The present chapter has provided information about the ESP situation and the implementation of the LMD system in Algeria. It has ,then, tried to draw a clear description of the main concepts of teaching as well as assessing the ESP students at the Department of Biology at the university of Tlemcen. Then, it has dealt with the different difficulties faced by students in the writing skill including textual knowledge, grammatical knowledge,

lexical knowledge ,punctuation and spelling mistakes. Finally, a brief explanation has been provided concerning the role of the teacher.

In the next chapter , the practical part of this work will be undertaken to consider some of the major issues facing both ESP Masters'students and teachers in the department of Biology and the methodology used for data collection and analysis to describe students'difficulties and needs.

Chapter Three

Research Methodology

3.1 Introduction

3.2 Research Objectives

3.3 Sample Population

3.3.1 Students' Profile

3.3.2 Teachers' Profile

3.4 Research Instruments

3.4.1 Students' Questionnaire

3.4.2 Teachers' Interview

3.4.3 English Test

3.5 Data Analysis

3.5.1 Questionnaire' Analysis

3.5.2 Interview' Analysis

3.5.3 Test' Analysis

3.6 Results and Pedagogical Implications

3.7 Conclusion

3.1 Introduction

This chapter introduces the empirical phase of the study. It is devoted to the description of a case study concerning the assessment of the Writing skill taking as a sample the first year Masters' students of Immunology at the Department of Biology at Tlemcen University. First, It speaks about the sample population, and the instruments used in the investigation. These instruments include a students' questionnaire, a teachers' semi-structured interview and an English test designed to get information about ESP students knowledge. Then, the chapter deals with the analysis of the collected data obtained from the different instruments. Finally, the results are interpreted and discussed at the end of the chapter.

3.2 The Research Objectives

This research work deals with the case study of the Assessment of the Writing skill for first year Masters' students of Immunology at the Department of Biology. At the end of the year, Masters' students are obliged to prepare a Master dissertation to obtain their Masters' degree. So, they should be able to participate in different national and international conferences in which they are supposed to read and translate scientific articles written in English. Masters' students are aware for the need of English to exploit legal texts and formal scientific papers .

3.3 Sample Population

As in any ESP situation, the investigation was built upon subjects involved in the teaching /learning process. The participants in this study were 20 first year Masters' students of Immunology at the Department of Biology and three teachers from the same department. Questionnaire was addressed to students and Interview was addressed to teachers in order to collect informations.

3.3.1 Student'Profile

This research concerns 20 first- year Master' students of Immunology at the department of Biology during the first semester of the academic year 2014-2015. Masters' students are more aware of their needs and the importance of the English instruction as cited in (Kennedy and Bolitho, 1984, p.13-14) “ *The older the learner is, the more likely he is to have his own definition ideas on what and why he is learning English. The utility of learning English is likely to be more apparent.*”

The students involved in the questionnaire were in the age group of 22 to 31 years old, they are Baccalaureate holders from scientific streams who learned English since the eighth year of Foundation School, which makes a sum of five years before entering University.

3.3.2 Teachers'Profile

The subject teachers in this research are three ; one general English and two subject specialists teachers. In this department teachers teach English in order to minimize the language difficulties faced by students.

3.4 Research Instruments

Different tools and instruments were used for gathering information to achieve this research work. Data included: students'questionnaire in order to identifying their needs and lacks. A semi-structured interview with the teachers was organized for the purpose of analysing the overall ESP situation in the Department of Biology. And an English final test for the purpose of identifying the students'level and difficulties in English while writing.

3.4.1 Students' Questionnaire

A questionnaire is a set of questions written by the researcher to be answered by the participants. The investigator has chosen the questionnaire because it can be analyzed in a shorter period.

The questionnaire was submitted to twenty (20) first-year Masters' students of Immunology during the first semester of the academic year (2014-2015). Its aim is to check their view points on the importance of learning English and most importantly, the questionnaire is based on needs analysis; the investigator tries to find out students' lacks, needs and wants, determines their objectives to learn English, and makes their suggestions to a successful learning.

The present questionnaire consists of ten (10) questions of different types :

Closed, open, and mixed (See Appendix 1)

Question 1 and 2 : Are informative questions about students' English language

Question 3 : Asks about students' difficulties in learning English.

Question 4 : Aims at pinpointing the skill they prefer.

Question 5 : Asks students about their writing skill.

Question 6 : Aims at knowing the methods that the teacher use to assess the students' performance in writing.

Question 7 : Asks about students's difficulties when answering the questions of the examinations.

Question 8 : Aims at knowing whom of the teacher or the students are more responsible in the learning process.

Question 9 : The question check students' objectives by the end of the year.

Question 10 : Invites students to make suggestions or remarks to a successful learning.

3.4.2 Teachers' Interview

The interview is the best tool in order to collect informative data, for each question is dealt with in isolation with each informant. Thus, the investigator is sure that no question will be left without an answer. (Richard, 2001, p.61) asserts that :

‘Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups’

A Semi-structured interview has been used as data collection instrument. The researcher has a list of questions to be answered and in this type of interview, the classification of questions can be changed depending on the direction of the interview.

The Semi-Structured interview was conducted with three teachers at the Biology Department. All teachers interviewed were holding License degree. The aim was to obtain information about actual ESP situation.

In this sense, some questions were asked ,first related to their professional experience as ESP teachers,then methodologies and techniques to assist and assess students overcome their difficulties in writing skill and finally,objectives that the teacher intend to reach by the end of the year at the level of writing skill.(see Appendix 2).

3.4.3 English Test

Data included an English Test for the purpose of identifying the level of the students and their difficulties in language knowledge. This test was a final scientific

exam that consists of two parts :(Part 1) was to determine the students' knowledge of scientific English comprehension of text and the second part (part 2), consists of summarizing a text and translating small paragraph from English into French. (see Appendix 3).

The test was administered to the first-year Masters' students of immunology at the end of the semester, supervised by two teachers (language teacher and subject specialist) and lasted one hour and a half .

3.5 Data Analysis

After data was collected, it was analyzed either qualitatively and quantitatively. The former refers to the data gathered generally referred to as needs and wants that will be used as a basis for a successful ESP learning. And the later refers to the description and analysis of information of actual results in terms of numbers and percentages.

3.5.1 Questionnaire' Analysis

The data collected from the students' questionnaire has permitted to gather a clear idea about their needs, lacks and wants to learn English.

The questionnaire was submitted to twenty (20) students, each question will be dealt with separately.

Question1 : Why do you learn English ?

Because :

a-It is part of the curriculum

b-You like English language

c-you need it to read and write your articles

The first question concerns students' reasons to learn English.

	Respondents	Percentage
It is part of the curriculum	00	00%
You like English language	00	00%
You need it to read and write Your articles	20	100%

Table3.1 Students' Reasons to Learn English Language

The answers represented (100%) of students learning English because they need it to read and write their articles.

Question2 : Do you like English sessions ?

-Yes

-No

If no : Why ?

The question asked openly if students like or dislike English sessions and if they don't like English, they give the reason.

Students Feelings about English	Respondents	Percentage
Yes	18	90%
No	02	10%

Table 3.2 Students' Feelings about English Language

The positive answers represented (90%), whereas, the negative ones were (10%).

Thus, only two students answered no, and they did not like English sessions for the reason that ; English is a very difficult language.

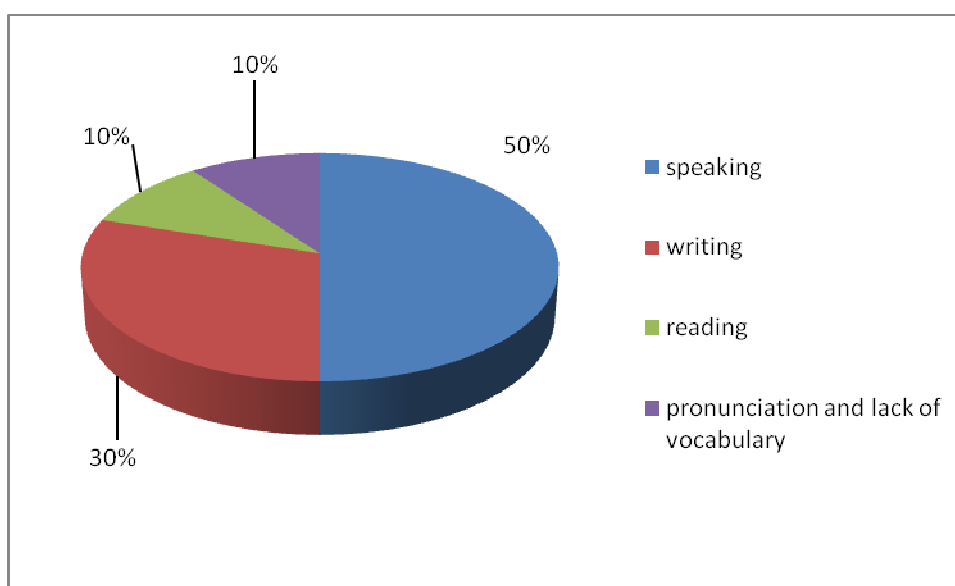
Question3 : What are the difficulties you find in learning English ?

The question is about the students' difficulties when learning English.

These results are summarized in the following table and pie chart :

Field of difficulty	Number of Respondents	Percentage
Speaking	10	50%
Writing	06	30%
Reading	02	10%
Pronunciation and Lack of vocabulary	02	10%

Table3.3 Difficulties Encountered by Biology Students in Learning English



Pie Chart3.1 Difficulties Encountered by Biology Students in Learning English

It appears that for most of the students (50%) speaking is the chief barrier in learning English, (30%) of them regarded writing as a very difficult skill, while (10%) of them find problem in reading, and for the others (10%) the most important difficulties are problems of pronunciation and lack of vocabulary.

Question4 : Which English language skill do you prefer ?

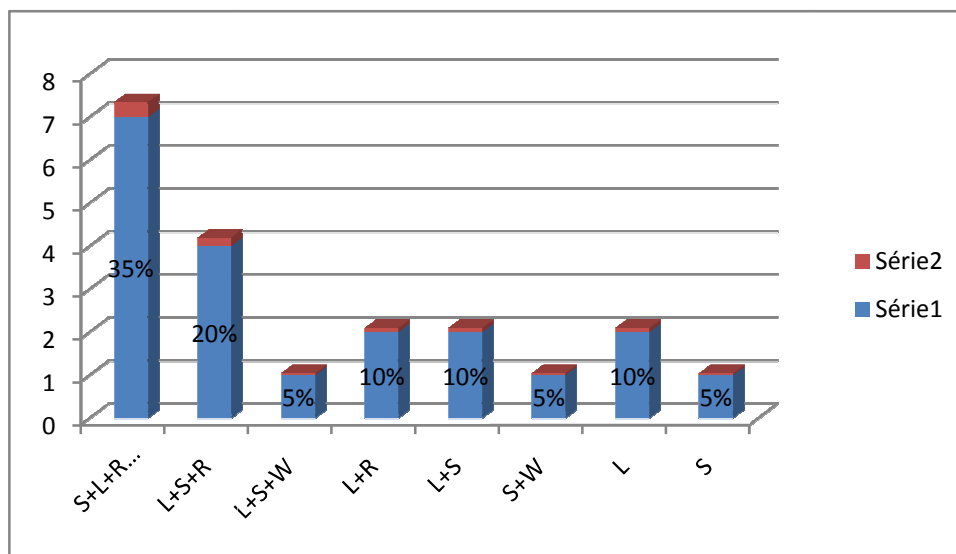
-Listening

-Speaking

-Reading

-Writing

This question is about students' skill preferences. The results are summarized in the following bar graph :



Bar Graph 3.2 Students' Skill Preferences

The data gathered from this question shows students' preference to the four skills, they represented (35%) of the answers. Yet, the other students choose one, two or three preferred skill at the same time as follows :

- Listening, Speaking and Reading were represented by (20%) of the students.
- Listening, Speaking and Writing were represented by (5%) of the students.
- Listening and Reading formed (10%) of the answers.
- Listening and Speaking represented (10%) of the respondents.
- Speaking and Writing formed (5%) of the students.
- Listening represented (10%) of the answers.
- Speaking formed (5%) of the answers.

Hence, the answers show that skill preferences are different, so the ESP teacher have to find a balance in order to attract the attention of al the students.

Question 5 : How do you consider your writing ?

-Weak

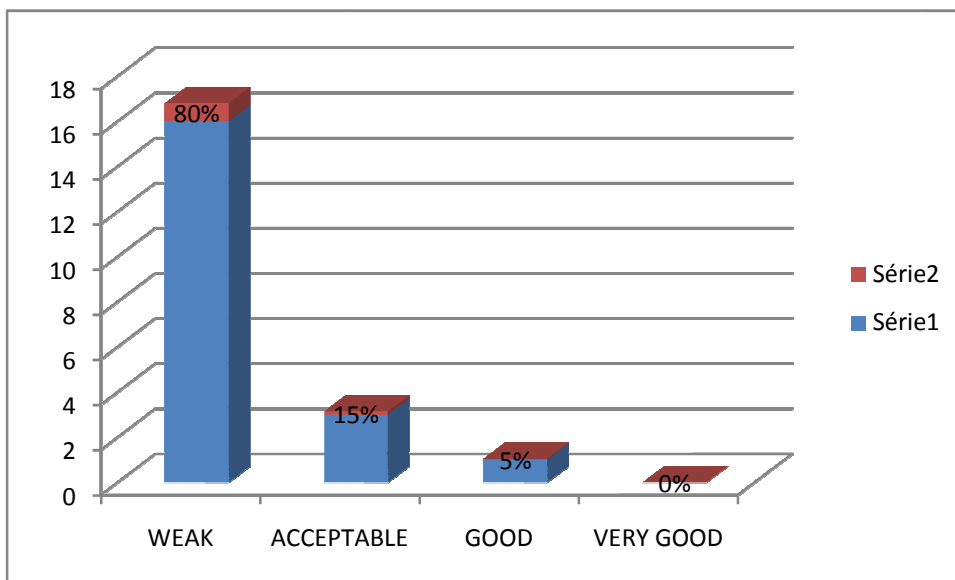
-Acceptable

-Good

-Very good

The question asked about the students' writing level.

The result is summarized in the following bar graph :



Bar Graph 3.3 The Writing Level

The result obtained from this question reflected that the majority of students (80%) find it academic to say that their level in writing was weak, while (15%) of them find their writing acceptable and only (5%) was good.

Question 6 : What does your teacher use most to assess your performance in writing ?

a)-Activities

- b)-Projects
- c)-Tests
- Others.....

The question asked students about strategies used by teachers in order to assess their performance in writing. These results are summarized in the following table :

Strategies to assess Performance	Respondents	Percentage
Activities	10	50%
Projects	00	0%
Tests	10	50%
Others	00	0%

Table 3.4 Most Strategies Used by Teacher to Assess Students' Writing Performance.

This question shows that (50%) of the students selected tests , and the other (50%) selected activities.

Question 7 : What are the difficulties you face when answering the questions of the examinations ?

The question asked students about difficulties encountered when answering questions of examinations.

The students gave different responses which are summarized in the following table :

Students' difficulties	Number of Students	Percentage
Did not understand the Questions of the examinations	06	30%
The difficulty of writing	07	35%
Lack of vocabulary	05	25%
Grammatical and spelling mistakes	02	10%

Table 3.5 Students' Difficulties in Examinations

It appears that most of the students did not understand the questions of the examinations and had difficulties in writing, while (25%) of them find problems in vocabulary and the other (10%) in grammar and spelling.

Question 8 : According to you ,who takes more responsibility in the learning process ?

-The teacher -The learner -Both

This question asked whom responsible in the learning process.

It appears that all students selected both teacher and learner are responsible in the learning process.

Question 9 : What objectives do you intend to reach by the end of the academic year ?

This question asked students about their objectives in learning English.

From this question ,most students (90%) wanted to develop all the four skills ; The reading skill in order to read and understand scientific articles,they also believed that improving the speaking and listening skills encourage and promote

their participation in international conferences ;besides,they affirmed that the writing skill is very important to exploit legal texts and formal scientific papers written in this global language.They clarified their answers by arguing that English is the language of science.

Question 10 : What are your suggestions to a successful learning ?

The question asked students to give suggestions to a successful learning.

The majority of the students have answered to this last question, but some have replied by very important answers which are :

- To introduce at least one other session of English per week.
- To use Arabic or French from time to time to explain the meaning of difficult words.
- To read articles in English.
- To use dictation to learn spelling.
- To raise the coefficient of the target language.
- To have more written practice activities at home.

Thus, the investigator may notice that students are motivated to learn English language, and they are very likely to learn it.

3.5.2 Interview Analysis

This part brings into account a detailed description about the semi-structured interview used as data collection technique. The results obtained from the questions can be summarised in the following tables :

Question 1 : How many years have you been teaching ESP at the tertiary level ?

Teacher One	Teacher Two	Teacher Three
10 years	8 years	4 years

Table 3.6 Years of Experience

The table above denotes that all teachers engaged in the study have reasonable years of study. This leads to say that they have acquired adequate knowledge about teaching ESP.

Question 2 : Have you received any training to teach ESP ?

Teacher One	Teacher Two	Teacher Three
No	No	Yes, ESP Teachers' training

Table 3.7 Teacher Training

When it comes to teacher training, the table shows that only one teacher receives training. The others were trained to teach English as a foreign language (EFL) and by the time they have been specialized in scientific terminology.

Question 3 : What kind of difficulties do you encounter when teaching the writing skill in ESP ?

The question concerns teachers difficulties when teaching the writing skill in ESP.

For the third question, all teachers argue that they face several problems when teaching the writing skill. These are some of them :

- a)- Lack of teaching materials such as text book.....etc
- b)- ESP students give more importance to the subject matter rather than language skills in general and writing skill in particular.
- c)-ESP students also have a big problems in language knowledge.
- d)- The teachers themselves do not care about the form of writing , they give importance to the content .

Question 4 : How do you evaluate your students' writing proficiency ?

For the fourth question, teachers argue that evaluation is necessary in the case of Biology students, and they evaluate their writing performance through :

- a)-Quizzes about lectures done, all couple of weeks.
- b)-Research papers.
- c)-Writing paragraphs and translation.
- d)-Writing scientific articles.
- e)-Achievement tests from which the teacher can guess their strenght and weaknesses.

Question 5 : What are the kinds of questions do you use in the examinations ?

From this question, teachers use a variety of exercises, and the number of students plays an effective role in designing questions. For instance, teachers use "MCQ" questions with the first and second year, and written production with third year and Masters.

Question 6 : What are the difficulties you find in evaluating students' writing ?

The question concerns the difficulties found by teachers in evaluating students' writing.

For this question, all teachers give the same answer. They do not find any difficulties because Biology students are so weak in the English language, thus the teacher focuses on the content rather than grammatical mistakes.

Question7 : What objectives do you intend to reach by the end of the year at the level of writing with the first Master Biology students ?

The question concerns the objectives intended to reach by the end of the year at the level of writing with the first Masters' Biology students.

For the last question, teachers state that the introduction of English instruction in the Biology studies is a very important step. The main objective is to make students able to write their own works, such as thesis, abstracts, research papers, and transform the writing symbols to speaking sounds.

3.5.3 Test Analysis

The purpose of that test was to discover the students' level of English as well as their difficulties in language knowledge in addition, the researcher has examined the different criteria regarding writing assessment which consists of grammar mistakes, spelling and vocabulary. The test was organized as follows:

The activities were developed around five major areas:

1. Reading comprehension: 'True' or 'False' activity and WH questions.
2. Vocabulary : Synonyms and opposites
3. Understanding cohesion and coherence: reorder the sentences to make coherent paragraph.
4. Written expression : summarizing a text
5. Translation: Translate paragraph 3 from English into French.

The table below displays the 1st year Masters' students of Immunology summary of the writing criteria for the final test:

	Characteristics of the writing criteria
Content	Good knowledge of topic, good answers for the majority of the Students are given in the two first activities of true or false and Wh questions.
Vocabulary	Difficult vocabulary words for the majority of the students when Answering the third activity of synonyms and opposites.
Organization	There is an overall shape, in cohesion and coherent at sentences When reordering the paragraph of the third activity.
Grammar and Mechanics	Evidence of some grammatical inaccuracies as well as in Punctuation and spelling when writing a summary.
Translation	A satisfactory piece of writing translation from English into French for the majority of students although occasional mistakes And confusing words for some others.

Table 3.8: The Summary of the Writing Criteria for the Final-Test

The findings of the analysed criteria show that the students have managed to write at least average compositions, especially in the content where students have a good knowledge of the topic, in addition Masters' students have started to develop organized ideas with correct sentence, and this is what ESP teachers focus on rather than other mistakes.

3.6 Results and Pedagogical Implications

- From students' questionnaire :

The results revealed that the majority of Biology students have serious deficiencies in English, in spite of their five years pre-university English learning. The data gathered from students' questionnaire and teachers' interview revealed the following global results:

From the first question, (100%) of the informants replied learning the language because they need it to read and write their articles.

In the second question, (90%) of informants revealed to like English language, and (10%) do not like English for the reason that ;English is a very difficult language.

In the third question, learners are asked about their difficulties encountered in learning English. Thus, (50%) of the informants answered to have difficulties in speaking which represents an average percentage , (30%) of them regard writing as a very difficult skill, while (10%) of them find problem in reading and for the others (10%),the most important difficulties are problems of pronunciation and lack of vocabulary . So, most students have difficulties in both oral and writing skills.

Furthermore, from the question four, the informants have clearly demonstrated their preferences towards the four skills (35%), while the other students choose one,two or three preffered skill at the same time as follows :

Listening, speaking and reading was represented by (20%) of the students. Then, listening, speaking and writing was represented by (5%) of the students.Also, listening and reading formed (10%) as the same percentage to speaking and listening of the respondents .While speaking and writing formed only (5%) of them. Finally, the listening skill represented (10%) of the answers, and the speaking formed (5%) of the answers. All in all, Biology Masters' students are

aware of the crucial importance of each skill despite different degrees of importance that were displayed by the informants.

The results obtained from the question five reflected that the majority of students (80%), find it academic to say that their level in writing was weak, while (15%) of them find their writing acceptable and only (5%) was good.

So, writing is the most problem displayed by students and this is related to the insufficient period of English instruction before the tertiary level and to the lack of practice.

In addition, from the questions (06, 07 and 08), (50%) of the informants selected that teachers use tests to assess the students' performance in writing and the others (50%) selected activities, while students face a lot of difficulties when answering the questions of the examinations . The students gave different responses which are summarized as follows:

(35%) of informants replied having difficulties when writing, (30%) answered did not understand the questions of the examinations, (25%) replied lack of vocabulary and the (10%) of the students selected having grammatical and spelling mistakes. Thus, the informants have clearly demonstrated their difficulties towards writing and examinations which consists of sentence structure, grammar, vocabulary, and absence of knowledge about both format and content. It appears that all students selected, both teacher and learner are responsible in the learning process.

However, it is clearly noticeable in question 09 that most students (90%), wanted to develop all the four skills ;the reading skill in order to read and understand scientific articles, they also believed that improving the speaking and listening skills encourage and promote their participation in international conferences .Besides ,they affirmed that the writing skill is very important to exploit legal texts and formal scientific papers written in English.Finally, they clarified their answers by arguing that English is the language of science. Biology Masters'

students are eager to learn English and developing skills of the language in order to achieve their objectives.

Yet, in the last question the majority of the students suggested to introduce at least one other session of English per week, to use Arabic or French from time to time to explain the meaning of difficult words, also to read more articles in English, and to use classroom activities like dictation to learn spelling as well as to have more written practice activities at home. Finally, some students suggested to raise the coefficient of the target language to give more importance to the English language. All in all, the investigator may notice that Masters' students of Biology are motivated to learn English and they are very likely to learn it.

- From teacher's interview :

The results obtained from the semi-structure interview can be summarized as follows: All teachers engaged in the study have reasonable years of experience in teaching English which has varied from (1) year to (10), this leads to say that they have acquired adequate knowledge about teaching ESP. But, when it comes to teacher training, only one teacher receives training. The others were trained to teach English as a foreign language and by the time they have been specialized in scientific terminology. Moreover, when it concerns the difficulties encountered when teaching the writing skill in ESP, teachers face several problems like: lack of teaching materials such as text books, internet, videos....etc. Also, ESP students give more importance to the subject matter rather than language skills in general and writing skill in particular. They replied that ESP students also have a big problem in language knowledge which consists of grammar mistakes, spelling, vocabulary and problems of punctuations and finally the informants added that themselves do not care about the form of writing, they give importance to the content because students are lacking solid target language background.

However, in evaluating the students' writing proficiency, ESP teachers argue that evaluation is necessary in the case of the target students and they evaluate their

writing performance through , writing paragraphs and translation, quizzes about lectures done all couple of weeks, writing scientific articles ,research papers and achievement tests from which the teacher can guess their strenght and weaknesses by using a variety of exercises ,multiple choice questions (MCQ) questions and written production for Masters'students. While, about the difficulties that the informants found in evaluating students'writing, all teachers answered did not having any difficulties because students are so weak in English and thus teachers focus more on the content rather than on grammatical mistakes.

In the last question, the investigator wanted to know all the objectives of the ESP teachers that intended to reach, by the end of the year at the level of writing with their Masters'students, and the answered were the same for the three teachers : The main objective is to make students able to write their own works, such as thesis, abstracts, research papers, and transform the writing symbols to speaking sounds.

- From the final English Test :

The researcher has examined the level of the students'knowledge in addition to the different criteria regarding writing assessment.

First, when speaking about the content and the organization, the majority of students have a good knowledge of the topic and correct organized sentences are given by them. While, students had only a limited vocabulary and the compositions have shown numerous incidences of grammatical and spelling errors, such as omitted verbs, tenses confusing ,in addition Masters' students are generally unaware of how to demarcate sentences correctly with an initial capitalisation and a terminating full stop whether in English or in French Language.What is more,there has been very limited use of punctuation. However, in translation, the compositions have shown a satisfactory piece of writing for the majority of the students although occasional mistakes like confusing between Spleen (La rate) and Liver (Le foie).

In addition, one can say that Masters' students still have problems in writing. This failure is linked to the fact that ESP students are offered neither suitable learning nor sufficient time for acquiring adequate knowledge in English language.

It is worth noting that the rhetorical components (content, organization and translation) led to relatively higher score than did the other linguistic criteria (grammar and vocabulary), for the simple reason is that ESP teachers take more attention on the content rather than grammatical mistakes.

In sum, one can say that Masters' students are mature, so they are aware of the importance of English language in their field of studies, but they still have difficulties while writing. At this level, the results obtained from the data collected gave a sort of responses to the research questions and quite confirmed the stated hypotheses. Therefore, the use of assessment is very essential tool in order to help students develop their writing.

3.7 Conclusion

In this chapter, the data instruments were used to investigate whether Biology Masters' students are aware of the importance of English language in their studies and future careers, and check their attitudes vis-à-vis the introduction of this language in their curriculum. They also try to seek students' weaknesses in the target language, elicit the reasons behind such difficulties in writing and difficulties when answering questions of examinations, and identify their needs and interests. While, the teachers' interview and the final test were used to help the researcher to have a clear idea about students' lacks and writing assessment in ESP. Therefore, the overall objective of this chapter three was to present the data analysis and discuss results related to the research questions and hypotheses raised. The last chapter proceeds to give some recommendations and suggestions related to the writing assessment process in ESP context.

Chapter Four

Suggestions and Recommendations

4.1 Introduction

4.2 Role of The ESP Teacher

4.2.1 ESP Practitioner as a Teacher

4.2.2 ESP Practitioner as a Course Designer and Materials Provider

4.2.3 ESP Practitioner as a Researcher

4.2.4 ESP Practitioner as a Collaborator

4.2.5 ESP Practitioner as an Evaluator

4.3 ESP Learners

4.3.1 Motivation of the Learner in ESP

4.3.2 Assessment as a Part of Motivation

4.3.3 Learners' Difficulties in ESP Classes

4.4 Assessment of Writing

4.4.1 Writing Assessment in ESP

4.4.2 Types of Writing Assessment Tasks

4.4.2.1 Multiple Choice Question

4.4.2.2 Short Answer Question

4.4.2.3 Essay

4.4.2.4 Reports

4.4.2.5 Journal

4.4.2.6 Portfolio

4.4.2.7 Case Study

4.5 Suggestions and Recommendations

4.5.1 Creating Motivation in Classroom

4.5.2 Classroom Activities

4.5.3 Promoting Translation

4.5.4 Time Allocated to English Lectures

4.5.5 Teaching Materials

4.5.6 Teacher Training

4.5.7 Assessment and Evaluation

4.6 Conclusion

4.1 Introduction

This chapter is devoted to entail suggestions and recommendations that can contribute in improving the assessing of the writing skill in ESP classroom. First, it deals with definitions about the role of an ESP teacher as well as the ESP learners. Next, the chapter provides some definitions and explanations of writing assessment, types of writing assessment tasks and attempts to give a clear idea about how writing skill can be assessed in ESP. Finally, the chapter sheds light on some suggestions and recommendations for assessing the writing in ESP classroom. It should be mentioned here that the suggested strategies including : Creating motivation in classroom, classroom activities, promoting translation, time allocated to English lectures, teaching materials, teacher training and the last point speaks about assessment and evaluation as means of teaching writing and rising students' motivation.

4.2 Role of The ESP Teacher

The role of the ESP teacher is very complex .It is more responsible than teaching General English (GE). (Dudley Evans and St.John, 1998, p.13-17) prefer the term “**ESP practitioner**”, as this definition seems to be more detailed and complete.They distinguish the following key roles of ESP practitioner:

4.2.1 ESP Practitioner as a Teacher

The methodology in the ESP situation is more specific. The teacher must adopt his method of teaching according to the specific needs of the students. Thus, the role of ESP teacher is to use the effective method, facilitate and organize the courses in order to help students' learning and to encourage communication in the classroom.

4.2.2 ESP Practitioner as a Course Designer and Materials Provider

The role of the ESP teacher is designing the specific course and adapting appropriate materials for the classroom in order to cope with the various levels of the students within the same class. In other words, ESP practitioner should design a course and use the adapting materials that focused on learners' needs and objectives.

4.2.3 ESP Practitioner as a Researcher

An ESP teacher must be able to conduct a research to meet the specific needs of the students and adapt appropriate materials to suit their objectives. For instance, ESP teacher often attends classes, talks to the administration staff and investigates the strategies that the learners need in their learning (John and Price-Machado 2001).

4.2.4 ESP Practitioner as a Collaborator

It refers to collaborative teaching between language teacher and subject specialist. Both teachers are often required to design and plan courses as well as provide materials. When team teaching is not possible, ESP teacher must collaborate with his students who are generally more familiar with the specialized content of courses than the teacher himself.

4.2.5 ESP Practitioner as an Evaluator

Evaluation is mainly referred to testing in order to evaluate learners' progress and achievement. In the context of ESP, teachers should be involved in different types of evaluation and the more frequent one is testing the learners' progress. There are two types of evaluation in ESP. Students' evaluation in

which the teacher assesses whether the learners have the necessary language and skills to survive in the academic course or career, and in which he/she assesses the level of their achievement. The other type of evaluation is assessing the course and the teaching materials in order to show how well the learners' needs are fulfilled. (Dudley-Evans and St. John, 1998).

To sum up, the ESP teacher has more roles than General English teacher. The ESP teacher's work is not limited to teaching, this is why Dudley-Evans and St. John prefer the term ESP 'practitioner'. In the same sense, Robinson (1991) states that the ESP teacher does not only teach, very often, he/she is involved in designing, setting up and administering the ESP course. During and at the end of the course, the ESP teacher is likely to be involved in evaluating and testing. Moreover, the role of the ESP teacher is to draw the special attention to organizing ESP course, to have a good understanding of the course content, and selecting materials as an important phase to fulfill its demands and to satisfy the goals of ESP learners.

4.3 ESP Learners

ESP learners are usually adult learners. They are aware of the need of English to fulfill a further purpose. According to (Harding, 2007, p.8) “ *The ESP learner has a further purpose. He or she is learning English in order to achieve something specific beyond the language itself.*” Moreover, ESP learners are usually adults learners who have a strong educational background but have weaknesses in English. This is why they have high motivation for learning.

4.3.1 Motivation of the Learner in ESP

Many researchers consider motivation as a key factor in successful learning. Learners who are motivated have a desire to undertake their study and complete the requirements of their course.

Motivation is characterized by two main types : intrinsic and extrinsic motivations. (Brown, 2007, p.173) states that there is a *“growing stockpile of research on motivation which strongly favors intrinsic orientations, especially for long-term retention”*. Yet, according to him intrinsic motivation operates at a long term which goes in accordance with the autonomous learning , i.e, intrinsic motivation is important in order to promote independence in learning.

On the other hand,extrinsic motivation is the one promoted by a reward of the teacher,or the mark,or the other external positive return. Therefore, in order to stimulate interest, the teacher should develop in learners intrinsic motivation relying on their personnel experience, outlook, abilities, interests, emotions and feelings revealing what they already know, and finding out their gaps and lacks. However, in the case of ESP learners, (Harmer, 2007, p.21) suggests that one way of helping to sustain learners motivation is to give them some agency. He explains imposing the requirement upon learner as *“Getting students to do various kinds of homework, such as written exercises, compositions or further study is one of the best ways to encourage student autonomy.”* Thus, they become more self reliant and better able to learn independently, this goes in favour to autonomy and self monitoring.

4.3.2 Assessment as a Part of Motivation

In other to make assessment an instrument of motivation, certain strategies must be employed such as making assessment more accurate by including tasks that capture students' imagination and knowledge. Assessment should provide information to the learners about their writing abilities so that to become a motivator for them. (Earl, 2003).

Elton (1996) suggests that intrinsic motivation can be increased by assessment strategies which:

- Treat students as individuals ;
- Expect students to show individuality, originality and creativity ;
- Allow choices and preferences in their learning ;
- Allow students to negotiate the means by which they are assessed.

In order to make learning motivating, it must :

- Be meaningful ;
- Be challenging ;
- Be interesting arousing the intellectual curiosity of the learner ;
- Be relevant, in that it must contribute to the learner's goals in undertaking the process ;
- Produce satisfaction in the learner in having achieved their goals.

(Elton, 1996, p.57-68)

Therefore, there is a clear evidence that assessment can motivate the learners in the intrinsic sense of motivation. In fact,, the use of assessment activities or tasks provided by the teacher should reflect different characteristics that promote meaningfulness and pleasure. They should reflect the learners to have a clear instructions, and allow them to think and share their own opinions and experiences.

In the case of ESP classroom, assessment is an important tool that promote student involvement in the learning process by using an effective methods such communicative tasks, giving presentations, writing activities ,using reflection, self study and self assessment.

4.3.3 Learners'difficulties in ESP classes

ESP is an 'approach' to language teaching as mentioned by the majority of researchers (Hutchinson and Waters 1987; Dudley-Evans and St John 1998, and many others), which aims to meet the learners'needs for particular objectives.

(Hutchinson and Waters, 1987, p.19) stress that “*ESP should be seen as an approach and not a product*”. It is an approach that is closely related to learners’ reasons for learning. However, ESP learners, are usually learners who have some acquaintance with English, and they declare themselves to be suffering from learning difficulties which make them perform badly in an English class. ESP learners usually encountered problems in reading, writing, vocabulary and grammar, due to the lack of knowledge of basic language use. In addition to the content of ESP, which is also regarded as one of the factors affecting the ESP learning.

Furthermore, the activities in the ESP class should be applied based on the learning goals and should be meaningful in relation to the specific purposes of their subject area (Flowerdew & Peacock, 2001). Thus, teachers should pay attention to teaching methodology in order to help students to be successful in ESP courses.

4.4 Assessment of Writing

Assessment means gathering information about student learning. It is a key instructional activity that teachers used every day in a variety of formal and informal ways.

Writing is the one of the basic skills of the English language. It is generally considered as the most difficult skill in English foreign language. Even native speakers feel difficulties in showing a good command of writing. (Johnstone, Ashbaugh, and Warfield, 2002). However, assessment of students’ writing is a process of measuring a student’s knowledge and skills in writing. Yet, teachers and educators have received much attention to the assessment of writing especially because students’ writing at all educational levels is on the whole, less proficient than the writing produced by learners ten years ago.

Thus, in order to help students develop their writing skill, assessing their written work is a very important task to collect information about their knowledge, skills and progress.

4.4.1 Writing Assessment in ESP

ESP learners are usually learners who already have some problems with English and they are learning the language in order to develop the competencies needed to function in a specific discipline ,profession,or workplace. (Mackey and Mountford, 1978, p.2) state that : *“ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose”*. So, students should be taught English in a way that enables them to communicate a set of professional skills to perform specific tasks related functions or particular study relevant to their field of specialism.

Therefore, assessment in ESP , is the process of gathering information about students learning.It is an instrument of measuring progress and outcomes in terms of knowledge and skills. It helps students to improve their performance and obtain feedback on their learning. As a part of assessment, students must pass a writing tests that are administred on paper or on a computer.

These writing tests are needed to test the writing skills of ESP students, which consist of grammar, organization, content, vocabulary and translation of text.

4.4.2 Types of Writing Assessment Tasks

There are many techniques of writing tasks that can be used in assessing learners' knowledge. (Brown, 2001, p.10-14) identifies these different assessment methods as follows :

4.4.2.1 Multiple Choice Questions

The multiple choice questions (MCQ) are often called fixed choice, are still the most common type of written test items used for assessment. They require

learners to select from among various options the good answer. In fact, this task is efficient when assessing large numbers of students, and it can be scored rapidly. A (MCQ) usually includes a phrase or stem followed by three to five alternatives to choose from. One of the options is the correct answer, and the others are known as distracters. As presented in the example below by Brown (2001) :

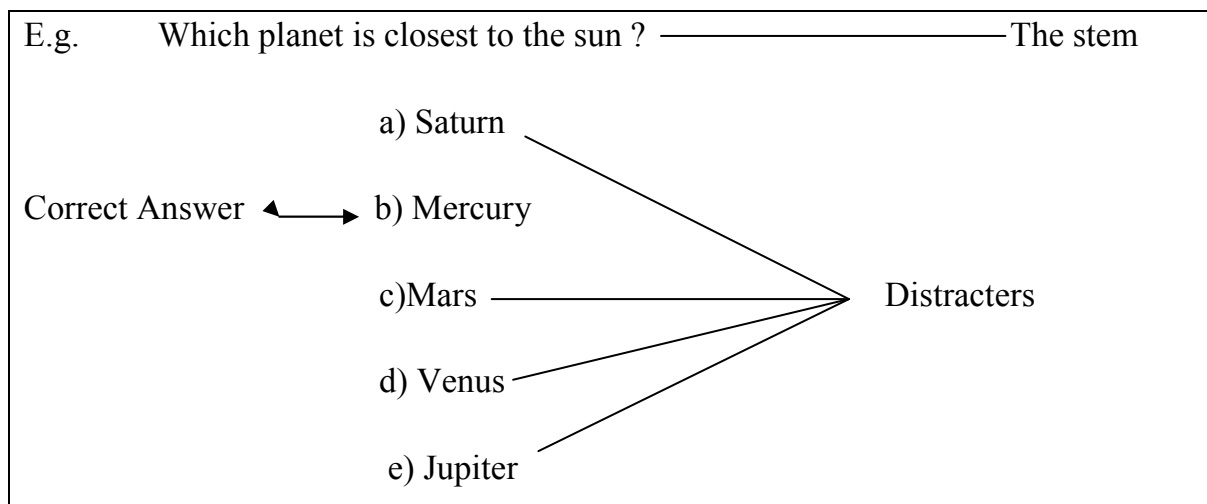


Figure 4.1 : Multiple Choice Question Example

4.4.2.2 Short Answer Questions

Slightly less structured than (MCQ). Short answer questions are often used in examinations, they require the student to respond with a brief written answer, it could be a word, or a phrase. Examples :

- 1) List three types of testing.

2) In our blood there are red and _____ cells.

4.4.2.3 Essay

Essay is a short literary composition on a single subject matter. (Aldous Huxley, 1958, p.v, vii) defines essays as, “ **a literary device for saying almost everything about almost anything**”. In addition, Oxford Dictionary describes it as “a short piece of writing on a particular subject”. It requires whether the student want to inform, persuade, entertain, explain, organise and integrate information on a particular topic. Essay can be relatively brief (300-500 words) or to be more longer about 3000 words. In addition, essay encourages learners to develop skills, and concepts. Moreover, it can requires students to evaluate and test an argument and provide evidence to support and organize their ideas to respond personally or critically to an issue.

4.4.2.4 Reports

A report is a statement or an account describing in detail an event, or a situation. It is related to as what has been learned by observation or investigation. There are many different types of reports used across the different disciplines including scientific reports, business analysis reports, Political reports, Educational reports...etc. Each type of report has its own specific structural format and convention ; and report writing is an important skill for students to master in their discipline. (Brown, 2001)

The structure of a typical report will be divided into number of sections, with specific information required in section. Brown(2001) gives the following example of reports :

Business Report	Business Report
Executive Summary	Abstract
Introduction	Introduction
Background	Methods
Findings	Results
Conclusion	Discussion
Recommendations	Conclusion
Appendix	References

Table 4.1 : Reports Structure

4.4.2.5 Journal

A journal is a personal writing. Usually used to help students to think and develop their own learning. Journal writing has been used by teachers and learners in classroom for many years all over the world. However, journals are known for helping learners become better writers, because when they write frequently, they gain fluency and develop skills that can make them a better writer.

Therefore, journals are very important for teachers to see what their students are thinking about, reflect their feelings, opinions, and emotions on paper. They can be an excellent tool for assessment.

4.4.2.6 Portfolio

Student portfolios are collections of student work that typically show progress and achievements over time. Student portfolios can take many forms and

frequently include self assessment or reflective elements. Brown (2001). Portfolio assessment (PA) also, attempts to demonstrate students' writing development.

(Lippman, 2003, p.201) states that “ *Portfolio assessment takes into account the need for the generation of ideas and thoughtful revision over time.*” (Quoted in Zidane Thesis, 2010, p.226). Thus, the portfolio is a very subjected form of assessment. It is not an easy type of evaluation to implement, but it can be a very effective tool. Portfolios show the cumulative efforts and learning of a particular student over time. They also, offer valuable data about student improvement and skill mastery. (McDonald, 2011)

4.4.2.7 Case Study

A case study is usually a published report of a real life event, subject or experience. The case study can be produced by following a research method representation that gives students the chance to explore and develop skills, as well as acting as a bridge between theory and practice. It includes the objective of the research and it can be based on quantitative and qualitative data. Therefore, students are required to analyse the case and give their personal interpretation and evaluation of the written work.

Thomas (2011) gives the following definition of case study :

Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame, an object, within which the study is conducted and which the case illuminates and explicates.

(Thomas, 2011, p.511)

Thus, case studies are a research methodology that investigate a phenomena within its real-life, in which the researcher provides an analytical work and suggestions on the basis about his own readings and experience.

4.5 Suggestions and Recommendations

The specific purpose of assessment is to discover students' needs, wants, progress and determine specific instruction. Therefore, teachers are aware of their responsibility towards students. They should keep in mind that they are there to help and supply learners with the necessary informations and elements to develop their knowledge. The results analysis of the collected data obtained from ESP students as well as practitioners in this research, led to the adoption of some concrete and practical suggestions for the way of assessing the writing skill in ESP classroom.

4.5.1 Creating Motivation in Classroom

A part from the ESP teachers responsibility is to motivate students despite all the different problems encountered. In other words motivation is very important in ESP situations and teachers are highly invited to create necessary conditions to motivate students to learn English. These are some of strategies for motivating ESP learners :

- Establishing a positive learning environment in the classroom to create a good atmosphere which supports the students.
- Learning with group work is important to ensure that the dynamics of a group provide a positive experience for ESP students.
- Encouraging creativity, intelligence and curiosity is also important for many learners.

- Providing feedback to ESP students about their own personal progress.
- Minimising pressure; too much pressure can result in total unsuccessful learning.
- Giving students responsibility for their own learning and self-assessment in order to develop effective learning and it helps them take control of their own learning.

4.5.2 Classroom Activities

The ability to write effectively and accurately for ESP students is the specific purpose of this research. However, students need to have many activities to develop proficiency in writing in order to succeed. These are some examples of written tasks :

- Yes-No questions and WH questions are useful to provide ESP learners with literal understanding of a text and help them recognize information in the text.
- Open-Ended questions are also used in standardised assessments. This form of assessment may have some weaknesses because students have to formulate written responses and ESP students have deficits in the language.
- Fill in the gaps exercises are the most suitable task that students need to achieve, by finding out the missing word of the sentence to complete the meaning.
- Using dictation to learn spelling.
- Summarizing a text by writing the main ideas and reorganizing them to improve students' comprehension and ability to summarize a text .
- Getting ESP students more written practice activities to do at home.

- Encouraging learners to read is a very important task .There is an obvious link between reading and writing, Kavaliauskiene (2004) argues that : *‘they are interdependent and reciprocal processes, both are personnel and social activities, which naturally intersect in the process of learning’*

4.5.3 Promoting Translation

An other suggested strategy for ESP classroom activities is to use translation. ESP teacher should consider translation as a very important task for ESP students. The ability to translate from L2 into L1 and from L1 into L2 is the basic need of ESP Masters’ students. Therefore, learners are engaged to do different translation activities from translating simple and short words into more complex selected texts. Translation is a common method used by many students even if teachers do not encourage it.

4.5.4 Time allocated to English Lecture

One hour and a half per week, and no other chances to be exposed to English language is clearly a major handicap. Teachers and students are completely aware of the problem. Within our data analysis, ESP students answered that time allocated to English lectures were too insufficient to grasp a linguistic proficiency in the language. Thus, one can say that this gap in time creates a negative attitudes in the English sessions.

4.5.5 Teaching Materials

From the analysis of the semi-structured interview, ESP teachers argue that the lack of teaching materials such as text book is a problem when teaching the writing skill.

Therefore, the researcher in the present study recommended the use of adapted materials since it is less time-consuming to satisfy the specific needs of any ESP learners. According to Chen Yong (2005) adapted materials are reliable, available and various to select in physical sence. She stressed on three points during the selection of materials:

- Select materials properly difficult language input in terms of vocabularies and structures which should be chosen from simplicity to difficulty ;
- Pay attention to subject content input in the adapted materials, usually from general topics to specific topics ;
- Adapt adequate and appropriate activities in the selected materials, namely, the activities in each unit should be coherently matched to avoid discretion and isolation in materials adaptation and to make the adapted textbooks complete.

(Chen Yong, 2005, p.5)

4.5.6 Teacher Training

As mentioned in this research, only one teacher receives training. The others are teachers trained to teach English as a foreign language (EFL), and by the time they have been specialized in scientific terminology. In the department of Biology, the majority of the teachers have never received any ESP training. On the other hand, it is very important for an ESP teachers to receive a pre-service and in-service training because they should be well specialized in order to be more confident while teaching ESP course and can meet students' needs.

4.5.7 Assessment and Evaluation

Assessment play a central role in the evaluation of students' learning and helps teachers to understand the students' needs, wants and lacks. According to Jeffries & Huggett (2010):

Assessing students performance is a fundamental role in the life of a teacher because it provides students with feedback about their performance which reinforces their areas of strength and highlights areas of weakness. Using this feedback, students can direct their study strategies and seek additional resources to improve their performance.

(Jeffries & Huggett, 2010, p.143)

From this definition, the different students' assessment are designed to measure learners' progress and provides feedback about students' proficiency.

In this study, the researcher has noticed that ESP teachers of the gathered data analysis, argue that evaluation is necessary in the case of Biology Masters' students and they evaluate their students through different writing activities, as well as writing scientific articles, research papers and using achievement tests from which the teacher can guess their strengths and weaknesses. In this sense,

(Harmer, 2001, p.321) states *“achievement tests only work if they contain item types which the students are familiar with”*.

Moreover, it is essential to give learners multiple chances for assessing them frequently, it can yield benefits for both students and teachers. The outcomes of assessment may be used for a variety of purposes, which are summarised below :

For students :

- ❖ Motivation (provides evidence of achievement)
Diagnosis of one's own strengths and weaknesses.
- ❖ Evaluation of the strategies used, and decisions regarding strategies to use in future.
- ❖ Curricular and career choices (assessment determines what options are available at a particular point).
- ❖ Certification (provides evidence of achievement that can be used for employment and career purposes).

For teachers :

- ❖ Motivation (measurable student achievement as a goal to aim for)
- ❖ Evaluation of the methods and materials used
- ❖ Diagnosis of individual needs
- ❖ Curricular decisions on individuals (performance on assessment can be used to predict students' ability for future curricular alternatives and identify further training needs).

(Adapted from Atkins and Brown 1985 ; and Lloyd-Jones and Bray 1986)

All in all, evaluating students learning means identifying their language learning problems and finding solutions to them by the help of the teacher.

4.6 Conclusion

This chapter has provided some suggestions and recommendations that focus on the importance of assessment as well as the writing skill in ESP classroom. It has also suggested to employ different strategies for teaching the

writing in ESP classroom and the importance of the ESP practitioner as a teacher, collaborator, course designer and materials provider, researcher and finally an evaluator in order to help and guide the ESP students to establish a positive learning. This lead to the conclusion that any sort of suggestion is just an attempt to elicit some of the ideas to meet the needs of the ESP learners and the purposes of assessment.

General Conclusion

This study tried to investigate the importance of writing assessment in ESP situation. The case study involved the first year Immunology Masters' students at the Department of Biology in the University of Tlemcen. This was done by trying to understand their difficulties and thus finding solutions to overcome them. In fact, it showed that teachers need to assess this skill effectively and accurately in order to get a clear view of their needs and wants. Therefore, it was clearly seen that the writing skill represents a serious problem in the discipline of the teaching of ESP.

To clearly understand all the above mentioned tasks, the current research work was conducted in the form of a case study and combined both qualitative and quantitative research methods for data collection and analysis. The main objectives were to find answers to the following research questions:

1. Why do Biology Masters' students need being assessed in the writing skill ?
2. What are the main difficulties encountered by ESP students while writing ?
3. How can the writing skill be appropriately assessed to achieve students' proficiency in English ?

The research questions and hypotheses of the present work have been discussed through the use of three research instruments. Students' questionnaire was used to have a clear picture of the target uses of the English language. Two other research tools were used to providing more information about the process of writing assessment in the Department of Biology. These included semi-structured interview held with ESP teachers, and an English test was given to first year Masters' students of Immunology.

General Conclusion

In order to fulfil the present work, the researcher has divided her study into four interrelated chapters. The first chapter dealt with the theoretical review of assessment and all the concepts related to it. In addition, it provided some definitions concerning ESP, the writing skill and difficulties of writing in ESP situation. The second chapter provided a description of the teaching and assessing of the writing skill at the Department of Biology in the University of Tlemcen. It presented first, the ESP situation in Algeria and the implementation of the LMD system. Then it provided a description of the way of assessing the writing skill and the difficulties encountered by ESP Masters' students when writing. The last part was devoted to the role of the teacher. The third chapter focused on the case study. Thus, the investigator presented the process of data collection, analysis, and interpretation of the gathered information as well as the discussion of the main results. Finally, the fourth chapter supplied the reader with a set of suggestions and recommendations that can contribute to the effectiveness of writing assessment in ESP situation.

Therefore, the research work elicited the theoretical and practical considerations related to the assessment of writing skill in an ESP context . The case study provided information through the use of different instruments.

On the basis of the results obtained from the mixed methods of data collection and analysis , this work has argued that assessment of the writing skill is very important for ESP students and should include different techniques and strategies in order to guide and inform ESP teachers about their learners' needs and wants. Usually, assessment is aimed to improve the teaching-learning process by providing frequent opportunities for students to discover their weaknesses. Thus, assessment is linked to instruction and learning to enhance the quality of teaching and increase the learners' achievement. Obviously, assessment has significant advantages for both teachers and learners.

General Conclusion

As far as writing skill is concerned, there is an increasing demand for assessment methods that include useful tools to determine the ESP students' needs and help them understand the expectations of their learning.

Therefore, ESP teachers need to use different tasks activities that enhance students' knowledge and abilities to write an effective and understanding texts. These points can be considered as a key criteria to writing assessment as the use of dictionary, spellcheckers (on PC or mobile), and dictation to learn spelling, getting ESP students more written work to do in the classroom as well as at home.

Encouraging students to read articles in English, then writing a summary to improve students' comprehension. Summarizing a text by writing the main idea. And promoting translation, which is considered as the basic need for ESP Masters' students.

In addition, this study proved that lack of vocabulary is a major obstacle to effective writing.

Actually, the assessment results revealed that most of ESP students had only a limited vocabulary and numerous incidences of grammatical and spelling errors. Therefore, ESP teachers are required to be more confident while teaching and assessing ESP to overcome these obstacles. Moreover, ESP Masters' student are adults learners, they are aware of the importance of English language in their field of study and they need to develop their skills. The writing skill is seen by ESP students as the most difficult one, but they need to write effectively and accurately to exploit legal texts and write a coherent articles . They also believe that, scientific research and technical exchange at the international conferences cannot be achieved without an acceptable work written in English language. Thus, in order to help students develop their writing, assessing their written work is very essential task.

This research work aimed at providing a description of the writing assessment in ESP situation. The results obtained from the data collected supplied a

General Conclusion

sort of responses to the research questions and quite confirmed the stated hypotheses. Nevertheless, this study revealed that Masters' students of Immunology need and show a positive attitude vis-a-vis the introduction of the ESP courses in their studies. In fact, they asserted that before attending international conferences, they have to write whole texts in English, and for this important reason, writing is a corner stone instruction they want to receive.

To conclude, it is worth mentioning that the investigator has conducted this research work because she believes in the importance of English for the target students. It is hoped that the suggestions proposed will meet the different needs of the ESP students and will offer a successful instructions. However, this work has some limitations as far as the number of participants is concerned, and the period of time involved. These factors will be taken into consideration in further research involving a larger sampling, and during a longer period of time.

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APPENDIX 1

Students' Questionnaire

Dear students,

It would be very kind of you if you can answer the following questionnaire which aims at collecting informations to try to understand the English situation at the department of Biology Sciences.

Thank you for your collaboration.

1-Why do you learn English ?

- It is part of the curriculum
- You like English language
- You need it to read and write your articles

2-Do you like English sessions ?

- Yes
- No

If no : why ?

3-What are the difficulties you find in learning English ?

—
—

4- What English language skill do you prefer ?

- Listening
- Speaking
- Reading
- Writing

5-How do you consider your writing ?

- Weak
- Acceptable
- Good
- Very good

6-What does your teacher use most to assess your performance ?

a)-Activities

b)-Projects

c)-Tests

-Others.....

Appendices

7-What are the difficulties you face when answering the questions of the examinations ?

—
—
—

8-According to you ,who takes more responsibility in the learning process ?

-The teacher -The learner -Both

9-What objectives do you intend to reach by the end of the academic year ?

—
—
—

10-What are your suggestions to a successful learning ?

—
—
—

THANK YOU FOR YOUR PARTICIPATION

APPENDIX 2

Teachers' Interview

The following interview is conducted in order to collect informative data about the teaching of English as well as the assessment of the writing skill for first year Master students at the department of Biology.

Thank you in advance

1-How many years have you been teaching ESP at the tertiary level ?

2-Have you received any training to teach ESP ?

3-What kind of difficulties do you encounter when teaching the writing skill in ESP ?

4-How do you evaluate your students' writing competency ?

5-What are the kinds of questions do you use in the examinations ?

6-What are the difficulties you find in evaluating student's writing ?

7-What objectives do you intend to reach by the end of the year at the level of writing with the first Master Biology students ?

THANK YOU FOR YOUR COLLABORATION

APPENDIX 3

Final Exam Paper

February ;2015

Master 1

Immunology

**English Exam
(1st Semester)**

The Text

The Immune system

The Immune system is the body's defense against infectious organisms and other invaders. Through a series of steps called the immune response, the immune system attacks organisms and substances that invade body systems and cause disease.

The Immune system is made up of a network of cells, tissues, and organs that work together to protect the body. The cells involved are white blood cells, or Leukocytes, which come in two basic types that combine to seek out and destroy disease causing organisms or substances.

The key primary Lymphoid organs of the immune system are the Thymus and Bone Marrow, and secondary Lymphatic tissues such as Spleen, Tonsils, Lymph vessels, Lymph nodes, Adenoids, and Skin and Liver. When health conditions warrant , immune system organs including the Thymus, Spleen, portions of bone marrow, lymph nodes and secondary lymphatic tissues can be surgically excised for examination while patients are still alive.

Many components of the immune system are actually cellular in nature and not associated with any specific organ but rather are embedded or circulating in various tissues located throughout the body.

Part one

Reading comprehension

1/ Decide which of these statements are true, according to the text ,and which are false.

- The immune system is the body's defense against viruses and bactirias.
- The immune system is made up of white and red blood cells.
- The spleen and thymus are tissues of the immune system.

2/ Answer the following questions according to the text.

a/ What is the role of the immune system ?

b/ What is the role of the white blood cells ?

3/ Find in the text words that are synonyms to the following.

-leukocytes

-composants

-function

4/ Find in the text words that are opposite in meaning to :

-attack

-alone

-illness

5/ Reorder the following sentences into a coherent paragraph.

a/ The cells protect us against the germs which cause disease.

b/ In our blood there are red and white cells which can only be seen under a microscope.

c/ Until the first world war, antiseptics were used to kill the germs,

d/ If the white cells are defeated, a person becomes very ill and may die.

e/ unfortunately, those antiseptics often killed the white cells too.

Part two

1/Written Expression

Write a paragraph in which you summarize the text above about the immune system.

2/Translation

Translate the third paragraph of the text from English into French.

Good Luck

ملخص

هذا البحث يحاول التركيز على مفهوم التقييم و اهميته كأداة تربوية ضرورية لعملية التعليم و التعلم في تدريس الانجليزية للأهداف الخاصة حيث يواجه طلاب السنة الاولى ماستر تخصص المناعة بقسم البيولوجية بجامعة تلمسان صعوبات في مهارة الكتابة. و على اساس النتائج التي تم الحصول عليها خلال السنة الدراسية 2014-2015, بينت هذه الدراسة ان تقييم مهارات الكتابة مهمة لتدريس اللغة الانجليزية للأهداف الخاصة و يجب ان تتضمن تقنيات واستراتيجيات متعددة تتيح للأساتذة التوجيه و التعرف على احتياجات و رغبات الطلاب . و بالتالي لمواجهة هذه الصعوبات اقترح هذا البحث بعض المعايير من اجل ضمان جودة التعليم و تطوير تقنيات الكتابة.

الكلمات المفتاحية : التقييم - الكتابة - تدريس اللغة الانجليزية للأهداف الخاصة. تقييم مهارات الكتابة

Résumé

L'étude actuelle cherche à discuter le concept d'évaluation et son importance comme un instrument pédagogique faisant partie du processus d'enseignement-apprentissage, dans le cadre de l'enseignement de l'anglais spécifique, où les étudiants d'immunologie Master 1 au sein du Département de Biologie à l'Université de Tlemcen ont rencontré des difficultés lors de l'écrit. Basé sur les résultats obtenus à partir des méthodes de collecte et d'analyse des données, ce travail a fait valoir que l'évaluation de l'écriture est importante dans l'enseignement de l'anglais spécifique tout au long de l'année 2014-2015, et devrait inclure multiples techniques et stratégies pour guider et informer les enseignants sur les besoins et désirs des apprenants. Donc, pour faire face à ces difficultés, il a suggéré et recommandé des critères qui pourraient être utilisés dans ce type d'évaluation dans le but de présenter un enseignement efficace.

Mots clés : Evaluation, L'écriture, L'Enseignement de L'Anglais Spécifique ,
Les besoins des apprenants

Summary

The present study tries to focus on the concept of assessment and its significance as a pedagogical instrument in the teaching-learning process in an ESP situation, where 1st year Immunology Masters' students at the Department of Biology at University of Tlemcen encountered difficulties while writing. On the basis of the results obtained from the mixed methods of data collection and analysis throughout the academic year 2014-2015, this work has argued that assessment of writing skill is important for ESP students, and should include various techniques and strategies to guide and inform effectively ESP teachers about their learners' needs and wants. Thus, to cope with those difficulties, it suggested and recommended some criteria in order to offer useful instruction.

Key words: Assessment, Writing Skill, English for Specific Purposes (ESP),
Learners' needs.