



## Beyond the Score: Unveiling the Positive Impact of Continuous Assessment on English Skills and self-directed Learning for Doctoral Students at Exact Sciences Department

---

Ghania MEKKAOUI

English for Specific Purposes

English Department, Faculty of Literature and Foreign Languages

Mustapha Stambouli Mascara, 13022, Algeria

[ghaniamekkihope1@gmail.com](mailto:ghaniamekkihope1@gmail.com)

[ghania.mekkaoui@mascara-univ.dz](mailto:ghania.mekkaoui@mascara-univ.dz)

**Abstract:** The growing significance attributed to classroom assessment within ESP context is gaining ground in education system. Assessment has appeared as the influential conceptual fashion that visualizes the connection between learning and positive outcomes. Moreover, it portrays novel position to view assessment as a central part of the educational process instead of separate analytical mediation which addresses students' attainment. The later, in that way increases students' self-direction through regular tasks and practice as they become more liable and responsible for their personal knowledge. By means of diverse outputs, students produce more; over and above they develop self-confidence and reach supplementary motivation to learn. Accordingly, the end goal of the present paper is to consider the positive outcomes of continuous assessment on honing students' English proficiency level and to check in what way assessment contributes in raising students' motivation to be good at English and raising assessment literacy among students. To detect suitable answer to the raised concerns, a set of instruments were used. As part of data compilation process the researcher utilized pre and post tests to measure students overall proficiency level before and after the intervention. Additionally, regular assessments were conducted using a classroom observation diary to gauge students 'progress. A questionnaire was employed to measure the participants' satisfaction throughout the training sessions. The findings from the students' continue evaluations are reported in a way that boosts students' self-confidence and refines their general competence level while also increasing motivation.

**Keywords:** sustained assessment, students' attainment, self-direction, motivation.

**Au-Delà du Score : Dévoiler L'impact Positif de Lévaluation Continue sur les Compétences en Anglais et L'apprentissage Autodirigé Chez les Doctorants au Département des Sciences Exact**

**Résumé :** L'importance croissante attribuée à l'évaluation en classe dans le contexte de l'ESP (Anglais sur objectifs spécifiques) gagne du terrain dans le système éducatif. L'évaluation est apparue comme une mode conceptuelle influente qui visualise le lien entre l'apprentissage et les résultats positifs. Elle présente, par ailleurs, une nouvelle position qui considère l'évaluation comme un élément central du processus éducatif au lieu d'une médiation analytique distincte qui s'intéresse aux résultats des élèves. Les étudiants développent ainsi une certaine autonomie. Et ce, au moyen des tâches et des pratiques régulières, à mesure qu'ils deviennent plus

responsables de leurs connaissances personnelles. Ainsi, grâce à des résultats diversifiés, les étudiants produisent non seulement davantage, mais aussi et surtout, développent une confiance en eux-mêmes et acquièrent une motivation supplémentaire pour apprendre. Ceci étant, l'objectif final du présent article est d'abord, d'examiner les résultats positifs de l'évaluation continue par rapport à l'amélioration du niveau de compétence en Anglais des étudiants en formation. Puis, de vérifier de quelle manière l'évaluation contribue à accroître la motivation des étudiants pour être bons en Anglais. Et enfin, d'améliorer les compétences d'évaluation des étudiants. Pour trouver une réponse appropriée aux préoccupations soulevées, un ensemble d'instruments a été utilisé. Dans le cadre du processus de la collecte des données, la chercheuse a utilisé des prés et des post-tests en vue de mesurer le niveau de compétence global des étudiants avant et après l'intervention. Par ailleurs, dans le cadre de l'agrégation de données, la chercheuse a tenté d'évaluer régulièrement ses élèves à l'aide d'un journal d'observation en classe pour mesurer le degré de progrès des apprenants. Un questionnaire a été conçu pour mesurer la satisfaction des participants tout au long des sessions de formation. Les résultats des évaluations continues des étudiants sont rapportés de manière à renforcer la confiance en soi des étudiants et à affiner leur niveau de compétence générale tout en augmentant également leur motivation.

**Mots-clés** : évaluation continue, réalisations des étudiants, auto-direction, motivation.

## Introduction

As a teacher you may regard that assessment merely offers you details about scores, but it also contributes in assessing your way of teaching as well as your students' progress. In the context of education, testing, evaluation, and assessment are entirely employed to determine how far the students respond to the settled objectives and goals, and how much student learn and grasp from what you provide them with. The present paper focuses on finding out the positive outcomes of continuous assessment on honing students' English proficiency level and to check in what way assessment contributes in raising students' motivation to be good at English and raising students' motivation and self-direction.

The decision to implement ongoing assessment helps motivating students to control their self-progress. Making students aware about their strengths and weaknesses through continuous evaluation increases their autonomy and create competition among them, helps them overcome their fears, makes them more engaged, and consequently bolstering their personal drive. Inspecting students input and considering their feedback on their improvement facilitates pinpointing their needs and be adept at culling fitting material on ones' own. Embedding multiples evaluation patterns over the course of learning journey can uplift students' motivation. With this in view, this study considers the following research questions:

1. How does sustained assessment impact students' level of engagement and autonomy in the learning process?
2. How do students perceive the relationship between sustained assessment practices and their own autonomy in learning?

In the plea of these research questions the researcher suggests the following hypotheses:

1. Implementing sustained assessment practices positively correlates with increased student engagement and autonomy in the learning process.
2. Students exposed to sustained assessment will express a solid sense of control and autonomy in their learning experiences.

## 1. Review of Literature and Theoretical Framework

### 1.1 Definition of Language Assessment

Broadly speaking, assessment indicates testing since it offers evidence about the learners' competencies in order to get clear judgments. It speaks about the way we obtain data about students using certain linguistic behaviors for example writing an essay or non linguistic behaviors (selecting responses) like multiple choice tests which contribute in helping the teacher to have a clear idea about learners and describe them. The term assessment might have different implications and interpretations in different academic situations.

Some teachers believe that it is the outcomes of various formal exams or tests students have taken at different moments of the course, others, may consider it as a formal requirement for students' promotion. Sound assessment comprehend three main targets

- a) Controlling students' improvement: it should provide teachers input about their students achievement at every level of the course.

**Basic Assessment:** is performed at an early stage of the course; it attempts to determine students' strong points and weak points.

**Formative Assessment:** is carried out during the course to check students' improvement.

**Summative assessment:** is planned to check what students are able and are not able to do by the end of the course.

- b) Strengthening Students' Learning: it is recommended to supply students with regular feedback about their progress to be aware about any progress or failure, this step makes students learn from their mistakes, check their personal progress and be determined in their learning.
- c) Assessing the teaching/ learning progress: teachers should control how profitable the teaching is so that to check whether the goals and

objective of the course were achieved, whether the material employed was suitable and beneficial and whether the assessment is rightly done.

Having knowledge background in assessment (assessment literacy) paves the way for better decisions about the design, delivery and the use of assessment. In this vein, Coombe, Troudi, and Al-Hamly (2012, p.20) state that “without a higher level of teacher assessment literacy, we will be unable to help students attain higher levels of academic achievement”; providing incorrect explanations direct to erroneous actions which leads in negative results. This is crucial because when teachers make erroneous interpretations, which lead to incorrect decisions, students can suffer unintended, negative consequences (Purpura, 2016; Purpura, Brown, & Schoonen, 2015)

### *1.2. Testing and Assessment (similar or different?)*

As a teacher you may regard that assessment merely offer you details about scores, but it also contributes to assess students’ learning. Despite the fact that both terms are used reciprocally in a classroom setting, they are different. In this vein, Brown (2000: 4) maintains that :

Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.

Having a clear idea about the two concepts helps teachers to check the degree of effectiveness of their teaching and how efficient their students are. Most of the time tests are done at the end of a teaching period. In contrast, assessments can be done at any time. Teachers do assessment after a lesson, after they teach a specific skill or at the same time tests are done.

Usually, they bear the same significance. However, periodically, both terms may have different meaning. In the context of education the terms testing and assessment are entirely employed to determine how far the students respond to the settled objectives and goals, and how much student learn and grasp from what you provide them with., they function in different ways.

### *1.3. Why do we give Tests?*

Testing is commonly made for the sake of assessment, a first and foremost justification for taking a test is to gain and supply information, this latter can be divided into two categories, and one is summative information which is about

quality performance score. The second one is the formative information which is designed to close learning gap like essay feedback.

A second purpose is to check strengths and weaknesses with regards to how they can function in English in social and professional situations where test takers are given oral feedback on the performance. More simply, giving a controlled objective or objectified process to inform decisions about selection. It is to be mentioned that there are several kinds of decisions; there are low stakes decisions which don't have an impact on people, we can change easily for example you can diagnose their scores, we can change them and it's a low stakes decision more than high stakes. High stakes decisions could be achievement test, and can be done when we use tests in order to make certification decisions about whether you can become a teacher or not an award or some kind of accountability for a school.

The third purpose is to make a positive impact on the test constituents being the teachers, students Parents stakeholder society we want to use tests to benefit stakeholders, not to punish them not to do other types of it should be for their benefit to give provide them with information. In their turns Henry L. Roediger et al believe that there are ten benefits of testing which are summarized in the following table:

**Table 1:** Benefits of Testing (2011, p.5)

<b>Benefit 1</b>	<b>The testing effect: retrieval aids later retention.</b>
<b>Benefit 2</b>	Testing identifies gaps in knowledge.
<b>Benefit 3</b>	Testing causes students to learn more from the next learning episode.
<b>Benefit 4</b>	Testing produces better organization of knowledge.
<b>Benefit 5</b>	Testing improves transfer of knowledge to new contexts.
<b>Benefit 6</b>	Testing can facilitate retrieval of information that was not tested.
<b>Benefit 7</b>	Testing improves meta-cognitive monitoring.
<b>Benefit 8</b>	Testing prevents interference from prior material when learning new material.
<b>Benefit 9</b>	Testing provides feedback to instructors.
<b>Benefit 10</b>	Frequent testing encourages students to study.

## 2. Research Methodology

### 2.1 Situation Analysis

To be informed about the context where your research is carried out helps having clear understanding about your target population and collect knowledge about the location you decided to undertake your inquiry. It should be specified that the current investigation was exercised in the faculty of exact sciences that is embodied of distinct departments comprising two distinct fields which will be illustrated in the following diagram:

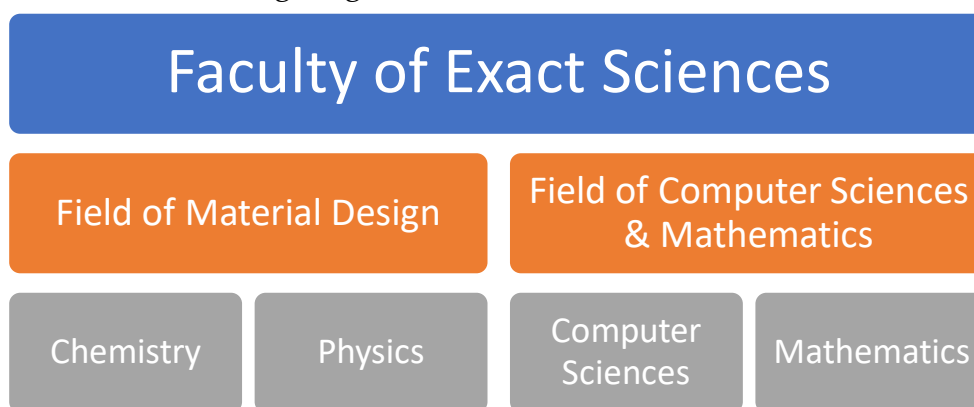


Diagram 2.1: Setting Description

The total number of students involves 1225 graduate students and 95 post-graduate students.

### 2.2 Research Informants

As part of any research providing full disclosure about your research participants is crucial. The target population of the present investigation is doctorate student (30 Participants) from the department of Exact sciences who are affiliated with diverse disciplines (9 Students from the department of Computer Sciences students), (9 Mathematics), and (12 physics students). As far as the English language is concerned it is important to point out that those students had the exciting opportunity to learn English right from their first year. In spite of this fact, their level in English was not satisfactory to use the language correctly.

It should be recalled that in the first year they are common core students as they underwent the English module throughout the entire year. In the second year, they branch into two specialized streams, each paving a unique academic path. English teaching schedules vary between different specialties. This can be illustrated in the following diagram:

**Table 2.1:** Class Time for the English Module (adapted from the general schedule designed by the faculty of Exact Sciences)

Academic Year	Area of Focus	Academic Term
<b>1<sup>ST</sup> Year(common core)</b>	Science of Matter	S1+ S2
	Mathematics & Computer Sciences	S1
	Mathematics	No English Course
<b>2<sup>nd</sup> Year</b>	Computer Sciences	S3+S4
	Physics	S3+S4
<b>3<sup>rd</sup> Year</b>	Mathematics	No English Course
	Computer Sciences	S5
	Physics	S5+S6

### 2.3. Research Instruments

In any research, the careful selection of appropriate research tools is a crucial step. This involves thoughtful combination of research instruments to gather sufficient data for satisfactory response to the earlier posed research query. In this study, the researcher opted for a blend of tests, classroom diary, and a questionnaire as the selected research tools. In this context Weir and Robert (1993, p. 737) mentioned that :

A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such diversity to features as is found in educational settings and because of the need for corroboration of finding by data from these different sources collected by different methods and by different people i.e. "triangulation".

Test:

It is to be mentioned that the present study is an action research that requires gathering data through 3 different steps (before, while, after). As a first step in data compilation the researcher opted for a diagnostic test (entry test) to have a clear idea about her students' strengths and weaknesses, and difficulties to know about what content to include in her training syllabus. After a

considerable period of continuous instruction the researcher seemly delivered a post-test (achievement test) to measure students' achievement.

Regarding the test format, the researcher included different skills like grammar and vocabulary (general and specific), speaking, reading, and writing. The same elements were included in the achievement test with a degree of complexity to check students' progress. This can be summarized in the following table.

**Table 2.1:** Test Content

Section	Content	Example question
<b>Vocabulary</b>	Synonyms & word usage (general& specific)	Identify the synonym of "precise"
<b>Grammar</b>	Verb form & sentence structure	Choose the correct form of the verb in a given sentence.
<b>Reading (2passages)</b>	Comprehension of general & scientific passage)	Answer questions about quantum computing.
<b>Writing</b>	Expressing ideas in writing related to sciences	Write a short paragraph about your interest in Exact Sciences.

#### - Classroom Diary

In an effort to obtain the appropriate information while offering an adequate answer to the query put earlier, the researcher make use of two study tools. To control students' development a classroom diary was opted. The researcher sees that a classroom journal helps in collecting vivid data and capturing minute-by-minute instruction. The researcher recognizes the value of using such technique in data collection for improving teaching and learning process. The researcher decided to use self-observation to assess her students' development and to see the beneficial effect of her own instruction. In this respect Brock, Yu and Wong (1992) in Richards and Ho (1998:154) qtd in ( Mekkaoui, 2021) :

journals are a great instrument for reflection; they are easy to keep; they increase the teacher's knowing of the way he/she teaches; serve as a source of questions and

hypotheses about teaching; offer direct record of classroom events and experiences which is undisturbed by an outside observer etc.

The type of diary that was employed in the present study was a structured one. This means the researcher was selective about the elements to be observed. Initially, the focus was on assessing the level of students' engagement during the training phase. The researcher acting as a self observer, monitored student interactions and determined the appropriateness of tasks in terms of complexity and delivery. Alike it describes students' interaction and responsiveness.

#### - Evaluation Questionnaire

To evaluate students' degree of progress during an extended period of training the researcher decided to use a questionnaire. The idea to use the questionnaire was based on a set of motives including.

- ✚ The impact of the knowledge and skills that have been learned.
- ✚ The training program's adequacy.
- ✚ The extent of functionality of the program's content, scheduling, and materials

Several academics endorsed the use of questionnaires as data collection method for a set of reasons (Nunan, 1992; Wallace, 1998; Cohen et al., 2000, 2007; Richards, 2001; Dörnyei, 2003, 2007; Norton, 2009)

- ✓ It is considered as a highly systematic and structured research tool;
- ✓ It saves time, efforts and financial resources;
- ✓ Answers are typically characterized by their honesty as they are completed in an anonymous way;
- ✓ Subjects have more time to think about their answers;
- ✓ It is administered to a large scale as well as small number of participants;
- ✓ It may be administered by another person on the behalf of the researcher;
- ✓ It is seen as a useful way to gather quantitative information "... that is relatively easy to tabulate and analyze" Richards, (2001:60) Qtd in Benabdellah(2017:86)

As previously stated the questionnaire's main objective was for assessing the course material and conduct from informants perspectives and to gather their feedback on the program quality.

### 3. Results

A further action after the process of data collection is to analyze that gathered data. As articulated before, the research process was carried out in disparate levels (before, while, after) in the same way data analysis and interpretation will went through different steps.

#### 3.1. Pre- intervention Phase

To know about students' entry level before enrolling them in the training program, the researcher conducted a diagnostic test to measure students' strengths, weaknesses and knowledge gaps. After assessing students the researcher noticed a set of shortfalls that can be summarized in the following table:

Table 3.1 Summary of the Pre-Test Results

Limited Vocabulary	Grammar Errors	Reading Comprehension Deficiency	Limited Writing Proficiency	Speaking Inadequacy
<p><b>Most of them (25 out of 30) demonstrated constraints in utilizing a diverse range of words. Showed limited vocabulary. Displayed a confined selection of words in</b></p>	<p>Encounter difficulties in applying correct grammatical structures. Demonstrates deficiencies in grammar usage. Exhibits errors in sentence structure</p>	<p><i>Encounter difficulties in understanding and grasping the meaning of both passages. They were unskilled in extracting information from passages. They showed an incomplete or partial grasp</i></p>	<p>Encounter difficulties in expressing ideas coherently and effectively. Shows deficiency in expressing ideas with clarity and precision.</p>	<p><b>They were not able to verbalize their thoughts and ideas coherently. They showed gaps in oral fluency, hesitations, or use fillers when speaking. Struggles with accurate pronunciation</b></p>

<p><b>communicati on.</b></p> <p><b>Exhibited a restricted understanding of various words.</b></p> <p><b>Experienced limitations in the number and variety of word used.</b></p>	<p>and <i>of the content</i></p> <p>constructio <i>while reading.</i></p> <p>n. <i>Encounters</i></p> <p>Shows <i>difficulties in</i></p> <p>inconsisten <i>accurately</i></p> <p>cy in <i>interpreting the</i></p> <p>applying <i>meaning</i></p> <p>grammatica <i>conveyed in</i></p> <p>l rules. <i>written</i></p> <p>Exhibits <i>passages.</i></p> <p>mistakes in</p> <p>grammar</p> <p>usage.</p>	<p>Sho <b>of words and</b></p> <p>ws gaps in <b>sounds.</b></p> <p>writing <b>Demonstrates</b></p> <p>skills <b>difficulties in</b></p> <p>including <b>spoken</b></p> <p>punctuatio <b>communication</b></p> <p>n, spelling, <b>due to restricted</b></p> <p>and <b>vocabulary.</b></p> <p>capitalizati</p> <p>on.</p>
--	---	---

### 3.2. Intervention Phase

As highlighted earlier, a next step to the test delivery was to implement the training course that was designed in accordance with the test outcomes. As stated earlier In this step the researcher used a classroom diary; the findings can be summarized the in the following table:

Months	Observations
<b>Month 1</b>	<ul style="list-style-type: none"> <li>▪ The bulk of them were hesitant to participate in the class fearful of being wrongly perceived. Besides, certain ones among them. Some students, when attempting to articulate their thoughts, they encounter challenges due to a</li> </ul>

limited vocabulary. Consequently, they often resort to using the French language, where they feel more confident in their expression.

- When they spoke, their sentences are so brief, full of grammar mistakes and badly structured, more often than not, seemed awkward.
- Their pronunciation was poor, often resembling the pronunciation of English words in a French manner.

## Month 2

- After two weeks of instruction, a modest degree of progress was observed among a limited number of students. They demonstrated interest and actively engaged in the classroom by giving their best efforts. Nevertheless, the remaining students still feel hesitant to participate in classroom activities, experiencing a sense of embarrassment.
- Despite ongoing efforts, there are still significant grammar errors persisting.

- In terms of writing skills, students completely disregard essay structuring, encounter challenges with vocabulary, and making numerous mistakes.
- Occasionally, they still switch to the French language while providing answers, despite the teachers' instructions not to use any language other than English.
- With respect to their specific vocabulary knowledge, students demonstrated remarkable weaknesses. When it comes to reading texts, they struggle to comprehend most words due to limited exposure to both general and specialized English.

### Month 3

- As the third month comes to an end, a significant progress was observed in the case of most. They diligently engaged, illustrating high interest. As they successfully overcome shyness'
- Their pronunciation had notably improved from previous levels.
- They made fewer grammar mistakes than before, demonstrating proficiency in

subject-verb agreement. Moreover, they effectively utilized tenses, notably excelling in both past and present forms.

- In terms of vocabulary they demonstrated pronounced headway, although there is still room for improvement.

#### **Month4**

- During the final month of instruction a tangible improvement was noticed. Each student actively participated, deeply involved, and played a proactive role in all tasks, without dwelling on mistakes.
- Many of them exhibited a rich vocabulary, particularly those who actively participated in the opening weeks of the training. They consistently led classroom debates, responded to various tasks, and demonstrated critical thinking.
- Enhanced grasp of fundamental grammar concepts

---

### *3.3 Post Intervention*

As a final step of this exploration, the researcher implemented two research instruments mainly; an evaluation questionnaire and an achievement test to compare students' entry and exit levels.

It deserves mention that both the questionnaire and the exit test revealed positive outcomes and attitudes towards the training program.

#### - Questionnaire results

The questionnaire was adapted as it aligned with the researcher's intentions. It was divided into three parts. The first part asked participants share their perspectives on course objectives, the clarity and appropriateness of activities, and whether they were well written and suitable for their level. It also inquired about the effectiveness of the course in increasing motivation, self-direction. Moreover, other questions pertained to teacher-student interaction, course management and scheduling. The first part of the questionnaire students exhibited positive attitudes towards the course. They all expressed satisfaction with the course content, conduct, and the seamless flow of activities tailored to their level.

In the second part of the questionnaire, students were asked about their level of agreement with various aspects, including the appropriateness of the training program, teacher behavior, motivation, and the alignment of program objectives with outcomes. Students displayed positive attitudes towards the appropriateness of the training course, expressing gratitude for being taught by motivating teacher who enhanced their autonomy. Ultimately, they demonstrated favorable views regarding the alignment of program objectives with the achieved outcomes.

In the third part of the questionnaire which was devoted for further suggestions, students recommended additional training sessions to enhance public speaking skills, while others proposed a course with greater emphasis on developing both general and specialized vocabulary. Additionally, some participants expressed the view that pronunciation and grammar activities could be omitted.

#### - Exit Test Results

To gain a comprehensive understanding of students' proficiency following an extended period of instruction and assessment, the researcher meticulously examined the results of the post-test. It's of note that the same typology and order were maintained in the post-test; the only distinction lies in the increased level of complexity.

Significant progress was noticed in the post-test results. Students showed a moderate level across multiple language skills encompassing reading, writing, vocabulary, grammar, and pronunciation. They communicate ideas clearly both in writing and speaking. They demonstrated a moderate mastery of vocabulary across their discipline. They demonstrated a high level of accuracy and proficiency in pronunciation. In a nutshell, students exhibited positive progress in mastering grammar rules, acquiring new vocabulary, and becoming

communicatively competent. Their ability to comprehend reading texts and answer comprehension questions improved, allowing them to use specialized terminology with ease. All these contributed in honing their self direction, develop confidence, and increase motivation.

#### **4. Testing the Hypotheses**

To summarize the conclusions derived from the three steps, it's crucial to recall that the primary objective of this paper is to assess the constructive outcomes of an intensive assessment program that aimed at upgrading students' self confidence, autonomy, and boosting their motivation. Based on the results of the pre-test, the students' levels varied from weak to intermediate level. The majority of them (20 out of 30) were at B1 level, while the rest were in A1. This signifies that all students require customized training to address their individual proficiency levels. As a next step the researcher implemented the training course with an ongoing assessment to measure to what extent this course help developing students' engagement and self-direction. Throughout the training, the researcher utilized a classroom diary to meticulously document every nuance of her students' engagement, motivation, and interaction. The results of the pre-test, when compared with the intervention phase, indicated a positive correlation between implementing sustained assessment practices through a training program and increase in students' engagement and autonomy in the learning process. As a result, this affirms the validation of the first hypothesis, while not neglecting the post-test results, which strongly support the first hypothesis.

Another concern of the present paper was to check students' progress under continuous assessment, the researcher enrolled them in a training program to regularly monitor and assess them. As previously stated regarding the intervention results and upon comparing the pre and post- test results, we attained positive results. Students demonstrated high motivation and self - direction. They expressed themselves confidently and freely, showcasing remarkable progress in their overall proficiency. They showed a strong command of vocabulary, no longer exhibiting shyness. They can confidently express their ideas using specialized terminology, having overcome their initial hesitation. These results strongly affirm the second hypothesis.

#### **Conclusions & Recommendations:**

Given the positive results from the training sessions, the subsequent step involves recommending measures and explanations for a training course that aimed at enhancing students' overall proficiency. A crucial consideration is the course conduct and content, which should be meticulously scheduled and rich in

terms of diverse topics and tasks to foster the development of critical thinking and problem solving skills. This facilitates rapid learning, enabling effective communication within a short period, leading to successful outcomes. As previously indicated, the ultimate goal of this paper is to empower students to be motivated, self-directed, and confident. Therefore, the researcher deems it crucial to suggest a set of recommendations for teachers.

Enhancing students' interactions and communication can be achieved through engaging activities like role plays and problem-solving scenarios in a conductive learning environment. Teachers should make students progress gradually, moving from less complicated tasks to more complex ones to boost self-confidence. Encouraging active participation in various tasks prepares students comprehensively across all skills. Another aspect to consider is effective time management this aids in optimizing time for both instruction and evaluation process.

Aligning with the summarized results and considering the needs of doctoral students, recognizing the significance of the English language for them, it is suitable and advisable to involve them in a continuous course. The aim is to enhance their general and specialized English skills, enabling them to present confidently and become autonomous learners. Moreover, rather than expending considerable funds on sending them abroad, it presents a valuable opportunity to reduce costs, elevate salaries for ESP teachers, and initiates such training locally. Additionally, it's worth noting that continuous training aligned with ongoing assessments significantly contributes to enhancing students' motivation, communicability, and cultivating self-directed learning.

## References

- Benabdellah.A.(2017):Raising Business Learners' Awareness through Authentic Materials in an ESP Classroom Context: Case of 2nd year Students at the Preparatory School of Economics and Commercial Sciences, Unpublished Doctorate Thesis. Tlemcen
- Brown, H. Douglas. 2002. Principles of Language Learning and Teaching (4th Ed). New York: Addison Wesley Longman Inc
- Coombe, C., Troudi, S., & Al-Hamly, M. (2012). Foreign and second language teacher assessment literacy: Issues, challenges and recommendations. In C. Coombe, P. Davidson, B.
- Henry L. Roediger et al (2011, p. 5) (PDF) *Ten Benefits of Testing and Their Applications to Educational Practice*. Available from: [https://www.researchgate.net/publication/291166244\\_Ten\\_Benefits\\_of](https://www.researchgate.net/publication/291166244_Ten_Benefits_of)

[Testing and Their Applications to Educational Practice](#) [accessed Mar 07 2024].

Mekkaoui.G.(2020)The Effect of an Intensive Training on Developing the Listening and Speaking Skills of Air Traffic Controllers at Zenata Messali el Hadj Airport, Tlemcen

Purpura, J. E., Brown, J. D., & Schoonen, R. (2015). Improving the validity of quantitative measures in applied linguistics research. *Language Learning*, 65(S1), 37-75.

Weir,C. & Roberts, J., (1994). Evaluation in ELT.D. Crystal &K.J Johns5eds.Applied Linguistic Studies.