

ESP's development stemmed from advancements in language teaching theory emphasizing individual learner needs and the rising demand for specialized English skills in commerce and technology. ESP, like other language courses, necessitates evaluation due to the investment made by students and sponsors. This necessitates two levels of assessment: learner assessment, crucial for gauging task-performance abilities and informing teaching decisions; and course evaluation, vital for goal achievement and feedback to stakeholders (teachers, students, sponsors). Learner assessment can be formative (checking learning to guide next steps) or summative (checking what has been learned). Course evaluation considers what, how, who, and when to assess, using feedback for continuous improvement and course adjustments based on student needs. ESP's success hinges on understanding its needs-based approach, not a specific methodology or materials, focusing on the linguistic aspects of specific language use. Future growth requires a clear understanding of ESP's nature to foster collaboration and maintain its current standing in EFL teaching.