

Appendix No. (1)
بسم الله الرحمن الرحيم

**Sudan University of Science
& Technology**

**Faculty of Graduate Studies
College of Education**

The First Draft of the Questionnaire

Subject

***A questionnaire for English Language teaching staff
to investigate language examination procedures at
regional universities of Western Sudan***

Dear Teachers

I am a (Ph. D.) student carrying out a research to analyze and assess General English examinations at regional universities of Western Sudan.

I would appreciate it if you give your opinions and responses to the questionnaire transparency. The information supplied will be treated in strict confidence and will only be used for research purposes.

Thank you for your earliest attention

Yours sincerely:

Hatim Mohamed Ahmed

Postgraduate student (Ph. D)

Department of Curricula &

Teaching Methods

.....
.....

Section Two: Statements concerning language testing:

*** The English Language examinations at my university fulfill the following:**

No	Statement	Agree	Not sure	disagree
1	Give nearly the same results if repeated to the same students under the same conditions.			
2	Enable examiners distinguish between students individual differences.			
3	Are achievement tests are designed to test educational objectives.			
4	Help teachers to revise and develop English Language curricula.			
5	Have positive effect on the students' achievement in the four skills.			
6	Reveal to the students their strengths and weaknesses to adjust their learning strategies in the future.			
7	Test the students' ability to use English in real life situations.			
8	Test the students' ability rather than testing their achievements in specific course.			
9	Mostly use objective tests rather than subjective tests.			
10	Always measure students' abilities according to Bloom's Taxonomy.			
11	Have feedback on both teachers and learners.			

12	Do not give a variety of choice for the candidates.			
13	Are matched to curriculum objectives and content.			

Section Three: Statements concerning testing procedures

*** The following procedures are essentially applied to English Language Examinations at my university:**

No	Statement	Agree	Not sure	disagree
14	Model answers are always used in correcting the examinations.			
15	The students' marks in the examination indicate their proficiency in English language.			
16	Teachers use table of specifications when designing their examinations.			
17	English Language teachers need to attend courses in evaluation and measurement.			
18	Testing text reading comprehension is an essential procedure of examinations.			
19	Examinations of English Language are set within the range of course material.			
20	The time allocated for these examinations is sufficient to finish them with convenience.			
21	Testing listening and speaking skills improve students' fluency in English.			
22	Written examinations do not measure all language skills.			
23	Examination and testing results are important factors in evaluating English Language courses.			
24	Availability of personnel and resources for planning, piloting, administering, and monitoring facilitate testing			

	procedures.			
25	Examination items are arranged logically (from easy questions to difficult ones).			
26	Diagnostic tests are used to point out areas in which students require more concentrated teaching.			

Appendix No. (2)

The following table shows the referees who judged both the questionnaire and the analysis form, and their jobs and places of work.

No	Name	job	Title
1	Dr. Mohamed Adam H.	Associate Professor	Daleng University
2	Dr. Hamid Ali Idris	Associate Professor	Daleng University
3	Dr. Mohamed Ahmad A.	Assistant Professor	Western Kordufan University
4	Dr. Ahmad Mohamed G.	Assistant Professor	Western Kordufan University
5	Dr. El Tayeb Dau Elbeit	Assistant Professor	Kassala University

Appendix No. (3)

بسم الله الرحمن الرحيم

Sudan University of Science

& Technology

Faculty of Graduate Studies

College of Education

Subject

A questionnaire for English Language teaching staff to investigate General English examination procedures at regional universities of Western Sudan

Dear Colleagues

I am a (Ph. D.) student carrying out a research to analyze and assess General English examinations at regional universities of Western Sudan.

I would be grateful if you give your opinions and responses frankly to the questionnaire. This will help to a great extent in assessing the types of examination used at Western Sudan Universities. The information supplied will be treated in strict confidence and will only be used for research purposes.

Thank you for your help

Yours sincerely:

Hatim Mohamed Ahmed

Postgraduate student (Ph. D)

Department of Curriculum &

Teaching Methods

- a. Once () b. Twice ()
- c. Three times () d. More than three times ()
-)
- e. never ()

Section Two: Statements concerning validity and reliability:

*** The English Language examinations at my university fulfill the following:**

No	Statement	Agree	Not sure	disagree
1	Give nearly the same results if repeated to the same students under the same conditions.			
2	Enable examiners distinguish between students individual differences.			
3	Achievement tests are designed to test educational objectives.			
4	Help teachers to revise and develop English Language curricula.			
5	Have positive effect on the students' achievement in the four skills.			
6	Reveal the students' strengths and weaknesses to adjust their learning strategies in the future.			
7	Test the students' ability to use the language.			
8	Test the students' ability rather than testing their achievements in specific course.			
9	Mostly use objective tests rather than subjective tests.			
10	Always measure students' abilities according to Bloom's Taxonomy.			
11	Have positive feedback on both teachers and learners.			

12	Give a variety of choice to the candidates.			
13	Targeted to curriculum objectives and contents.			

Section Three: Statements concerning design and marking procedures of examinations:

*** The following procedures are essentially applied to English Language Examinations at my university:**

No	Statement	Agree	Not sure	disagree
14	Model answers are always used in correcting the examinations.			
15	The students' marks in the examination indicate their proficiency in English language.			
16	Teachers use table of specifications when designing their examinations.			
17	English Language teachers need to attend courses in evaluation and measurement.			
18	Testing reading comprehension is an essential procedure of examinations.			
19	Examinations of English Language are set within the range of course material.			
20	The time allocated for these examinations is sufficient to finish them with convenience.			
21	Testing listening and speaking skills improve students' fluency in English.			
22	Written examinations do not measure all language skills.			
23	Examination and testing results are important factors for evaluating English Language courses.			
24	Availability of personnel and resources for planning, piloting, administering, and monitoring facilitate testing			

	procedures.			
25	Examination items are graded logically (from easy questions to difficult ones).			
26	Diagnostic tests are used to point out areas in which students require more concentrated teaching.			

Appendix No (4)

بسم الله الرحمن الرحيم

Sudan University of Science

& Technology

Faculty of Graduate Studies

College of Education

Subject

A form for English Language experts to survey types and objectives of General English examinations at regional universities of Western Sudan

Dear Doctors

I am a (Ph. D.) student carrying out a research to analyze and assess General English examinations at regional universities of Western Sudan.

Enclosed are: (1) Examinations of years 2005-2008
(2) A form of analysis of questions according to Blooms Taxonomy. I would be grateful if you give your own points of view and responses frankly to the three attached forms (2005-2006\ 2006-2007\ 2007-2008). The information you are given will be treated in strict confidence and will be used only for research purposes.

Thank you for your help

Yours sincerely:

Hatim Mohamed Ahmed

Postgraduate student (Ph. D)

***Department of Curriculum &
Teaching Methods***