

## **Dedication**

**This study is dedicated to my  
father, mother, brothers, and  
sisters....**

**It is also dedicated to my dear  
wife Mahla and my son  
Arrasheed...**

**And to the soul of my brother  
Arrasheed...**

## **Acknowledgements**

Firstly great thanks to Allah the almighty who offers me the ability to complete this study, and without whom nothing could be achieved.

Then my sincere thanks are due to those who help in the accomplishment of this study. Special thanks are due to Dr. Abdal Azeim Zein Alabdeen Ahmed, for his support, guidance and supportive ideas here and there which were of great help in carrying out this study.

My thanks also extend to Dr. Mohamed Ahmed Agabna, Dr. Ahmed Mohamed Goron, Dr, Mohamed Adam Hussein, Dr. Hamid Ali Idris, Dr. Mohamed Haroon Ahmed, Dr. Siddig Norein Ali, Dr. Musa Eisa Mohamed, Dr. Murtada Farah Ali, Ustaz Fawzi Al Tayeb Yusuf and Ustaz Mohamed Ilyas Aradeeb, for their fruitful ideas during the different stages of this study.

I would also like to express my appreciation for the efforts of Ustaz Al Shibli Mohamed Ahmed, for his valuable assistance in supporting me with references and material from Amman University in Jordan.

My thanks and gratitude to Dr. Hamza Abd Allah, Ustaz Fadl Allah Abd Algaleel, Ustaz Mubarak Mohamed Ali, Ustaz Ahmed Abd Al Banat, Ustaz Balla Abd Al Lateif, Ustaz Ahmed Yusuf, and Ustaza Amal Farooq, for their

assistance in the distribution and collection of both the questionnaire and the analysis form.

My appreciation is due to my father, mother, brothers, and sisters, for their encouragement and moral support. Special thanks are due to my brother Khalid for his financial support during the period of study. I owe great debt to my wife Mahla and my son Arrasheed for their patience and suffering during my absence.

I am very grateful to the teachers of English Language at Western Sudan Universities (Kordufan, Dalang, Western Kordufan, El Fasher, Nyala, and Zalingei), for their response to the questionnaire and the analysis form.

Finally, I do appreciate the efforts of Al Tareifi Transportation Company, especially Mr. Mohamed Sulieman, Mr. Omar Ibraheem, and Mr. Haitham, who help in printing the first draft.

## **Abstract**

This study aims to analyze and assess English Language examinations applied at Regional Universities of Western Sudan, with special reference to General English courses. The main hypothesis of the study is that, "English Language Examinations at Regional Universities of western Sudan evaluate the students' achievement and fulfill the requirements of Bloom's cognitive domain." This hypothesis is tested by using data collected through a questionnaire for English Language Teachers at Western Sudan Universities, as well as a sample of end-semester examination papers for the academic years (2005\2006 - 2006\2007 - 2007\2008), analyzed by experts specialized in English Language Teaching.

The researcher used the analytical descriptive method to analyze the collected data. The findings obtained through data analysis have shown the following:  
***English Language Examinations at Regional Universities of Western Sudan:***

- \* evaluate the students' achievement in all prescribed syllabuses.
- \* results of these examinations reflect the students' achievement in English Language.
- \* conform partially to Bloom's taxonomy of educational objectives.

The researcher recommends the following:

- \* Assessment and educational measurement should be introduced as a part of the syllabus at colleges of education, to make the future teachers familiar with these tools, and implement them as means of assessment in their teaching practice.

- \* Objective questions test a wide range of knowledge, so teachers should be encouraged to use objective questions rather than subjective.
- \* Educational Objectives of Bloom's Taxonomy should be considered as an effective measure. Thus, teachers should keep them by heart and apply them on the examinations.
- \* Teachers should use table of Specifications in designing examinations because, it helps designing a comprehensive, valid, and reliable test.

### **مستخلص الدراسة:**

تهدف هذه الدراسة إلى تحليل وتقييم امتحانات اللغة الانجليزية بالجامعات الولائية لغرب السودان، مع التركيز على المقررات العامة للغة الانجليزية في هذه الجامعات. الفرض الاساسي لهذه الدراسة هو أن "امتحانات اللغة الانجليزية العامة في هذه الجامعات الولائية تقيس تحصيل الطلاب وتحقق مستويات بلوم الادراكية." تم اختبار هذه الفرضية من خلال الاستبيان الذي أعد لأساتذة اللغة الانجليزية في هذه الجامعات، هذا بالإضافة الى استمارة التحليل التي أستخدمت في تحليل امتحانات نهاية الفصول الدراسية للاعوام الدراسية (2007\2008 - 2007\2006 - 2006\2005) وذلك بواسطة خبراء متخصصين في تدريس اللغة الانجليزية.

أتبع الباحث المنهج التحليلي الوصفي لتحليل معلومات الدراسة. وتوصلت الدراسة في النهاية للنتائج التالية:

### **امتحانات اللغة الانجليزية في الجامعات الولائية لغرب السودان:**

- \* تقييم تحصيل الطلاب في المناهج الموضوعية لمادة اللغة الانجليزية.
- \* نتائج هذه الامتحانات تعكس تحصيل الطلاب في مادة اللغة الانجليزية.
- \* هذه الامتحانات مطابقة جزئياً لتصنيف بلوم للأهداف التربوية.

ومن خلال النتائج أعلاه يوصي الباحث بالآتي:

- \* لا بد أن يكون التقييم والقياس التربوي جزء من المنهج في كليات التربية لصناعة أساتذة المستقبل وتزويدهم بهذه الأدوات وتطبيقها كوسيلة للتقييم من خلال ممارسة مهنة التدريس.
- \* الاختبارات الموضوعية تقيس مدى واسع من المعرفة، لذلك يجب على أساتذة اللغة الانجليزية استخدامها فضلاً عن الاختبارات الانشائية.

- \* تعتبر الأهداف التربوية لتصنيف بلوم مقياس فعال، لذلك لابد لاساتذة اللغة الانجليزية حفظها عن ظهر قلب، ومن ثم تطبيقها على الامتحانات.
- \* لابد لاساتذة اللغة الانجليزية من استخدام جدول المواصفات لوضع امتحاناتهم، وذلك لانه يساعدهم في تصميم امتحانات شاملة ومطابقة لمعياري الصدق والثبات.

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