Appendix E
Test Writer Questionnaire

Taiz University, Yemen

Would you please fill in this questionnaire? Your responses to the questions will be used as part of my PhD work which aims at improving the admission test situation at the English departments of Taiz University.

You may tick as many answers as you think apply.

Part I
Test Writer Profile

1. Gender: □ Male □ Female
2. Nationality: .................................................................
3. Native Language: ..........................................................
4. Professional Status: ......................................................
5. Level of Education: ......................................................
6. Major: □ Linguistics □ English Literature □ English Education □ Others. Please specify: .............................................
7. How long have you been involved in constructing English admission tests at Taiz University? .................................................... year(s).
8. Have you ever traveled to or worked in any native English speaking country? If yes, how long? .............................................. year(s).

Part II
This part of the questionnaire deals with the construction of the admission tests at Taiz University and the fairness or otherwise of the decisions made on the basis of the test scores.

A. Language Ability Tested in relation to Future Course Demands

9. What is the purpose of the admission tests? .................................................................................................................................
10. Which language ability do you consider most while constructing the admission tests? □ Grammar and Translation □ Reading and Writing □ Communicative Ability □ Others. Please Specify. ..........................................................
11. You choose test tasks which are:
   □ highly correspondent to the future course demands
   □ highly correspondent to the purpose of the test
   □ appropriate to the students’ command of English
   □ appropriate to the students’ age
   □ appropriate to the students’ knowledge of the world
   □ Others. Please specify. .................................................................
   ........................................................................................................

12. Providing students with enough choices on a writing question enables you to test the students’ topical knowledge instead of their language knowledge
   □ I agree
   □ I agree to an extent
   □ I disagree

13. Would you ask students to write a composition on the horrible effect of war on people?
   □ Why not?
   □ No, because such questions are emotionally charged
   □ No, because war may not be a familiar topic to all students
   □ No, because such questions advantage students who have war experience
   □ Others. Please specify. .................................................................
   ........................................................................................................

14. Are the students admitted the best among the candidates?
   □ Yes, always
   □ Yes, generally.
   □ Not always
   □ Not at all

B. The Fairness or Otherwise of the Test Administration Conditions

15. Do you revise the question paper after it is typed?
   □ Yes, always
   □ Yes, generally.
   □ Not always
   □ Never

16. In case you find typos, do you get to correct them?
   □ Yes, always
   □ Yes, generally.
   □ Not always
   □ Not at all

17. The test instructions are
   □ important to ensure that the test takers understand the exact nature of the test tasks
   □ important to tell test takers how their responses will be evaluated
   □ not necessary because they take too much of the test administration time
   □ not necessary because test takers know what they are required to do
18. In case you find the test instructions important, what is your strategy of writing test instructions?
□ Write, at the beginning of the test, a set of general instructions that apply to all parts of the test
□ Write specific instructions for each part of the test
□ Others. Please specify. .................................................................

19. To make test takers understand the test instructions, you
□ write the instructions in Arabic to avoid confusion during test administration
□ write the instructions in English and present them orally
□ write long and detailed instructions
□ provide example tasks
□ others. Please specify. .................................................................

20. Do the students ask for clarification when the instructions are not clear?
□ Yes, always
□ Yes, generally.
□ Not always
□ Not at all

21. In case they do, do you consider the students’ questions and doubts about the instructions in the construction of subsequent tests?
□ Yes, always
□ Yes, generally.
□ Not always
□ Not at all

22. What is the approximate number of test takers in each examination hall?
................................. test takers.

23. What is the approximate number of proctors in each examination hall?
................................. proctors.

24. How many scorers are required for scoring the test?
................................. scorers.

25. The scorers of the admission tests
□ must be Yemenis
□ must have some experience in scoring admission tests
□ must be university staff
□ must be an MA or PhD in English
□ Others. Please specify.................................................................

.................................................................
C. The Appropriateness of the Test Scores

26. How do you allocate scores for questions?
   □ According to the importance of the language ability tested
   □ According to the difficulty of the task
   □ According to the time needed to answer the question
   □ Marks are distributed randomly
   □ Others. Please specify. ..........................................................
   ...............................................................

27. Are the test scores the best indicators of the test takers’ level of proficiency?
   □ Yes, always
   □ Yes, generally.
   □ Not always
   □ Not at all

28. If your reply is in the negative, what would you want to add to ensure that the candidates with the required level of proficiency are admitted to the department?
   ..................................................................................................
   ..................................................................................................
   ..................................................................................................
   ..................................................................................................
   ..................................................................................................

Thank you