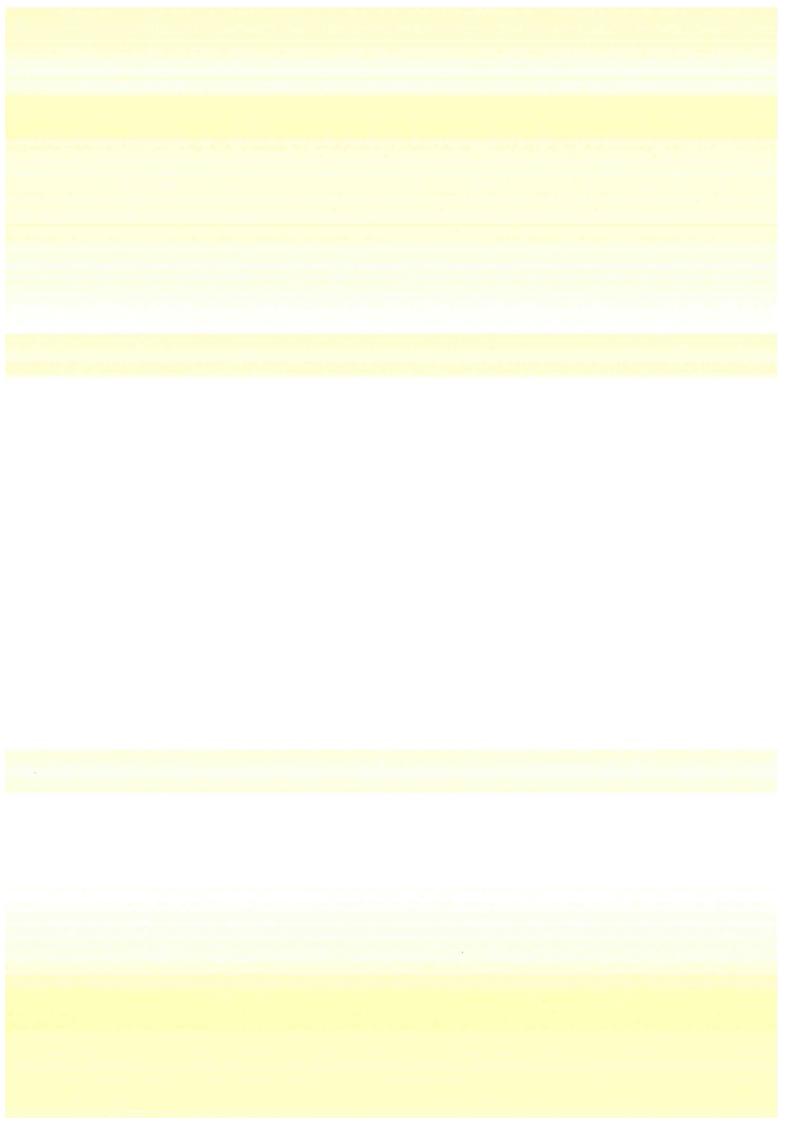
## QUESTIONNAIRE



| TELTS: 7.5   |
|--|
| se condarry school Certificate exam: 192/200 (11)  |
| JELTS: 7.5  Je condarry School Certificate exam: 192/200 (A+)  igher Secondary Certificate exam: 186/200 (A+)  Post-Trial Questionnaire - Test 1   |
| Please complete a short questionnaire to provide feedback on the test's clarity, difficulty, and format.   |
| 1. Was the test duration appropriate?  |
| Yes - Forz writing test, it was more than enough. But personally I think, fore listening test, it was a bit less. I thought I would get time to write the 2. How clear were the test instructions? (1 = Very Unclear, 5 = Very Clear) [Scale 1-5]. Answerz but I didn't and it I tremember correctly, it was not explicitly [] 1 = Very unclear (Details: M)  [] 2 = Somewhat unclear [] 3 = Neutral [] 4 = Somewhat clear [] 5 = Very clear |
| 3. How appropriate was the test difficulty? (1 = Too Easy, 5 = Too Difficult) [Scale 1-5]   [] 1 = Too easy [] 2 = Somewhat easy [] 3 = Appropriate [] 4 = Somewhat difficult [] 5 = Too difficult   |
| 4. Which section (reading, listening, writing, speaking) was most challenging, and why?  Though the listening section a bit challenging compared to others as because of the time management.  |
| I actually like the test as it resembles IELTS. So the test is much more practical. As someone who altready dealt with IELTS, I think the test can be made a bit more difficult because the actual test is difficult than this one (especially the reading part as everyone believes). And the first speaking test can be made more long, including different section.   |



Please complete a short questionnaire to provide feedback on the test's clarity, difficulty, and format.

| 1.                            | Was the test duration appropriate?   |
|-------------------------------|--|
| 2.                            | How clear were the test instructions? (1 = Very Unclear, 5 = Very Clear) [Scale 1-5].  |
| (Deta<br>[]2=<br>[]3=<br>[]4= | - Very unclear   |
| 3.                            | How appropriate was the test difficulty? (1 = Too Easy, 5 = Too Difficult) [Scale 1-5]   |
| []2 =<br>[]3 =<br>[]4 =       | Too easy Somewhat easy Appropriate Somewhat difficult Too difficult Which section (reading, listening, writing, speaking) was most challenging, and why? |
|                               | I just don't like writing, writing,  |
|                               | · <i>G</i>   |
| i <del></del>                 |  |
|                               |  |
|                               |  |
|                               |  |
| 5.                            | Any suggestions for improvement?   |
|                               |  |
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|                               |  |
|                               |  |
|                               |  |

Please complete a short questionnaire to provide feedback on the test's clarity, difficulty, and format.

| 1.<br>Yes                                | Was the test duration appropriate?   |
|--|--|
| 2.                                       | How clear were the test instructions? (1 = Very Unclear, 5 = Very Clear) [Scale 1-5].  |
| (Detail<br>[ ] 2 =<br>[ ] 3 =<br>[ ] 4 = | Very unclear ils:  |
| []2=<br>[/]3=<br>[]4=                    | How appropriate was the test difficulty? (1 = Too Easy, 5 = Too Difficult) [Scale 1-5]  Too easy Somewhat easy Appropriate Somewhat difficult Too difficult  |
| The the I m                              | Which section (reading, listening, writing, speaking) was most challenging, and why?  writing section was most challenging because it requires to use information from the reading busings and the podeast. It means get to conclude the information from two sources. |
| 5.<br>NA                                 | Any suggestions for improvement?   |



Please complete a short questionnaire to provide feedback on the test's clarity, difficulty, and format.

| 1. Was the test duration appropriate?  |
|--|
| <ol> <li>How clear were the test instructions? (1 = Very Unclear, 5 = Very Clear) [Scale 1-5].</li> </ol>  |
| [] 1 = Very unclear (Details:) [] 2 = Somewhat unclear   |
| [] 3 = Neutral [] 4 = Somewhat clear [] 5 = Very clear   |
| 3. How appropriate was the test difficulty? (1 = Too Easy, 5 = Too Difficult) [Scale 1-5]  |
| <ul> <li>[] 1 = Too easy</li> <li>[] 2 = Somewhat easy</li> <li>[] 3 = Appropriate</li> <li>[] 4 = Somewhat difficult</li> <li>[] 5 = Too difficult</li> </ul>   |
| 4. Which section (reading, listening, writing, speaking) was most challenging, and why?  Listening.  L |
|  |
| 5. Any suggestions for improvement?  May be is the instruction of the listering should be more alread so that people can follow against legisity.  |
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# 4

### Post-Trial Questionnaire - Test 1

Please complete a short questionnaire to provide feedback on the test's clarity, difficulty, and format.

| 1.     | Was the test duration appropriate?   |
|--------|--|
| A .    | need longer time.  |
|        |  |
| 2.     | How clear were the test instructions? (1 = Very Unclear, 5 = Very Clear) [Scale 1-5].  |
| =0 =0. | · Very unclear   |
| (Deta  | ils:)  |
|        | Somewhat unclear   |
|        | Neutral  |
| 50.5   | Somewhat clear   |
| []5=   | · Very clear   |
| 3.     | How appropriate was the test difficulty? (1 = Too Easy, 5 = Too Difficult) [Scale 1-5] |
| []1=   | · Too easy   |
|        | Somewhat easy  |
|        | - Appropriate  |
|        | Somewhat difficult   |
| []5=   | Too difficult  |
| 4.     | Which section (reading, listening, writing, speaking) was most challenging, and why?   |
|        | listening beaute more the for tours  |
|        | trinkly.   |
|        |  |
|        | ·  |
|        |  |
|        |  |
| 5.     | Any suggestions for improvement?   |
|        | Instruction heed were clear.   |
|        | for fell in the blank - ogramman   |
|        | for fell in the stande - ogramman  |
| 10     | U  |
|        |  |
| 2      |  |
|        |  |



Please complete a short questionnaire to provide feedback on the test's clarity, difficulty, and format.

| 1. Yu                | Was the test duration appropriate?  |   |
|----------------------|---|---|
| 2.                   | How clear were the test instructions? (1 = Very Unclear, 5 = Very Clear) [Scale 1-5].   |   |
| []1=<br>(Detai       | Very unclear  | ) |
| []3=<br>[]4=         | Somewhat unclear Neutral Somewhat clear Very clear  |   |
| 3.                   | How appropriate was the test difficulty? (1 = Too Easy, 5 = Too Difficult) [Scale 1-5]  |   |
| []2=<br>[]3=<br>[]4= | Too easy Somewhat easy Appropriate Somewhat difficult Too difficult   |   |
| 4. Spec              | Which section (reading, listening, writing, speaking) was most challenging, and why?  Livy less time by preparing preparing and ho provide many | 2 |
|                      |   |   |
| 5.<br>No             | Any suggestions for improvement?  |   |
|                      |   |   |
|                      |   | _ |
|                      |   | _ |
|                      |   |   |

