# ATTITUDES OF ENGLISH TEACHERS TOWARDS TESTING SYSTEM

**A Thesis Submitted to The Department of English,**
**Sukuna Multiple Campus, Morang**
**In Partial fulfillment for the master of Education in English**

**Submitted by**
**Khila Nath Dhakal**
**Exam Roll No: 2140121**
**T.U. Registration No: 9-1-214-44-2003**
**Academic Year: 2065/066**

**Faculty of Education**
**Tribhuvan University**
**Kirtipur, Kathmandu**
**2017**

# ATTITUDES OF ENGLISH TEACHERS TOWARDS TESTING SYSTEM

**A Thesis Submitted to The Department of English,**
**Sukuna Multiple Campus, Morang**
**In Partial fulfillment for the master of Education in English**

**Submitted by**
**Khila Nath Dhakal**

**Faculty of Education**
**Tribhuvan University**
**Kirtipur, Kathmandu**
**2017**

**T.U. Reg. No. : 9-1-214-44-2003**
**The Second Year Examination**
**Roll No.: 2140121**

**Date of Approval of Thesis**
**Date of Submission : 21st Feb. 2017**
**2073/11/06**
**Date of Viva voce: 19th March 2017**
**2073/12/06**

# RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Khila Nath Dhakal** has prepared this thesis entitled "Attitudes of English Teachers towards Testing System" under my supervision.

I recommend the thesis for acceptance.

Date:

……

**Mr. Guru Prasad Adhikari**

Supervisor

Department of English

Sukuna Multiple Campus

# RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

**Mr. Guru Prasad Adhikari (Supervisor)** ……..
Lecturer and Head Chairperson
Department of English
Sukuna Multiple Campus

**Mr. Nara Prasad Bhandari** ……..
Lecturer Member
Department of English
Sukuna Multiple Campus

**Mr. Shankar Dewan** ……..
Teaching Assistant Member
Department of English
Sukuna Multiple Campus
Koshiharaincha, Morang

Date:

# DEDICATION

Dedicated

to

My Parents, Teachers and Friends.

# ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my guru and thesis supervisor **Mr. Guru Prasad Adhikari,** Department of English Education, Sukuna Multiple Campus, Morang, for his cooperation in the writing of this thesis. I'm very much indebted for his support and I therefore, thankfully bestow my acknowledgement to him.

I would like to thank **Mr. Shankar Dewan,** Teaching Assistant, Sukuna Multiple Campus, Morang for providing the opportunity to carry out this research and for the valuable suggestions and academic support for this research.

I am deeply indebted to my teachers **Dr. Mohan Kumar Tumbahang, Mr. Nara Prasad Bhandari, Mr. Pramod Niroula** and other members of Department of English of Sukuna Multiple Campus for their encouragement and constructive suggestions and guidance.

Similarly, my sincere thank goes to the English teachers of Terhathum District for providing me primary data. I would like to thank all of them from the core of my heart.

Furthermore, I would like to express my gratefulness to my staff for their continuous help and suggestions. Similarly, I would like to thank the authors of books and journals that I consulted during my research.

Finally, I am extremely grateful to all my family members and well wishers for their vivid supports. Nonetheless, I would like to offer my gratitude to my father **Mr. Dayanath Dhakal**, mother **Mrs. Jeevandevi Dhakal,** brother **Mr. Amrit Prasad Dhakal, Mr. Mohan Dhakal,** Sister in law **Mrs. Kamala & Babita** and wife **Mrs. Renuka Poudel (Dhakal)** for their regular help.

# ABSTRACT

The research entitled "Attitudes of English Teachers towards Testing System". It aims to find out the attitudes of English teachers towards English Language Testing System. To accomplish the objectives of the study, the researcher selected fourteen English teachers from public schools. They were chosen by using non-random purposive sampling procedure. For collecting data, the researcher used a set of questionnaire including the open-ended and close-ended questions. The questions were categorized into three items; they were 'general Question', 'Reasons for testing English language', and positive and negative aspects of English language testing system'. The main finding of the study was that the maximum numbers of English teachers were dissatisfied with the present English language testing system of lower secondary level of Nepal. They wanted change in the existing ELT system. They specially reasoned that our English language testing is not emphasizing all four language skills equally and also not following the international norms and standard of ELT system strictly.

The thesis consists of five chapters. Chapter one deals with the introduction of the study. The second chapter contains the review of related literature and theoretical framework. In this way, the third chapter is methods and procedures of the study. Similarly, the fourth chapter incorporates analysis and interpretation of results and summary of findings. Finally, the fifth chapter comprises the conclusions and recommendation with policy related, practice related and further research related. At the end the references and appendices are included.

# TABLE OF CONTENTS

**Page No.**


*Declaration* *i*

*Recommendation for Acceptance* *ii*

*Recommendation for Evaluation* *iii*

*Evaluation and Approval* *iv*

*Dedication* *v*

*Acknowledgements* *vi*

*Abstract* *vii*

*Acronyms and Abbreviations* *viii-ix*

*Table of contents* *x-xii*

*List of Tables* *xiii*

**CHAPTER-ONE: INTRODUCTION**

1.1 Background of the study 1

1.1.1 Language Education and Testing 2

1.1.2 Language Teaching and Language Testing 3

1.2 Statement of the Problem 5

1.3 Objectives of the Study 6

1.4 Research Question 6

1.5 Significance of the Study 7

1.6 Delimitation of the Study 7

1.7 Operational Definitions of the key Terms 8

**CHAPTER-TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

2.1 Review of Theoretical Literature 9

2.1.1 An Introduction to Attitude 10

2.1.1.1 The Nature of Attitudes and Classifications 13

2.1.1.2 Factors in Attitude Change 14

2.1.1.3 The Measurement of Attitudes 15

2.2 Review of Empirical Literature 17
2.3 Implication of the Review for the study 20
2.4 Theoretical /Conceptual Framework 21

**CHAPTER –THREE: METHODS AND PROCEDURES OF THE STUDY**

3.1 Design and Method of the Study 21
3.2 Population, Sample and Sampling Strategy 23
3.3 Study Areas 24
3.4 Data Collection Tools and Techniques 24
3.5 Data Collection Procedures 24
3.6 Data Analysis and Interpretation Procedures 24

**CHAPTER- FOUR: ANALYSIS AND INTERPRETATION OF RESULTS**

4.1 Analysis of Data and Interpretation of Result 26
4.1.1 Analysis of Teachers' Attitude of the General Questions 26
4.1.2 Attitudes of English Teachers towards Reasons for Testing English Language 35
4.1.3 Positive and Negative Aspects of English Language Testing System 38
4.2 Summary of Findings 42

**CHAPTER- FIVE: CONCLUSIONS AND RECOMMENDATIONS**

5.1 Conclusions of the Study 45
5.2 Recommendations of the Study 46
5.2.1 Policy Related 46
5.2.2 Practice Related 46
5.2.3 Further Research Related 47

**References**

**Appendices**

# LIST OF TABLE


| | | |
|---|---|---|
| Table 1 | Favourite language | 27 |
| Table 2 | Satisfaction as an English Teacher | 27 |
| Table 3 | Satisfaction while teaching | 28 |
| Table 4 | Level of satisfaction by the proficiency of students | 28 |
| Table 5 | English as compulsory subject | 29 |
| Table 6 | Level of satisfaction by the current testing system | 31 |
| Table 7 | Test of all language skill | 31 |
| Table 8 | Test of all language skills | 33 |
| Table 9 | Integrative test of Language skills | 33 |
| Table 10 | Sufficiency of Book to teach and test | 34 |
| Table 11 | Teaching students using four language skills | 35 |
| Table 12 | SLC passers can't speak fluently | 35 |
| Table 13 | English Language testing for scoring & certifying | 37 |
| Table 14 | Our English Language test system following international standard | 37 |
| Table 15 | All language skills are not tested equally | 38 |
| Table 16 | Modern aids availability | 39 |
| Table 17 | English language testing system should be changed | 39 |
| Table 18 | English Language testing for competence & performance | 40 |
| Table 19 | Listening & speaking should be equally emphasised as reading & writing | 40 |
| Table 20 | Students' satisfaction with testing system | 41 |

# ACRONYMS AND ABBREVIATIONS

**A** - Agree

**A.D.** - Ano Domini

**ABC** - Affects, Behavior and Cognition

**B.S.** - Bikram Samwat

**B.B.S.** - Bachelor of Business Studies

**B.Ed** - Bachelor of Education

**CAS** - Continuous Assessment System

**D** - Disagree

**ELT** - English Language Testing

**et al.** - And Other People

**etc.** - Etcetera

**i.e.** - That is

**IELTS** - International English Language Testing System

**L1** - First Language

**L2** - Second Language

**Math** - Mathematics

**NELTA** - Nepal English Language Teaching Association

**NELTS** - Nepalese English Language Testing System

**No.** - Number

**P.** - Page

**Q. N.** - Question Numbers

**Rp** - Responses

**Rd** - Respondents

**SA** - Strongly Agree

**SAARC** - South Asian Association of Regional Cooperation

**SD** - Strongly Disagree

**SLA** - Second Language Acquisition

**S.N.** - Symbol Number

**TOEFL** - Testing of English as a Foreign Language

| | | |
|---|---|---|
| **TU** | - | Tribhuvan University |
| **U** | - | Uncertain/ Undecided |
| **U.K.** | - | United Kingdom |
| **UNO** | - | United Nation Organization |
| **V.D.C** | - | Village Development Committee |
| **%** | : | Percentage |
| **&** | : | And |

# CHAPTER -ONE

# INTRODUCTION

This study is on **"Attitudes of English Teachers towards English Testing System**". This chapter consists of Background, Statement of the problem, Rationale of the study, Objectives of the study, Research Questions, significance of the study, Delimitations of the study and Operational Definitions of the Key Terms.

## 1.1 Background of the Study

Human Beings have been realized the wisest creatures in the existing universe. No other creatures have proved their creativity and system of language communication throughout the world except the mankind.

English is the worldwide means of communication in each and every sector. It is one of the prominent international languages which is very rich in its vocabulary, literature and so on. It is one of the popular languages among the six thousand languages of the world. It occupies various sectors such as- education, media, science and technology, politics, business, literature, sports etc. It is formally taught in schools and universities and informally it is used in every sector.

In this post modern era English is an essential part of our life. All the countries of the world have realized the importance of English and they have included it in their school and university level curriculum. It is also one of the six official languages of U.N.O. It is used as both first and second language in the world. Approximately 375 million people speak English as their first language. It is spoken as a first language in the countries like United States, U.K., Canada, Australia, Ireland, New Zealand and so on.

According to Reilly, (2012) English changes lives, The Sunday Times (U.K), 'There are now estimated to be 1.5 billion English speakers globally, 375 million who speak English as a second language and 750 million who speak English as a foreign

language. English has official status in at least 75 countries with a combined population of two billion people.'

Now we are concerned towards testing of English language. What is language testing? First of all, we should know about it. Language testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively.

Then what are the international systems applied in testing English language?
The question arises. There are different English language testing systems which are popular in the world. Such as- TOEFL, IELTS, SAT etc. IELTS is one of the most widely accepted English test that uses a one two one speaking test to assess our English communication skills. This means that we are assessed by having a real life conversation with a real person. This is the most effective and natural way of testing the English conversation skill.

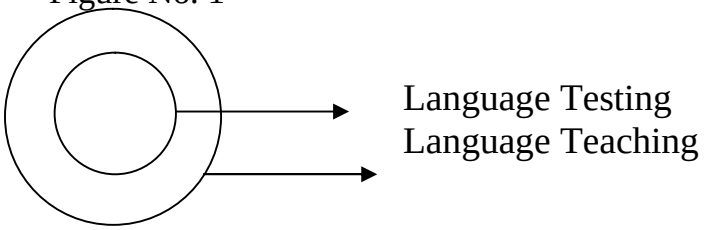
English is a global language. The history of English language and its testing system is not so old in the context of Nepal. In Nepal English is taught as both compulsory and optional subject from school to university level. Since the establishment of Durbar High School 1910 BS, the English language teaching and testing process has been started in Nepal. After visiting London, Janga Bahadur Rana was impressed with the English speakers. That's why two English teachers Mr. Ross and Mr. Canning came from Britain to teach and test English language in Nepal. Durbar School was the first school for teaching English language in the context of Nepal. From the establishment of this school English language testing system formally began in Nepal.

### 1.1.1 Language Education and Testing

Language education covers the area of an educational curriculum which involves the mastery of skill related to language-mainly listening, speaking, reading and writing as well as other related notions such as spelling, pronunciation and gestures. For instance, the areas under English specialization in the Master's of Education (M.Ed.) curriculum belong to language education in general and English education in particular. Language education in a nut-shell, covers language teaching and language

learning as well as testing. And the fact that testing and teaching are deeply associated that it is virtually impossible to work in either field without being constantly concerned with the other is equally true in language education and testing. Thus there is a whole part relationship between language teaching testing which can also be sketched in the following figure.

Figure No. 1




This interrelationship is vice-versa, i.e. teaching without testing and testing without teaching is meaningless and does not guarantee the learning on the part of the students. It can also be regarded language teaching and testing can function like the combination of a pick and shovel to dig deep into the language education resembling two way traffic relationships. Testing is conducted to gear up the process of teaching and learning language. Out of some of the means of evaluation, testing covers a broad area. We can evaluate the students performance, the efficiency of the teachers, the text book, the syllabus and the whole language programme through testing.

### 1.1.2 Language Teaching and Language Testing

Language teaching and language testing are closely related. Language testing is a part, a natural extension, of language teaching in the sense that evaluation is one of the most important facets of language teaching, and testing is one of the means of evaluation. We can evaluate the students' performance and competence, the effectiveness of the method and materials, the efficiency of the language teachers, the textbook, the syllabus and the whole language programme through testing. Language teaching and testing are so related that it is virtually impossible to work in either field without being constantly concerned/involved with the other (see Heaton, 1975:1). Any good means of evaluation or checking should not lead to a separation of language testing from language teaching. It is quite natural that a teacher always wants to evaluate his/her students as to judge his teaching. We can say As long as there have

been teachers they have wanted to know how much their students have learned. Language teaching is not complete without testing. Thus, there is overlapping between language teaching and testing. More specifically, there is whole part relationship between language teaching and language testing.

In other way, there is nail-muscle relationship between language teaching and testing. Language teaching and testing can function like the combination of a pick and a shovel to dig deep into the language learning. There is two-way traffic relationship between language teaching and testing regarding their influence to each other depending upon the primary purpose of test construction. If the tests are constructed primarily as devices to reinforce learning and to motivate the student, the test is geared to the teaching; and if they are constructed as a means of assessing the student's performance in the language, the teaching is often geared to the test. In the latter case, the effect or influence of test in language teaching is called backwash effect in the field of testing which we will discuss later in detail. Thus, there is bidirectional relationship between language teaching and testing.

A good test, therefore, can be regarded as one of the valuable teaching devices. To be specific, testing has an important role to play in language teaching in the sense that it has the following functions (roles) in language teaching, or say, a test is designed and administered for the following purposes (ibid):

1. To evaluate the performance of individual learners.
2. To enable teachers to increase their own effectiveness by making judgment in their teaching.
3. To enable certain groups of students or individuals in the classroom to benefit more.
4. To identify and analyze the errors a student makes in handling the target language.
5. To ascertain which parts of the language programme have been found difficult by a particular group of learners.
6. To render assistance through appropriate remedial work or additional practice to minimize the errors and difficulty.

7. To evaluate the effectiveness of the syllabus as well as the methods and materials being delivered to the students.
8. To diagnose the students' weaknesses and difficulties.
9. To locate the precise areas of difficulty encountered by the class or individuals.
10. To provide the students with an opportunity to show their ability to recognize or produce correct form of the language.
11. To motivate the students towards their study.
12. To stimulate abler students for a practical purpose.
13. To promote / grade the, to an upper level.
14. To clarify them that they have completed a level or achieved a course of certain degree.
15. To determine their readiness for instructional programmes.
16. To make comparison among groups.

## 1.2 Statement of the Problem

Language testing is not only for scoring and certifying the students. It is a test which evaluates the language learner's ability in particular language. Regarding English language testing we should test all four language skills equally to examine its proficiency level. In our Nepalese context we are facing problem in ELT system. Our English language testing system is just for formality. We are not fully adopting the international norms and criteria of English language testing.

Concerning in this particular research I have tried to address the below mentioned issues:

i. How is English language proficiency tested in Nepalese context?
ii. What are the methods and devices used to test English language? Are four language skills equally tested?
iii. Are the teachers of lower secondary level competent in applying testing in English?

In this way I have made an effort to search the answer of these above mentioned issues and tried to analyze the current English language testing systems or tendencies of Nepal. This present study has made an attempt to generalize our English language testing systems and also tried to explore its positive and negative aspects. Thus, it has focused on the current ELT and testing practices in Nepal.

## 1.3 Objectives of the Study

The objectives of the study were as follows:

a. To find out the attitudes of lower secondary level English language teachers towards the English language testing system of this lower secondary level.
b. To recommend some pedagogical implications.

## 1.4 Research Questions

The present study is based on the following questions which were raised before conducting this research work.

a. How English language is tested in our school?
b. Are the four language skills equally emphasized in our ELT system?
c. Which methods or devices do the English language teachers use to test English language?
d. What is the validity of our English language testing systems?
e. What is the proficiency level of lower secondary level's English language learners?
f. Are the students of lower secondary level achieving as they should achieve in this level regarding English language?

## 1.5 Significance of the study

This study tries to grasp the attitude of lower secondary level English language teachers of Nepal about this level's English language testing systems. Every findings

or research has its own vitality or importance. Similarly, this study will be also be significant and beneficial to the teachers, students, curriculum designers, policy makers, syllabus designers, textbook writers, evaluators, parents and all other directly and indirectly concerned sectors. It will also be fruitful to the further researchers. Concluding, this particular study will be worthy to the English department also because none of other have conducted a research in this topic. That's why it will be valuable to all sectors.

## 1.6 Delimitations of the Study

The proposed study had the following delimitations:

a. The study was delimited to the attitudes of English language teachers regarding ELT and testing system only.

b. The study was only delimited to the lower secondary public schools of Terhathum District only.

c. The primary data was delimited to the 14 English teachers from public lower secondary schools of the given district.

d. Data was collected through the use of questionnaire.

e. The questions were of two sets (open ended and close ended).

## 1.7 Operational Definitions of the Key Terms

In the context of this thesis, the following terms have been mentioned as specific definition.

**Data:** Primary data collected from the thirty English teachers and lower secondary data from books and journals.

**International English Language Testing System (IELTS):** It is an

International standardized test of English language proficiency

for non-native English language speakers.

**Media:** the means of communication, as radio, television, newspaper and magazines that reach or influence people widely.

**Predisposition:** An attitude of mind especially one that favors one alternative over others.

**Proficiency:** The state of being proficient skill and expertness. English proficiency is the ability to speak, read and write in English**.**

**SAT:** It is a globally recognized college admission test that Shows colleges what we know and how well we can apply knowledge. It tests our knowledge of reading, writing and math Subjects that are taught every day in high school classrooms**.**

**Test of English as Foreign Language (TOEFL):** It is a standardized test for Non-native English language speakers. It tests the level of Language proficiency.

# CHAPTER-TWO
# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The main purpose of this chapter is to provide a comprehensive review and synthesis of literature to this study. In this part, theory as well as research is considered based on the perspectives in order to get the insights and to make the study the more practical.

## 2.1 Review of Theoretical Literature

The main purpose of this section is to provide a comprehensive review and synthesis of related literature to this particular study. The related literatures to my study will provide a rationale to this study. A test needs all testing devices, norms and system to be reliable and valid. In the same way English language testing should also be standard, valid and reliable. According to Arthur Hughes (2010) “language tests are sometimes asked to say what is the best test or the best testing technique. Such questions reveal a misunderstanding of what is involved in the practice of language testing. A test that provides ideal for one purpose may be quite useless for another; a technique that may work very well in one situation can be entirely inappropriate in another. Each testing situation is unique and sets a particular testing problem.” Similarly, Skehan (1998) defines a test as “a systematic method of eliciting performance which is intended to be the basis for some sort of decision making.” In this way Brown (2004) says “A good teacher never ceases to assess students whether those assessments are incidental or intended.” Regarding language testing Senel and Tutunis (2003) explains “Language testing is an evaluation of measuring an individual’s performance in that language. In many classes attitudes towards testing are highly negative.” Likewise Yildirim (2010) carried out a study to investigate whether the foreign language examination in turkey exerts a positive or negative impact on test takers and found that the exam had certain negative effects on students’ foreign language competence.

Language testing both serves and is served by research in language acquisition and language teaching. Similarly language tests can be valuable sources of information about the effectiveness of learning and teaching.

### 2.1.1 An Introduction to Attitude

The term 'Attitude' has been derived from the Latin word 'Aptos' that means 'Fitness' or 'Adoptions'. An attitude can be defined as the way which one thinks and feels about somebody or something. In teaching and learning activities attitude plays a vital and significant role. Learning also differs according to the attitude and feelings of learners. There are various factor and determiners of attitude such as-cultural background, ambition, individual differences, tendencies, experiences etc. In this regard, Freeman (1965) states:

> An attitude is a dispositional readiness to respond to certain Institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An attitude has a well defined object of reference. For example, one's regarding class of food or drink (such as fish and liquors), sports, math or democracy are attitudes.(p.596)

Similarly, in the words of Levin (1982), "A symbolic powers grow, symbolic likes and dislikes emerge we call them attitudes" (p.281). From these aforementioned definitions we can conclude that an attitude is a learned predisposition to respond consistently favorable or unfavorable manner with respect to a given object. It is a mental or neutral state of readiness, organized through experience, exerting s directive or dynamic influence on the individual's response to all objects and situations to which it is related to. An attitude is a particular feeling about something or somebody; it involves a tendency to behave in a certain way in situations which involve that something or somebody. It may be a person or an object or a thing. It is particularly emotional, and is required in an individual. It is not inherent.

An attitude is a common sense view where a person's behavior is governed by certain needs and interests which influence his/her actually performs. However it can be

directly observed. At first the concept of attitude was popular in the field of psychology because it is important in dealing with one of the most basic facts of social development. In the same way its concept has been considerably used in the other field also. That's why it plays vital role in teaching and learning activities. Regarding the role of attitude and motivation in SLA the most extensive research has been conducted by Garden and Lambert. In this regard, Ellis (1985) says "where motivation is concerned, they draw a basic distinction between an integrated and instrumental orientation to L2 learning. The former occurs when the learner wishes to identify with the culture of the L2 group" (p.177). The term attitude and motivation are always confusing in SLA. Many people argue that attitude determines the degree of motivation in the learners. To make clear distinction between them, Schumann (1978) considers attitude as a social factor on a par with variable such as 'size of learning group' and along side 'culture shock'. Gardner and Lambert (1979) suggests that attitudes are related to motivation by serving as supports of the learner's goal orientation (as cited in Brown 1994, p.117). In the same way, behavior and attitudes are related. Certain attitudes usually result in similar behavior. However, it is also possible for behavior to lead to the development of an attitude.

Therefore, the study of attitudes in English language testing is the development of concepts specific to language learning. The concept can be derived from the behaviors of the language learners. Furthermore attitudes are judgments. They develop on the ABC model (affects, behavior and cognition). The affective response is an emotional response that expresses an individual's degree of performances for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of an entity that constitutes an individual's beliefs about the object. Most attitudes are the results of either direct experience or observational learning from the environment.

Brown (2000) defines, "Attitudes are cognitive and affective i.e. they are related to thoughts as well as to feelings and emotions. "From this definition we can say that emotion and attitude change are closely related with each other and influence the rate of language learning. All Port (1935) defines, "An attitude is a mental and neutral state of readiness or dynamic influences upon the individual's response to all objects

and situations." This definition clarifies that attitudes are part of the brains associated networks, the spider-like structures residing in long term memory that consists of affective and cognitive nodes. Attitudes are cognitive and affective components. By activating our affective and emotion node, attitude change may be possible, though affective and cognitive components tend to be twisted together so that they are very difficult to separate. In primary affective networks, it is more difficult to produce counterarguments in the residence to persuasion and attitude change. The prediction of emotion is an important component decision making; in addition to the cognitive process. Thus, emotion is a common component in persuasion, social influence and attitude change for a language learner.

Crystal (2003) asserts language attitude as:

> A term used in sociolinguistic for the feelings of people about their own language or the language(s) of others. These may be positive or negative: someone may particularly value a foreign language or think that a language is especially difficult to learn.

Similarly, Good (as cited in Pandey (2008, p.6) defines attitude as; "Attitude: the predisposition or tendency to react especially towards an object, situation or value, usually accompanied by feelings and emotions

On the basis of these definitions, attitude means the way that a person behaves towards something or somebody that shows how the people think and feel. Attitude is very important factor in language learning which guides a person for the better language learning. Especially attitudes may be expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. Attitude creates the motivational factors to learn any foreign language. In this regard, Wilkins (1973, p.3) writes "some of new attitudes are bound to produce new information and new analysis." To do something, we should have positive attitudes towards learning

English language, then they can acquire and learn English language successfully (as cited in K.C., 2009, P.11)

In nutshell, attitude is powerful device or key that can change the any of language learning. Therefore, learners need positive attitude to learn language. Negative attitude, no doubt, hampers in language learning. Krashen (1985) has put his strong opinion on the process of developing conscious knowledge through formal study. In fact, changing attitude is very important in L2 teaching and learning.

### 2.1.1.1The Nature of Attitudes and classifications

The defining characteristics of attitudes are that they express an evaluation of some objects or things. Evaluations can be expressed by the terms likes and dislikes, favoring-not favoring, positive-negative, etc. Attitudes can be formed in about many things like a lecture, a shop, a teacher etc. A person is likely to have a favorable attitude towards what he himself has and does. For example, his children, possessions, associates religion, language, racial group, and country tend to bring positive attitudes; while those of his neighbor, which are not in the least inferior, leave him indifferent. An attitude is a hypnotically construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, things, or event- this is often referred to as the attitude object. People can also be conflicted or ambivalent towards an object, meaning that they simultaneously possess both positive and negative attitudes towards the item in question. So, a common way of classifying attitudes is to think them as positive or negative. People generally have an attitude towards an object. However, they can be positive or negative at the same time.

### 2.1.1.2 Factors in Attitude Change

Our attitudes arte formed by what we know, what we believe and what we feel. Our parents, teachers, managers, and peers have a significant influence on our attitudes. We imitate the attitudes of people we admire or respect. Something they are people we know. At other times they are public figures whose action and lifestyle we admire. Attitudes, like perceptions, can change with new knowledge, changing beliefs and changing feelings.

Our actions can often be influenced by our attitudes. A negative attitude can lead to unconstructive behavior and over looking opportunities to improve a situation. A positive attitude may result in new opportunities while attracting other people who may be willing and able to help.

Our beliefs influence the choice we make, the directions we take, even the friends, adversaries, and destiny we meet. Our beliefs set into motion inner processes and behaviors that influence how we move, act and feel. This could be a bit confrontational understanding that if we have a negative attitude then we will create negativity in our life. After all, it is much easier to blame, and justifies handing over responsibility for others instead of changing ourselves.

Attitudes, like values, can be expected to change over time. Simply saying they can be changed in different ways. Many factors play vital role to bring change in attitudes. Generally, attitudes can be changed through persuasion. The mass media have dramatized such change regarding attitudes towards objects or people. The formation and change of attitude in daily life is part of the running process of life. The same person's attitude may be distinct in different situation and time.

Sometimes, its amount is extreme. Various factors may play the role to make change in attitude, such as- media, family background, society, and so on. The attitude of a person is dragged by his/her behavior. The reflection of his behavior can be seen in his attitude. Regarding teachers their attitudes may be influenced by their experiences, feelings, circumstances, qualification, devotion etc. There is the great impact of teachers' attitudes on the students, parents, society and the whole nation. That's why if the teachers have positive attitudes towards teaching and testing then only the society can go forward to the right direction.

### 2.1.1.3 The Measurement of Attitudes

Measuring the attitude is an essential process in language teaching which can not be observed directly. Evaluating a person's attitude without using any certain scale is not reliable. That's to measure others attitude we may need any kind of attitudinal scale. Attitudes may differ from person to person, place to place, institution to institution and so on. There are several techniques in use to measure attitudes correctly. They

vary from simple to complex. The simplest and easiest way of measuring attitudes is to place concepts, things or people into a ‘favorable’ or ‘unfavorable’ category. The most common method of measuring attitudes is self-report method, in which people are asked to respond to questions `by expressing their personal evaluation. However it has a lot of drawbacks. People may respond in terms of how they think others respond or how they think they ought to respond.

Attitudinal scales measure the amount of respondents’ attitudes towards various aspects of a situation or an issue, and provide techniques to combine the attitudes towards different aspects into one overall indicator and values. There are many types of attitudinal scales which are described briefly as follows:

**The Thurstone scale:** the scale developed by L.L Thurstone with the help of E.J. Chave in 1929 is known as the Thurstone Scale. This method consists of making a collection of opinion, ranging from very positive to very negative about a certain objects, person, or institution. The statements are then given to a group of individuals who are asked to judge the opinions on an eleven point scale usually on which 1 represents the most favorable and 11 represents least favorable. The Thurston scale calculates ‘weight’ or ‘attitudinal value’ for each statement with which respondent’s agreement is given an attitudinal score equivalent to the ‘attitudinal value’ of the statement. The main advantage of this scale is to determine by judges who reflect actual rather than relative attitude of respondents.

**The Likert Scale**: This has been developed by Rensis Likert in 1932. The scale developed by him is called Likert scale. This scale is based on the assumption that each statement or item on the scale has an equal attitudinal value, importance or weight in terms of reflecting an attitude towards the issue in question. In this scale, the respondent is confronted with a series of statements, but instead of indicating mere agreement or disagreement, he\she is able to choose one of the five alternatives:

Strongly agree

Agree,

Undecided,

Disagree, and

Strongly disagree.

Number can be used in the above scale. As for example:

SA = 1

A = 2

U = 3

D =4 and

SD =5

And can also be changed as:

SA = 5

A = 4

U = 3

D = 2 and

SD = 1

**The Guttman Scale:** This scale was introduced by Louis Guttman in 1950. It is one of the difficult scales to construct and use. In this scale, multiple choice options are given to respondents and the analysis is done by the cumulative set of scores.

## 2.2 Review of Empirical Literature

The purpose of this unit is to provide a comprehensive review and synthesis of literature related to this particular study. From this section, theory as well as research will be considered based on the perspective to provide a strong rationale to my study. Many researchers have conducted the research on attitudes towards English at the Department of English education. I have mentioned some related ones.

Karki (1989) conducted a research on “Attitude of campus students towards English language”. It is an institutional research. The sample population of the study consists of 100 students (50 from certificate and 50 from bachelor level) representing 10 of different institutes under Tribhuvan University available in the Kathmandu valley. They were selected using non random purposive sampling procedure. The instrument used for data collection consisted of a questionnaire having nine sets of closed- ended questions. She also found that students had positive attitudes towards English language. But they were not fully satisfied with the curriculum, textbooks, and methods of teaching and evaluation system.

Khanal (1999) carried out a research on “A study on the Attitudes of Lower secondary level Students towards Learning English.” It was particularly towards textbooks, teaching methods, learning environments, examination system and parents’ support in learning English. The tool used in his research was two sets of questionnaire addressing for teachers and students. The informants were selected using quota sampling procedure. He found that students had positive attitudes towards learning English but students were unsatisfied with the existing teaching methods used in classroom, unavailability of textbooks, materials and reference books in school, present examination system and atmosphere in which language is learnt.

Khatri (2000) has carried out a research on "A study of English Vocabulary Proficiency of the Students of Grade Eight". He has attempted to investigate students" proficiency of English vocabulary used in the English textbook of grade seven. Another purpose was as compare the vocabulary proficiency in the nouns with the proficiency in the verbs. He found that the English vocabulary proficiency of the student of grade eight was satisfactory in total. The proficiency in nouns was found better than the proficiency in verbs.

Tiwari (2001) in his thesis entitled "A study on English Vocabulary Proficiency by the students of Grade X" has made an attempt to investigate the Student's proficiency of English Vocabulary used in the new English textbook of grade ten. Another purpose was to analyse the difficulty level of the vocabulary items used in the textbook. The findings of this study were that the English vocabulary proficiency of the students of grade ten was not satisfactory and vocabulary items were quite difficult for the level of the grade.

Similarly Gaire (2004) completed his thesis on “A Study on Students’ Opinions about learning English” with the aim of finding out students’ opinions about learning English as a foreign or second language in five areas: foreign language aptitude, the difficulty of learning English, the nature of language learning, motivation, and learning and communicative strategies in learning English. He used questionnaire (both open -ended and close ended) as for data collection. The respondents were

selected using quota sampling procedure. He found that the majority of the students were interested in learning English and children, bilingual and multilingual people are more successful language learners of English than adult and monolingual.

Sapkota (2004) completed his thesis entitled "The Attitude of Teachers towards Grade Ten Teacher's Guide." The main objective of the study was to find out the attitude of teachers towards grade ten guide. The study designed was survey, descriptive and comparative. Both primary and secondary data were utilized. Questionnaire was the major tool for data collection. The questionnaire included open and close- ended questions. The main findings of the study was all had positive attitudes towards teacher's guide, guide doesn't emphasize grammar teaching, guide was developed according to the principles of teaching English language etc.

Deuja (2005) conducted a research on "A Study on Attitudes of Different Groups of People towards the English Language Teaching in the Private Language Institutes of Kathmandu". The objective of the study was to find out the attitude of different people towards English language regarding private institutes of Kathmandu. The informants of the study were parents, teachers, students, principals and directors. They were selected using non random purposive sampling procedure. Questionnaire was the tool for data collection. The main finding of the study was all had positive attitude towards English language.

Similarly, Bhandari (2007) conducted a research entitled "Attitudes of B.Ed. students towards learning compulsory English. A Case Study" and found that students had highly positive attitudes towards learning compulsory English but they were negative towards ongoing evaluation system.

Lamichhane (2008) completed his thesis on "The Attitudes of Disabled Students towards English language." He found mixed attitudes of disabled students. Many abnormal students are unable to gain the full knowledge of English language because poor classroom management and poor physical infrastructure of the school i.e. classroom, building, playground etc.

Pandey (2008) has carried out a research on "Attitudes of Different Minority Groups towards English Language Learning and Teaching." She has found positive of

minority groups towards English Language learning but they have not equal access to learn language like majority group because they don't have equal opportunities.

Pandit (2008) conducted a research on "Attitudes towards English teachers' Training in primary Level." He found that English teacher had positive attitudes English training. They had positive attitudes towards the evaluation system within the training period but they had negative attitudes towards evaluation system after the training.

In this way, Kunwor (2008) completed his study entitled "Teachers' Perception towards Grade XI Teacher's Book of Meaning into Words". The main objective of the study was to find out the teacher's perception towards grade 11 teachers book. The respondents of the research work were thirty high secondary English teachers. The main finding of the study was to find out the teachers' attitude towards class eleven's teacher's book of English. Questionnaire was used as the tool for collecting data. The major finding of this study was the teachers were positive towards class eleven's teacher's book of English.

Similarly, Khatiwada (2012) conducted her research on "Attitudes of BBS students towards learning the English Language". The main objective of the study was to find out the attitude of BBS students towards English language. The populations of this study were eighty students from different campuses. They were selected using quota sampling procedure. The data were collected with the help of questionnaire. The main finding of the study was maximum number of BBS students were positive towards English language.

But no one has conducted the research so far on "Attitudes of English Language Teachers towards English Language Testing System of Secondary Level." So I was curious and conducted the research in this particular topic.

## 2.3 Implications of the Review for the study

The detailed analysis and interpretation of the above reviewed research works and studies provided the information about the attitudes of different sectors people regarding English language and its testing system. Observing the findings of above mentioned research reviews I knew that the people have positive attitude of English language but they are not satisfied with the existing English language testing system. They expected change in the present English language testing system.

All the above mentioned researchers were concerned in finding the attitudes of teachers, students and other people about English language. Till now none of the researches in the Department of English Education, T.U., Kirtipur has been conducted concerning the English language teachers views with relating to the existing English language testing system of secondary level. That's why this thesis will be an invaluable wealth for the Department and other stakeholders. This research will be a gateway in the field of English language testing system of Nepalese scenario. Finally the review of related literature gave me a huge support to find out a new concept and to go to the vast ocean of this particular study.

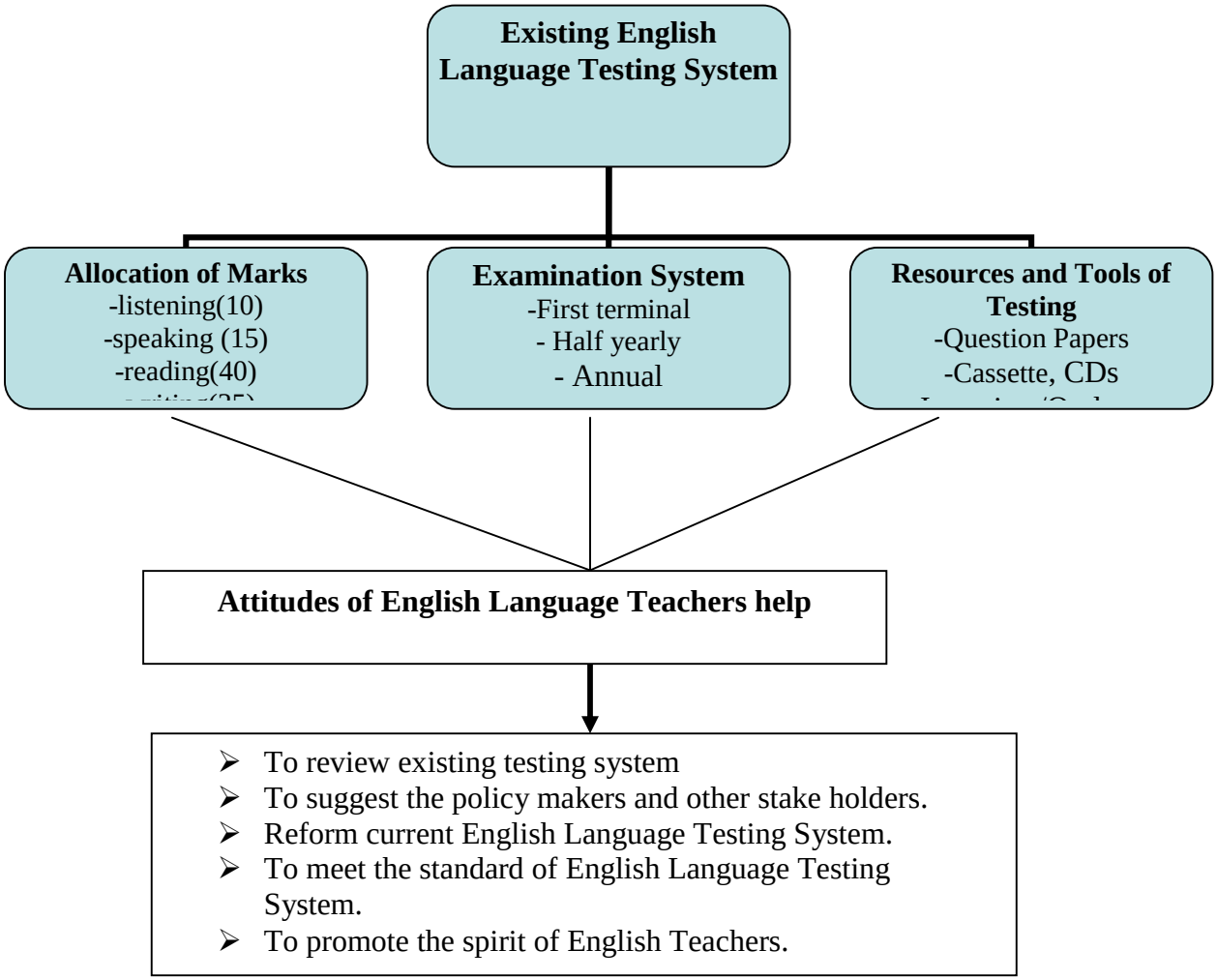
## 2.4 Theoretical/Conceptual Framework

The conceptual framework means the concept which comes in the mind of the researcher before conducting the research. Its role is vital to the particular research. No research is isolated so this research is also guided by the concept of integrative approach. This research focuses on the integration of four language skills because it is guided by the concept of integrative approach. It has followed the gist of integrative approach from the beginning to end.

The integrative approach in English language testing says that all four language skills should be tested equally and integratively. The assumption of this approach is to say that knowledge of the elements of a language is equivalent to the knowledge of language. Oller (1979) argues language elements interact with each other for meaning and if language is broken into pieces as in discrete point testing, crucial properties of a language are lost (as cited in Khaniya, 2005). As our particular research this approach also focuses on the spirit that all language should be focused equally while teaching and testing.

This field based survey research was conducted to find out the concept and attitude of lower secondary English teachers towards English language testing system within fourteen lower secondary English teachers from Terhathum. As this present study integrative approach also emphasizes in the integration and equality of four language skills. That's why both of them are similar in the central theme.

## English language Testing System of Lower secondary Level



# CHAPTER-THREE
# METHODS AND PROCEDURES OF THE STUDY

This chapter deals with research methodology applied in the study. I had adopted the below mentioned methodology to carry out this research.

## 3.1 Design and Method of the Study

This research work is field based survey research. Generally we need a large number of populations to collect data for survey research. A research itself is a detailed study so that it needs a detailed procedures and tools. A survey has several characteristics and several claimed attractions; typically it is used to scan a wide field of issues, populations, programs etc. in order to measure or describe any generalized features. Typically surveys gather data at a particular point of time for a particular purpose. From the above included rationales, we can say that survey is one of the important research work used in educational sectors for different investigations. In educational field survey research is carried out to discover the usefulness, appropriateness and practicality of certain issues, concepts, events and situations. The result of the survey is generalized to the whole group.

In nutshell, the main purpose of conducting this survey research is to find out the actual views and experiences of lower secondary level English teachers of Nepal from public schools regarding the English language testing system.

## 3.2 Population, Sample and Sampling Strategy

The population of this study was the lower secondary level English teachers teaching in public schools of Terhathum District. The informants were 14 in numbers.

The schools were selected using non-random purposive sampling procedure. Fourteen lower secondary level English teachers were selected from public schools purposively. The sample was taken focusing the population, geographical area, access and purpose of the study.

## 3.3 Study Areas

The study was limited to the fourteen lower secondary level English teachers of public schools of Terhathum District. The exact focus of this research was to take the attitude of English language teachers regarding English language testing system of lower secondary level in Nepalese context. I took the views of the English teachers only. Four V.D.Cs and one Municipality were selected for the study.

## 3.4 Data Collection Tools and Techniques

The main tool of data collection was a set of questionnaire. One open-ended question and another close-ended question. It is presented at the appendix of this study.

## 3.5 Data Collection Procedures

The data was collected according to the following procedures:

i. The researcher visited the purposively selected schools for the permission of the concerned authority to discuss about the cause of visiting the schools.
ii. Then, the good rapport was built with the English teachers to discuss about the issue.
iii. In this way permission from the informants was taken explaining briefly about the topics and their expected support.
iv. After that the questionnaire was distributed to the teachers and they were requested to respond the questions and return on time.
v. Then the concerned schools were visited again to collect the questionnaire.
vi. At last the informants and school authority were heartily thanked for their kind support and cooperation.

## 3.6 Data Analysis and Interpretation Procedures

Without analyzing or interpreting the data the result or findings can't be possible. There are two ways of analyzing data, they are survey and quantitative. The collected data in this study were analyzed and interpreted qualitatively and quantitatively as well.

### a. Quantitative Data Analysis

At first, the quantitative data were gathered and prepared for analysis. The responses made by the respondents regarding close-ended questions were coded using different letters, numbers and symbols which were finally presented numerically. Then the numerical data were entered in the computer for analysis. The data were presented using descriptive statistics, tables and figures.

# CHAPTER-FOUR

# ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the collected data.

## 4.1 Analysis of Data and Interpretation of Result

The systematically collected data were analyzed and interpreted to find out the attitudes of English language teachers towards English language testing system of lower secondary level. The main tool of this study was questionnaire. Three to five alternatives were given to the respondents for responding. They were 'Yes', 'No', 'Uncertain', 'Strongly Agree', 'Agree', 'Disagree', 'Undecided' and 'Strongly Disagree'. The data was analyzed using the statistical tool i.e. percentage and diagram. The questions in the questionnaire were divided into three categories; they were general questions, reasons for testing English language and positive and negative aspects of English language testing system. There were all together 28 questions. Among them 12 were open-ended and 16 were closed-ended. Open-ended and closed-ended questions were supportive to each others.

The questions were specially categorized in three groups but according to the questions relativity and similarity they were analyzed in the diagram regrouping them in different sub groups.

### 4.1.1 Analysis of Teachers' Attitude of the General Questions

There were 14 questions in this section. Among them question no. 1-5 were about teachers interest towards English language, 6-9 were about attitude towards English language testing system whereas 10-14 were about the current trend of English language testing system of lower secondary level in Nepal.

### a. Teachers Interest towards English Language

There were five questions in this section. Question no 1 was Guttman type, second, third and fourth were Thurston type and fifth one was fully open-ended one. The first question was 'which language do you like most?' Ten respondents responded English

as their favourite language and four responded Nepali as their favourite language. None responded other languages as their favourite language.

Table No. 1

favourite language

| Languages | Number of Respondents |
|---|---|
| Nep | 4 |
| English | 10 |
| Other | - |

The second question was ‘Are you satisfied as an English language teacher?’ Among the fourteen English teachers eleven teachers were satisfied as English language teacher but three were unsatisfied as English language teachers.

Table 2

Satisfaction as an English Teacher

| Level of satisfy | Number of Respondents |
|---|---|
| Satisfied | 11 |
| unsatisfied | 3 |

The third question was also related to the first and second one. It was ‘Do you feel satisfaction while teaching English?’ There was also subordinate reasoning question in addition with it. From the total population 7 respondents were satisfied in teaching English and 7teachers were unsatisfied while teaching English. Regarding the subordinate reasoning question the respondents who said ‘Yes’ gave the reasons as follows:

They were satisfied while teaching English because they are sharing their knowledge and giving new ideas by the help of language, students are also interested in learning English, it is enjoying subject with clear subject matter, students are also curious in learning it.

In this way the English teachers who responded ‘No’ said that their reasons for being dissatisfied in teaching English were as follows:

Due to classroom environment and insufficient instructional materials, students’ proficiency level is below the average, the English language testing system is inappropriate, due to L2 interference, students’ carelessness in learning English, inappropriate contents according to the students level, because of less exposure and English environment were the responses responded by the respondents.

Table 3

Satisfaction while teaching

| level of satisfy | Number of Respondents |
|---|---|
| Satisfied | 7 |
| unsatisfied | 7 |

The fourth question was ‘Are you satisfied observing the proficiency level in English language of your students?’ The response of eight English teachers said ‘Yes’, 2 said ‘Uncertain’ and four teachers answered ‘No’.

Table 4

Level of satisfaction by the proficiency of students

| Components | Number of Respondents |
|---|---|
| Yes | 8 |
| No | 4 |
| Uncertain | 2 |

The fifth question was open ended question ‘What do you think English is compulsory or optional for Nepalese students? Explain in three points’. From the total fourteen respondents eleven responded compulsory and only three responded it as optional one. The respondents who responded it as compulsory subject gave the following reasons:

a. English language is international, global and widely used language.

b. It is used from primary to university level in Nepalese context.
c. It provides knowledge of various subjects, cultures and traditions through written text.
d. It is difficult to live without English.
e. It is lingua franca.
f. It is essential to survive in international market.
g. It helps to link and understand the world.
h. It widens the range of knowledge.
i. It facilitates to communicate with native speakers of English.
j. It supports to adjust in international arena and also for employment.
k. It links with other foreign countries citizens.
l. It is rich language of the world.

In this way, the respondents who responded English as an optional subject expressed the following points:

a. English is optional because it is our foreign language.
b. It is not used in day to day communication.
c. It is only used in formal occasion.

Table 5

English as compulsory subject

| Components | Number of Respondents |
|---|---|
| Yes | 11 |
| No | 3 |

## b. Attitude of English Teachers towards English language Testing System

There were four questions in this section. Three questions were of Thurston type with subordinate open ended reasoning questions but one was fully Thurston type. The

main target of these questions was to find out the lower Secondary English teachers view about current English language testing system of Nepal.

The sixth question was ‘Are you satisfied with the English language testing system of lower secondary level in Nepal?’ To the response to this question only three respondents said ‘Yes’, whereas eleven respondents of English teachers said ‘No.’ The respondents who were satisfied gave the following reasons for their satisfaction:

a. Nepalese ELT system is based on communicative approach.
b. It includes all four language skills.
c. It is applied in literary and linguistic tests.

In this way the English teachers who were dissatisfied gave the following reasons for their dissatisfaction:

a. Nepalese ELT System neglects the listening and speaking skill partially.
b. It emphasizes only to paper and pencil test.
c. It ignores the spirit of language.
d. Less importance is given to practical and vocabulary aspect.
e. Reading and writing are emphasized from the beginning.
f. There are not sufficient modern testing equipments available in schools.
g. All four language skills are not tested equally.
h. ELTS is not just for certifying and scoring.
i. Our testing system is not strictly following the international norms and standard.
j. Continuous assessment system is not applied.

Table 6

Level of satisfaction by the current testing system

| Components | Number of Respondents |
|---|---|
| Yes | 3 |
| No | 11 |

The seventh question was ‘Are the lower secondary level students competent in English as they should be in this level?’ Regarding this question only two respondents responded ‘Yes’, eleven respondents said ‘No’ and one respondent replied that they were ‘Uncertain’.

Table 7

Test of all language skill

| Components | Number of Respondents |
|---|---|
| Yes | 2 |
| No | 11 |
| Uncertain | 1 |

The eighth question was ‘Are the four language skills equally emphasized in our English language testing system?’ There was also supportive question for suggesting if the respondents responded ‘No’. From the total informants four informants answered ‘Yes’ and ten informants responded ‘No’. The informants who said ‘No’ suggested the following suggestions:

a. All four language skills should be equally emphasized.
b. English language testing system should be reformed.
c. Equal importance should be given in teaching and testing all language skills.
d. Listening and speaking test should be frequently conducted.
e. Students should be provided sufficient exposure for speaking.
f. Paper and pencil test should be reformed.
g. All language skills should be tested from the beginning.

h. Modern technologies should be utilized in testing.
i. Natural English environment should be created while testing.
j. Curriculum should be changed.
k. Modern testing methods should be used.

The ninth question was ‘Is teaching and learning English an easy job?’ Concerning this question five respondents said ‘Yes’ and nine respondents said ‘No’. The respondents who answered ‘Yes’ expressed the below mentioned reasons:

a. English language quenches the thirst of students.
b. It is enjoying language which gives entertainment while teaching students.
c. If we are fully devoted in teaching we can make our students competent in English language gradually.

Like wise who said ‘No’ gave the following logics:

a. English language is not our mother tongue.
b. It is difficult to teach due to individual differences.
c. Its language structure is different than our Nepali language.
d. It is problematic and challenging job.
e. It is technical job.
f. There is not sufficient exposure in Nepal.
g. A single teacher should grasp the idea of different individuals.
h. It is difficult due to L1 interference.
i. We can’t create English environment because of cultural diversity.
j. We don’t have English speaking community.
k. It is troublesome due to different linguistic background of the students.

## c. Trends of English Language Testing System

There were five questions in this section. Three questions were of Thurstone type with open-ended reasoning question and two were Likert type close ended questions.
The tenth question was ‘Do you test all language skills in your internal examination?’ Among the fourteen informants eight responded ‘Yes’ and six responded ‘No.’

Table 8

Test of all language skills

| Components | Number of Respondents |
|---|---|
| Yes | 8 |
| No | 6 |

The eleventh statement was ‘All language should be tested integratively.’ There were five alternatives to choose regarding this statement. From the total population eleven strongly agreed, two agreed and one disagreed.

Table 9

Integrative test of Language skills

| Components | Number of Respondents |
|---|---|
| strongly agreed | 11 |
| agreed | 2 |
| disagreed | 1 |

The twelfth question was ‘Are the subject matters and contents included in the course book sufficient for teaching and testing English language?’ As the response to this question seven respondents said ‘Yes’ and seven respondents said ‘No.’

Table 10

Sufficiency of Book to teach and test

| Components | Number of Respondents |
|---|---|
| Yes | 7 |
| No | 7 |

The English teachers who gave the response 'No' gave the following reasons:

a. Listening based test should be added.
b. Instructional materials with pictures should be developed with CDs for visual presentation.
c. The present curriculum should be changed and authentic materials should be utilized.
d. Grammatical course should be added.
e. More communicative course should be designed.
f. More vocabulary should be presented.

The thirteenth question was ‘Do you teach your students using all four language skills in your classroom?’ All fourteen lower secondary English teachers responded ‘Yes’ to this question. The logics for their response are:

a. All the four language skills come simultaneously.
b. Language is to gain mainly four language skills so it must be taught.
c. We should teach as it is suggested in the curriculum.
d. Language is the combination of all four language skills.
e. It is necessary to evaluate students’ ability.
f. All skills are equally important.
g. It makes the students competent in particular language.
h. In the absence of one skill language is handicapped.
i. It is useful to make the students proficient in English language.

Table 11

Teaching students using four language skills

| Components | Number of Respondents |
|---|---|
| Yes | 14 |
| No | - |

The fourteenth statement was ‘The students who have passed SLC examinations can’t communicate fluently in English.’ Regarding this statement ten respondents were strongly agreed, two were agreed, two were disagreed.

Table 12

SLC passers can't speak fluently

| Components | Number of Respondents |
|---|---|
| strongly agreed | 10 |
| agreed | 2 |
| disagreed | 2 |

### 4.1.2 Attitudes of English Teachers towards Reasons for Testing English Language

In this section there were total six questions. Four were fully open ended questions and two were Thurstone type with reasoning question in one.

The first question was ‘Why should we test language?’ The lower secondary English teachers provided the below mentioned views for testing English language:

a. Language testing is needed to certify the level of learners.
b. It is obligatory to observe the competence of students.
c. It is necessary to compare and contrast the ability of language learners.

d. It tests the learners' proficiency level.
e. We must test language to know the level of learner's achievement.
f. It evaluates the effectiveness of language teaching.
g. It is compulsory to analyze the progress of students.
h. It discriminates the language learners capacity in learning language.
i. By the help of testing we can evaluate and give feedback to the learners.
j. It is essential to measure the ability of language user in the particular language.
k. It also helps to evaluate the language teacher him/herself.

The second question was 'What should we do to make our English language testing system as IELTS and TOEFL?' The informants expressed the following ideas for this question:

a. We should make our English language testing system reliable, valid and standard.
b. We should make the language learners active in all four language skills.
c. Communicative language testing system should be emphasized.
d. Objective scoring methods should be implemented.
e. We should strictly follow the international norms and standard.
f. We should make our testing system up-to-date using modern methodologies.
g. All language skills should be equally emphasized.
h. We should use modern tools and equipments to test language.
i. Curriculum, course of study and testing system should be changed.

The third question was 'Why are IELTS and TOEFL recognized as standard testing system?' The informants answered as given below:

a. IELTS and TOEFL meet the goal of language and achieve the standard means of communication.
b. They emphasize all language skills strictly.
c. They follow the standard form of evaluation procedure.
d. They are valid and reliable testing system in the world.
e. IELTS and TOEFL are composed of fully academic contents.
f. Their testing system is fair, qualitative, objective and reliable.

The fourth question was ‘Is English language testing just for scoring and certifying?’ In the case of answering this question, thirteen respondents said ‘No’ and only one respondent said ‘Yes’. The respondents who answered ‘Yes’ argued that in the context of Nepal English language testing is just for certifying the students.

Table 13

English Language testing for scoring & certifying

| Components | Number of Respondents |
|---|---|
| Yes | 1 |
| No | 13 |

In this way the fifth question was ‘Is our English language testing system following the international standard?’ As the response to this question six respondents said ‘Yes’, six respondents said ‘No’ and two respondents said ‘Uncertain.’

Table 14

Our English Language test system following international standard

| Components | Number of Respondents |
|---|---|
| Yes | 6 |
| No | 6 |
| uncertain | 2 |

The sixth open-ended reasoning question was ‘Although all testing devices are followed our lower secondary level students are not as competent as the lower secondary level native speakers, why?’ All the respondents responded the following points:

a. Our lower secondary level students are not as native one because English is our foreign and alternative language.

b. It is taught by non-native English speakers in Nepal.
c. We can't create natural English environment.
d. It lacks due to L1 interference.
e. We don't have sufficient modern teaching aids.
f. Our testing system is not reliable.

### 4.1.3 Positive and Negative Aspects of English Language Testing System

There were total eight questions in this section. Among them four questions were Thurstone type with additional reasoning question, three were of Likert type closed ended questions and one was fully open ended question.

The first statement was 'All language skills are not equally tested.' Maximum number of respondents i.e. thirteen respondents agreed in this statement and responded 'Yes' and only one informant disagreed and said 'No'.

Table 15

All language skills are not tested equally

| Components | Number of Respondents |
|---|---|
| Yes | 13 |
| No | 1 |

The second question was 'Are the modern teaching aids sufficiently available in your school?' To the response of this question two informants said 'Yes' and twelve informants said 'No.'

Table 16

Modern aids availability

| Components | Number of Respondents |
|---|---|
| Yes | 2 |
| No | 12 |

In this way the third question was ‘Do you think the English language testing system should be changed?’ From the total population nine English teachers answered ‘Yes’ and five English teachers answered ‘No.’ the respondents who responded ‘Yes’ provided the following reasons:

a. Our English language testing system should be reliable, valid and standard as IELTS and TOEFL.
b. All language skills should be tested equally.
c. Real English environment should be created.
d. Modern testing system should be implemented as far as possible.
e. The international standard of English language testing system should be maintained.
f. Modern technologies and equipments should be used for testing language.
g. Our testing system should meet the demand and necessity of time.

Like wise the five respondents who said No mentioned the following logics:

a. Nepalese ELT system has maintained the international standard.
b. All four language skills are tested.

Table 17

English language testing system should be changed

| Components | Number of Respondents |
|---|---|
| Yes | 9 |
| No | 5 |

The fourth statement was ‘English language should be tested to evaluate the competence and performance of language learners.’ Regarding this question six respondents strongly agreed and eight agreed. That means all English teachers were positive in this issue.

Table 18

English Language testing for competence & performance

| Components | Number of Respondents |
|---|---|
| strongly agreed | 6 |
| agreed | 8 |

The fifth statement was ‘Listening and speaking should also be equally emphasized as reading and writing.’ Concerning this statement seven out of fourteen respondents strongly agreed and similar respondents agreed. In this statement also all the English teachers responded positively.

Table 19

Listening & speaking should be equally emphasised as reading & writing

| Components | Number of Respondents |
|---|---|
| strongly agreed | 7 |
| agreed | 7 |

The sixth question was ‘Are the students satisfied with this testing system?’ From the total population three informants said ‘Yes’, ten informants said ‘No’ and one informant responded ‘Uncertain’.

Table 20

Students' satisfaction with testing system

| Components | Number of Respondents |
|---|---|
| Yes | 3 |
| No | 10 |
| Uncertain | 1 |

The seventh open ended question was ‘What is the difference between ELT system in Nepal and other countries? Explain in five points’. The respondents responded the following points:

a. In Nepal we don’t get English environment.
b. Other countries become up-to-date in the English language testing system but we are still in paper-pencil test.
c. Modern equipments are not used in Nepal.
d. We don’t have English speaking zone.
e. Communicative approach is not fully exercised.
f. The pronunciation aspect is ignored in our testing system.
g. In Nepalese context ELT is just for certifying.
h. Memory is tested mostly instead of language skills.
i. All four language skills are not equally tested.
j. We are applying bilingual testing system.
k. We are ignoring professionalism, international norms and standard of ELT.

## 4.2 Summary of Findings

This present study was on 'Attitude of English Language Teachers towards English Language Testing System of Lower Secondary Level of Terhathum District.' The main objectives of the study were to find out the attitudes of lower secondary level English language teachers towards the English language testing system of this lower secondary level, to discover the reasons for testing English language, to find out the merits and demerits of English language testing system and to recommend some pedagogical implications. A set of questionnaire was utilized as a tool for data collection. The data were gathered from lower secondary level English teachers of community schools. The selected area for data collection was Terhathum District. The data was collected proportionally concerning the geographical area and the population also. There were fourteen closed-ended and fourteen open-ended questions in the questionnaire which was used as a tool for data collection. The gathered data was analyzed descriptively.

The summary of all chapters of the whole study is presented below:

Chapter one said that English has become the language of world. It is the lingua franca of the people of the world. It is the worldwide means of communication. It is one of the popular languages among six thousand languages of the world. English is an essential part of our life. It is that language which is spoken by approximately 375 million of people as first language. This language is formally taught and tested in the schools and colleges of the world. IELTS and TOEFL are its standard testing systems which is popular globally. This particular research work was also concerned to English language testing system. This study tried to find out the attitude of English language teachers towards English language testing of lower secondary level in Nepalese context. From this research I tried to clarify the following issues:

i. How English language is tested in our schools?
ii. Are the four language skills equally emphasized in our ELT system?
iii. Which methods or devices do the English language teachers use to test English language?

iv. Is the English language testing system of Nepalese schools as reliable as IELTS and TOEFL?

v. What is the validity of our English language testing system?

vi. What is the proficiency level of our lower secondary level's English language learners?

vii. Are the students of lower secondary level achieving as they should achieve in this level?

In this way, chapter two reviewed the theoretical and empirical literature on attitudes concerning to different topics. Regarding theoretical literature, an introduction to attitude and need to study English teachers attitude towards lower secondary level ELT system of Nepal were reviewed. Similarly, on empirical literature, Karki (1989) " Attitude of Campus students towards English Language", Khanal (1999) " A study on the Attitudes of Lower secondary Level Students towards Learning English", Gaire (2004) " A Study on Opinions about Learning English", Sapkota (2004) " The Attitudes of Teachers towards Grade Ten Teacher's Guide", Bhandari (2007) "Attitude of B.Ed Students towards Learning Compulsory English", Lamichhane(2008) " The Attitudes of Disabled Students towards English Language", Pandey (2008) " Attitudes of different Minority Groups towards English Language Learning and Teaching", Deuja (2005) " A Study on Attitudes of Different Groups of People towards the English Language Teaching in the Private Language Institutes of Kathmandu", Kunwar (2008) " Teachers' Perception towards Grade XI Teachers Book of Meaning into Words" and Khatiwada (2012) " Attitude of BBS Students towards Learning the English Language" were reviewed.

The reviewed literature showed that maximum number of people had positive attitude towards English language. At last the conceptual framework under this chapter shaped up the whole study into a specific pattern and helped to explore the deeper level of understanding of respective field.

Chapter three said about the methodology applied in the research. The population of the study was selected using non-random purposive sampling procedure. There were

all together fourteen lower secondary English teachers from public schools of Terhathum District. Questionnaire was used as the major tool for data collection. In this way, this chapter also outlined the data analysis and interpretation procedures systematically.

Chapter four outlined the analysis and interpretation of results. It also said about the summary of the findings of the whole study. The collected data, its analysis and interpretation were also mentioned in this chapter. The data were collected using questionnaire. The questionnaire was divided into three categories for analysis; Attitudes of English Teachers towards Nepalese ELT System of Lower secondary Level, Reasons for Testing English Language and Positive and Negative aspects of English Language Testing System.

Finally, chapter five includes conclusions and recommendations of the study. This chapter speaks about the fact that our ELT system of lower secondary level is seeking reformation to be adjusted in the world scenario. Until we don't modernize and reform our ELT system we can't expect reliability and quality of our testing system and the produced manpower. Furthermore, this chapter recommended some suggestions relating with policy, practice and further researches.

# CHAPTER-FIVE

# CONCLUSIONS AND RECOMMENDATIONS

This last chapter incorporates the conclusions and recommendations concerning to overall findings of the study.

## 5.1Conclusions of the Study

Conclusion means the central idea or theme of a particular study. Here in our study the conclusion means the concise form of the overall findings in the analysis and interpretation section (4.1). The main target of the study was to investigate the lower secondary English teachers view towards ELT system. What was the thinking of English teachers of Terhathum District about it? It was the concern of this particular study. The conclusions can be made according to the findings of the study in the concise form.

a. Almost all English teachers have positive attitude towards English language but they are not satisfied with the current English language teaching and testing system because of insufficient instructional materials and exposure.
b. Majority of English teachers support English as compulsory subject but they are not satisfied with their students' proficiency level in English.
c. Almost all English teachers want reform and change in current lower secondary level ELT system due to unequal emphasis in listening and writing skills than reading and writing skills.
d. Majority of English teachers of public schools ignore current paper and pencil testing system and seek modern devices and technologies in ELT to make our testing system as standard as IELTS and TOEFL.
e. Almost all English teachers want change in the subject matter of English and expect their schools to be equipped with modern teaching and testing devices.
f. We need a drastic change in our English language teaching and testing system of lower secondary level to make our ELT system reliable, valid and standard. We are lacking modern equipments and exposure in our current lower secondary level ELT system. If we focus all language skills equally and be

equipped with modern technologies then only our testing system can achieve success.

## 5.2 Recommendation of the Study

The recommendation of the findings with relating to the policy, practice and further researches have been suggested as follows:

### 5.2.1 Policy Related

On the basis of the findings of the study, the following recommendations relating to the policy can be made so that the drawbacks seen in the current ELT system of lower secondary level can be reformed.

a. The findings of the study can help the government or the policy makers to refresh their mind and to revise the curriculum.
b. It can also guide to the stakeholders to make up-to-date to the existing ELT system.
c. The results of the study can be supportive to the curriculum designers and other stake holders to get information about the effectiveness of the current ELT system.
d. At last, the government and school administration should organize workshops and seminars to discuss about the current ELT system of Nepal. It will be helpful to both policymakers and teachers.

### 5.2.2 Practice Related

On the basis of the findings of the study the following recommendations can be made relating with the practice to upgrade existing ELT system.

a. The present study will work as a clear framework to the English teachers and students.
b. The insincere English teachers can be sincere and aware about existing ELT system.
c. The findings of the study will make the English teachers up-to-date about current English language teaching and testing system.
d. It can be useful to the English teachers and other stake holders to share ideas and to make co-ordination.

e. The study will also be a model to understand Nepalese ELT system and other countries ELT system.

### 5.2.3 Further Research Related

On the basis of the findings of the study we can make various recommendations which will fulfill the gap of this respective field. The below mentioned recommendations can be made for further researches.

a. Although some researches have been conducted concerning English language testing system in the department of English education, this research will encourage the students to do further research expanding the area.
b. The findings of the study can be helpful to the further researchers to develop both theoretical and conceptual framework to this particular field.
c. This research can be a framework for conducting further research widening its region.
d. Finally this study will be supportive to the English teachers to change their thoughts and ideas and to create new concepts.

In nutshell, if further researches can be conducted or if any other researchers carried out their research regarding this particular issue, it will help to make a drastic change in existing ELT system of Nepal. It can also help to make our ELT system qualitative & standard.

# REFERENCE


All Port, G.W. (1935). *Handbook of social psychology.* Murchison, C Worcester, M.A: Clark University Press

Bhandari, V. (2007). *Attitudes of B.Ed. students towards learning compulsory : English:* A case study, an Unpublished M.Ed. Thesis, TU, Kathmandu.

.Brown, D.H. (1994). *Principles of language learning and teaching*. Englewood Cliffs; New Jerecy: Prentic Hall.

Brown, D.H.(2000). *Principles of language learning and teaching*. Addison Wesley Longman. White Plains. N. Y.

Brown DH (2004). *Language assessment, principles and classroom Practices*. USA: Longman.

Crystal, D. (2003). *A dictionary of linguistics and phonetics.* Blackwell.

Deuja, S.B.(2005). *A study on attitudes of different groups of people towards the English language teaching in the private language institutes of Kathmandu.* An Unpublished M.Ed. Thesis, TU, Kathmandu.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.

.Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IBM Publishing Co. Pvt. Ltd. House,.

Gaire, Y.P. (2004). *A study on the students' opinions about learning English,* an Unpublished M.Ed. Thesis, TU, Kathmandu.

Gardner and Lambert. (1959*). fifty years and counting*. R. C. Gardner, Department of Psychology, University of Western Ontario.

Guttman, L. (1950) *The basis of scalogram analysis*. En S.A. Stouffer, L. Guttman, E.A. Suchman, P.F. Lazarssfeld, S.A. Star, y J.A. Clausen (Eds.) Measurement and prediction (pag. 60-90). Princeton, NJ: Princeton University Press.

Hughes, A. (2010). *Testing for language teachers*. Cambridge : Cambridge University Press.

Karki. M. (1989). *Attitudes of campus students towards English language*. An Unpublished M.Ed. Thesis, Kathmandu T.U., Kirtipur.

K.C., J. (2009). *The need of English as a compulsory subject at faculty of education*: An Attitudional Study. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.

Khanal, U.R. (1999). *A study on the attitudes of secondary level students towards learning English*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.

Khaniya, TR. (2005*). Examination for enhanced learning*. Kathmandu.

Khattri,(2000). *A study of english vocabulary proficiency of the student of grade eight.* An unpublished M.Ed. thesis. Kathmandu. TU.

Khatiwada, S (2012). *Attitudes of BBS students towards learning the English language.* An Unpublished M.Ed. Thesis, T.U., Kathmandu.

Krashen, S.D. (1985). *The input hypothesis.* London: Longman

Kunwor S.P. (2008). *Teachers' perception towards grade XI teachers book of meaning into words.* An Unpublished M.Ed. Thesis, T.U., Kathmandu.

Lamichhane, (2008). *The attitudes of disabled students towards English lsanguage.* An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.

Levin, G.R. (1982).*Child psychology.* Montery, California: Books/ Cole Publishing Company.

Likert, R. (1932) *A Technique for the Measurement of Attitudes*. Archives of Psychology, 140, 1-55.

Oller, JW.(1979). Language Tests at Schools. London: Longman.

Pandey, P.K. (2008). *Attitudes of different minority groups towards English language learning and teaching*. An Unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu.

Pandit, D. (2008). *Attitudes towards English teachers' training in primary level*, an Unpublished M.Ed. Thesis, TU, Kathmandu.

Reilly, T (2012) *English changes lives*, The Sunday Times (U.K.).

Sapkota, Y.N. (2004). *The attitude of teachers towards grade ten teachers' guide.* . An Unpublished M.Ed. Thesis, TU, Kathmandu

Schuman, J.(1978). *Social and psychological factors in second language acquisition*. Rowley, Mass: Newbury.

Skehan, P. (1998*). A Cognitive Approach to Language Learning* . Oxford: Oxford University Press.

Senel E and Birsen T. (2013). *The Washback Effect of Testing on Students' Learning in EFL Writing Classes*. Istanbul Aydin University.

Thurstone LL Chave EJ (1929). *The Measurement Attitude: A Psychophysical method and Some Experiments with a scale for Measuring Attitude toward the church.* Chicago: University of Chicago.

Tiwari, (2001). *A study on English vocabulary proficiency by the student of grade Ten*. An unpublished M.ed. thesis. Kathmandu. TU.

Wilkins, D.A. (1977). *Linguistics in language teaching.* London: Edward

Yildirim, O (2010). *Washback Effects of a High Stakes University Entrance Exam*. Asian EFL Learners: 92-116.

# Appendix-I

## *Questionnaire for English language Teachers*

There are various kinds of questionnaire but the researcher will use only two set of questions (i.e. open- ended and close- ended questions). He will use questionnaire and the questions will be asked for the completion of the proposed objectives.

**Name:**

**Address:**

**Institution:**

**Qualification:**

## 1. General Questions:

1. Which language do you like most?
   a) English b) Nepali c) others
2. Are you satisfied as an English language teacher?
   a) Yes b) No c) uncertain
3. Do you feel satisfaction while teaching English?
   a) Yes b) No c) uncertain
   If yes, why?
   ……..
   … ……
   If no, why?
   ……..
   ……..
4. Are you satisfied observing the proficiency level in English language of your students?

a) Yes b) No c) Uncertain

5. What do you think English is compulsory or optional for Nepalese Students? Explain in three points.

a) …….....

b) ……..

c) ……...

6. Are you fully satisfied with the English language testing system of Secondary level in Nepal?

a) Yes b) No c) Uncertain

If yes why?

…….....

……

If no, why?

…….

…….

7. Are the secondary level students competent in English as they should be in this level?

a) Yes b) No c) Uncertain

8. Are the four language skills equally emphasized in our English language testing system?

a) Yes b) No

If no, what should be done?

……..

……

9. Is teaching and learning English language an easy job?

a) Yes b) No

If yes, why?

……..

If no, why?

…….

……..

10. Do you test all language skills in your internal examination?

a) Yes b) No c) Uncertain

11. All language skills should be tested integratively

a) Strongly agree b) Agree c) Undecided

d) Disagree e) Strongly disagree

12. Are the subject matters and contents included in the course book sufficient for teaching and testing English language?

a) Yes b) No

If no, what should be done?

…….....

……

……

……

13. Do you teach your students using all four language skills in your classroom?

a) Yes b) No

If yes, why

…….

…….....

If no, why

……

……

14. The students who have passed SLC examinations can't Communicate fluently in English.

a) Strongly agree b) Agree c) Undecided

d) Disagree e) Strongly disagree

## 1. Reasons for Testing English language

1. Why should we test language?

   ……

   ……

2. What should we do to make our English language testing system as IELTS and TOEFL?

   ……

   ……

3. Why are IELTS and TOEFL recognized as standard testing system?

   ……

   ……

4. Is English language testing just for scoring and certifying?

   a) Yes b) No

   If yes, why?

   ……

   ……

5. Is our English language testing system following the international Standard?

   a) Yes b) No c) Uncertain

6. Although all testing devices are followed our secondary level Students are not as competent as the secondary level native Speakers, why?

   ……

   ……

   ……

   ……

   ……....

……

## Positive and Negative Aspects of English Language Testing System

1. All language skills are not equally tested.
   a) Yes b) No c) Uncertain
2. Are the modern teaching aids sufficiently available in your school?
   a) Yes b) No c) Uncertain
3. Do you think the English language testing system should be changed?
   a) Yes b) No
   If yes, why?
   ……
   ……
   If no, why?
   ……
   ……

4. English language should be tested to evaluate the competence and Performance of language learners.
   a) Strongly agree b) Agree c) Undecided
   d) Disagree e) Strongly disagree
5. Listening and speaking should also be equally emphasized as reading and writing.
   a) Strongly agree b) Agree c) Undecided
   d) Disagree e) Strongly disagree
6. Are the students satisfied with this testing system?
   a) Yes b) No c) Uncertain

7. What is the difference between ELT system in Nepal and other Countries? Explain in five points.

   a) ……

   b) ……

   c) ……

   d) ……

   e) ……

8. ELT system is best among the SAARC countries.

   a) Strongly agree  b) Agree  c) Undecided

   d) Disagree  e) Strongly disagree

*Thank you for your kind help and co-operation.*

# Appendix-II

## List of Data Collected Schools

## Public Secondary Schools

| S.N. | Name and Address of Schools | Number of Informants |
|---|---|---|
| 1 | Bhagawati Secondary School Okhre2 | 2 |
| 2 | Saradha Lower Secondary School 3 | 2 |
| 3 | Nabin Sikshya Sadan Sec. Phakhamara | 2 |
| 4 | Machhindra Secondary School Sudap | 2 |
| 5 | Janakalyan Lower Sec. Sudap | 2 |
| 6 | Kalika Secondary School Dangopa | 2 |
| 7 | Saraswati Secondary School Sukrabare | 2 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |