

CHAPTER-ONE

INTRODUCTION

This study is on "Attitudes of English teachers towards testing system of secondary level". This chapter consists of Background of the study, Statement of the problem, Objectives of the study, Research Questions, Significance of the study, Delimitations of the study and Operational Definition of the Key Terms.

1.1. Background of the Study

Language is defined as a means of human communication. It is one of the most widely used means of communication. Language is meant to transmit and interchange ideas, feelings and wants. Language can also be taken as social phenomenon that is used in our society to establish a good relationship among human beings. There are several purposes to learn languages. One of them is to make oneself capable of living as well as versed social being in the world. Chomsky (1957, p.13) maintains that "language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." Similarly, Wardhaugh (1998, p.1) defines language as "what the members of a particular society speak".

Language refers to a set of symbols of communication and the elements that are used to manipulate human language i.e. a language primarily intended for communication between humans. It is the most widely used means of communicating ideas, emotions and thoughts. It refers to the cognitive faculty that enables human to learn and use systems of complex communication. The human language faculty is thought to be fundamentally different from and of much higher complexity than those of other species. Human language is highly complex in that it is based on a set of rules relating symbols to their meanings, thereby forming an infinite number of possible utterances from a finite numbers of elements. Humans acquire language through social interaction in early childhood, and children generally speak fluently when they are around three years old. The use of language has become deeply entrenched in human culture and, apart from being used to communicate and share information. It also has social and cultural uses, such as signifying group identity, social stratification, and for social grooming and to

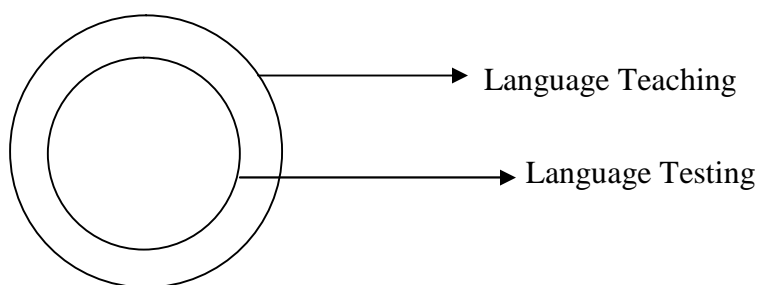
entertainment. Language is a systematic means of communication by the use of sounds or conventional symbols.

Likewise, 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.

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 is a nutshell, 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 and 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 student's 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 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 with the other (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 language 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 device. 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 purpose (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 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 a test which evaluates the language learners' ability in particular language. It is not only for scoring and certifying the students. 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 norms and criteria of international language testing system like IELTS and TOEFL.

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

1. How is English language proficiency tested in the Nepalese context?
2. What are the methods and devices used to test English language? Are four language skills equally tested?
3. Are the teachers of 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 practice in Nepal.

1.3 Objectives of the Study

1. To explore present situation of English language testing system of the secondary level.
2. To recommend some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

1. How English language is tested in our school?
2. Are the four language skills equally emphasized in our ELT system?

3. Which methods or devices do the English language teachers use to test English language?
4. How do teachers express their attitudes towards English language testing systems?
5. What is the validity of our English language testing systems?
6. What is the proficiency level of secondary levels English language learners?
7. Are the students of secondary level achieving as they should achieve in this level regarding English language?

1.5 Significance of the Study

The present study on 'Attitudes of English Language Teachers towards English Language Testing System of Secondary Level' tries to grasp the attitude of Secondary Level English language teachers of Nepal about this level's English language testing systems. Every findings or research has its own importance. Similarly, this study will be also be significant and beneficial to the teachers, students, curriculum designers, policy maker, syllabus designer, text book writers, parents and all other directly and indirectly concern sector. It will also be fruitful to for the researcher.

Finally, this particular study will be useful to the English department and other sectors which are related to it.

1.6 Delimitations of the Study

The purposed study had the following delimitations:

1. The study was limited to only thirteen purposively selected schools in Jhapa district.
2. The researcher selected only eighteen secondary level English language teachers of Jhapa District.
3. Only the non-random purposive sampling procedure was used for sampling the population.

4. Data was collected through the use of questionnaire. The questions were of two sets (open-ended and close-ended).
5. The study was limited to find out the attitudes of English language teachers regarding ELT and testing system only.

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 eighteen English teachers and 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, T.V., newspaper and magazines that reach of 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. This chapter is 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. It 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. In this regard, Arthur Hughes (2010) states:

Language tests are sometimes asked to say what is the best test or the best test 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." (p.81)

Similarly, Skehen (1998) defines a test as "a systematic method of eliciting performance which is intended to be the basis for some sort of decision making"(p.182). In this way Brown (2004) says "A good teacher never ceases to assess students whether those assessments are incidental or intended"(p.23). 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"(p.213).

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 (p.77).

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

Attitude is a commonly used term in psychology, language teaching and testing. 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 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 well 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 directive or dynamic influence on the individual's response to all objectives 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 alongside 'culture shock'(p.52). 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 2000, 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 in the development of concepts specific to language learning. The concept can be derived from the behavior of the 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"(p.188). 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"(p.59). 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 resistance 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 attitudes 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. (p.237)

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.

2.1.2 The 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, positive-negative, etc. Attitudes can be formed in about many things like 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 hypothetical 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.

2.1.3 Factors in Attitude Change

Our attitudes are 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. Sometimes 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 overlooking 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' attitude 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.

2.1.4 The Measurement of Attitudes

Measuring the attitude is an essential process in language teaching which cannot 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 various types of attitudinal scales but three of them 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 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 RensisLikert 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 section is to provide a comprehensive review and synthesis of literature related to this particular 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.

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 selected using quota sampling procedure. He found that the majority of 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 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.

Pandey (2008) conducted a research on "Attitude 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 "Attitude 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.

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 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 am curious and I want to conduct the research on this particular topic.

2.3 Implications of the Review for the study

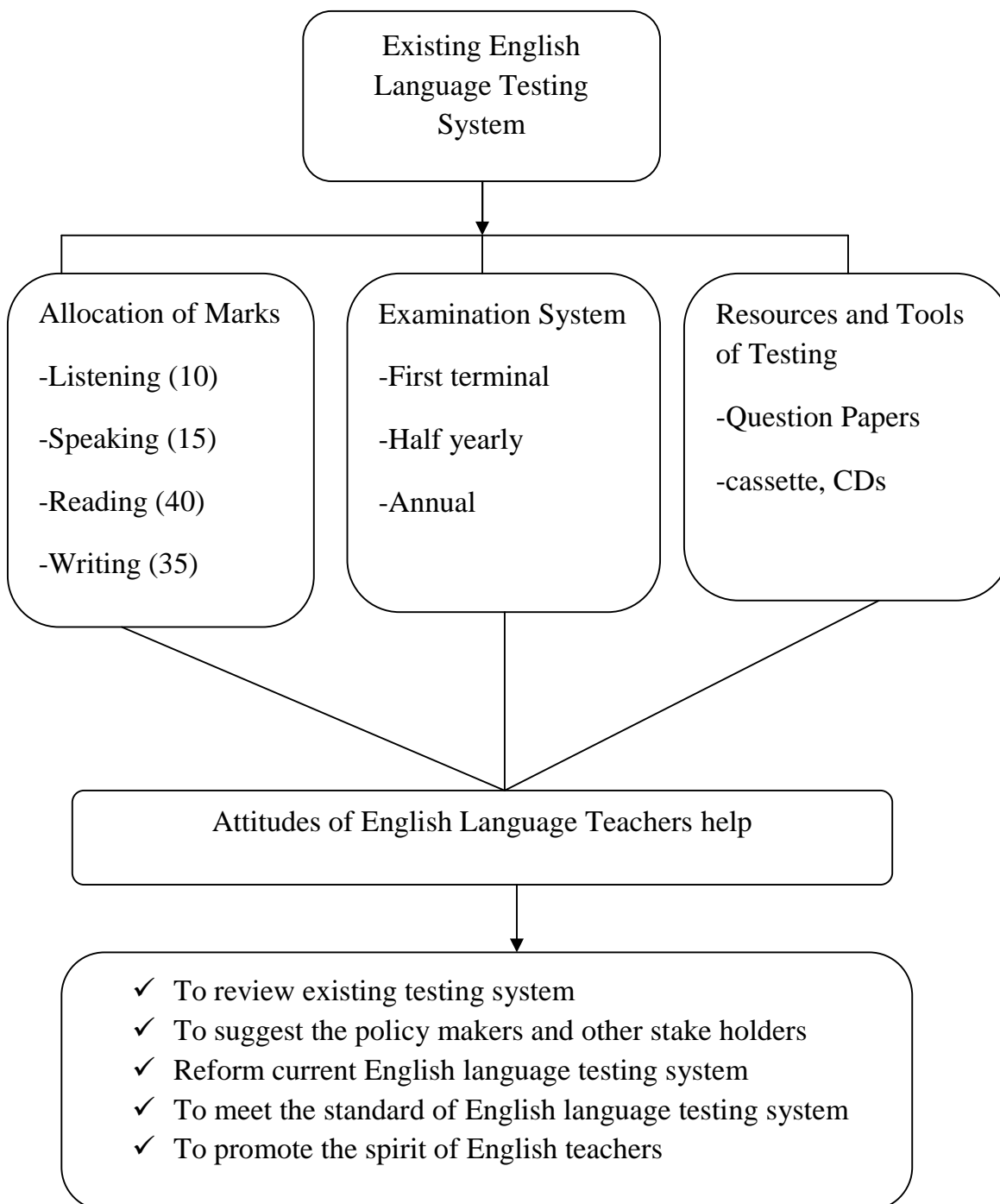
The previous study and researches have not exactly touched and addressed the attitudes of English language teachers towards testing system. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher to lubricate his courage and curiosity and logical and psychological factors.

This helps me to analyze critically. As a novice researcher I had lots of confusion but this review helped me to clear my way and purpose. It can help me to scrutinize my findings and suggested implications. It helps me to study the problems systematically and logically.

2.4 Theoretical/Conceptual Framework

This field based survey research was conducted to find out the concept and attitude of secondary level English language teachers towards English language testing system within eighteen secondary English teachers from Jhapa. 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 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

I have selected the survey research design to find out the attitudes of English language teachers towards English language testing system of secondary level.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and development studies and most significantly for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. Surveys are the most commonly used description method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher. They further state that, the purpose of the survey is generally to obtain a snapshot of conditions, attitudes, and or events at a single point in time. In this sense, survey research is different from other types of researches as experiment and quasi experimental research in terms of population of the study: nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population. Regarding such qualities, to get my objectives of finding attitudes of teachers towards testing systems.

The basic purpose of survey research is to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the educational and generalize its findings on the basis of representative sample of specified large population. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also

taken as the basis for decision for the improvement. According to Nunan (2010) there are eight steps of carrying out survey research, they are:

Step 1. Define objectives (What we want to explore?)

Step 2. Identify the target population (Who do we want to know about?)

Step 3. Literature Review (What have other said about the issue?)

Step 4. Determine samples (How many subjects should be survey and how will we identify these?)

Step 5. Identify survey instruments (How will the data be collected: questionnaire/ interview? What else?)

Step 6. Designing survey procedure (How will the data collection actually be carried out?)

Step 7. Identify analytical procedures (How will the data be assembled and analyzed?)

Step 8. Determine the reporting procedure (How will result be written up and presented?)

3.2 Population, Sample and Sampling Strategy

The population of this study was the eighteen secondary level English teachers teaching in public schools of Jhapa District. The informants were 18 in numbers.

The schools were selected using non-random purposive sampling procedure. Eighteen 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 eighteen secondary level English teachers of public schools of Jhapa district. The exact focus of this research was to take the attitude of English language teachers regarding English language testing system of secondary level in Nepalese context. I

collected the attitudes of English teachers of secondary level. Non-random purposively selected schools are:

1. Basbari Secondary School- Kamal,1
2. MahendraRatna Secondary School- Kamal,2
3. Moti Secondary School- Gauradaha,1
4. Saraswati Secondary School- Kamal, 7
5. Laxminarayan Secondary School-Sivasatashi, 1
6. NarendaraJanta Secondary School- Kamal, 1
7. Moti Secondary School- Sivasatashi, 2
8. Bhrikuti Secondary School- Damak, 7
9. ShahidDharmabhakta Secondary School- Kamal,3
10. Kamala MadanAshritSmriti Secondary School- Kamal,2
11. Saraswati Secondary School- Kamla,4
12. Mangalmaya Secondary School- Kamal,5
13. Bani Secondary School- Kamal,6

3.4 Data Collection Tools in Techniques

The main tool of data collection was a set of questionnaire. One is 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:

1. The researcher visited the purposively selected schools for the permission of the concerned authority to discuss about the purpose of visiting the schools.
2. Then, the good rapport was built with the English teachers to discuss about the issue.
3. In this way permission from the informants was taken explaining briefly about the topics and their expected support.

4. After that the questionnaire was distributed to the teachers and they were requested to respond the questions and return on time.
5. Then the concerned schools were visited again to collect the questionnaire.
6. At last the informants and school authority were heartily thanked for their kind support and co-operation.

3.6 Data analysis and Interpretation Procedures

Without analyzing or interpreting the data the result or findings can not be possible. There are two ways of analyzing data, they are qualitative and quantitative. The collected data in this research 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.

b. Qualitative Data Analysis

For qualitative data analysis there were open-ended questions for the respondents. Their responses were analyzed in a descriptive way using words rather than numbers. Data were analyzed having the depth and breadth of the knowledge of each item. Responses have been summarized and reported as written data.

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 toward English language testing system at secondary level. The main tool of this study was questionnaire. Three/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 aspect of English language testing system. There were all together 28 questions. Among them 12 were open-ended and 16 were close-ended. Open-ended and close-ended questions were supportive to each others.

The questions were specially categorized in three group 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 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?' Fifteen respondents responded English as their favourite language and three responded Nepali as their favourite language. None responded other languages as their favourite language.

Table No. 1

Favourite language

Languages	Number of Respondents
Nepali	3
English	15
Other	-

The second question was 'Are you satisfied as an English language Teacher?' Among the eighteen English teachers sixteen were satisfied as an English language teacher but two were unsatisfied as English language teachers.

Table No. 2

Satisfaction as an English Teacher

Level of satisfaction	Number of Respondents
Satisfied	16
Unsatisfied	2

The third question was also related to the first and second one. It was 'Do you feel satisfaction while teaching English?' There was subordinate reasoning question in addition with it. From the total population nine respondents were satisfied in teaching English and nine teachers were unsatisfied while teaching English. Regarding the subordinate reasoning question the respondents who said 'Yes' gave the reason 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 teacher 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 No. 3

Satisfaction while teaching

Level of Satisfaction	Number of Respondents
Satisfied	9
Unsatisfied	9

The fourth question was 'Are you satisfied observing the proficiency level in English language of your students?' The response of two English teachers said 'Yes', two said 'Uncertain' and fourteen teachers answered 'No'.

Table No. 4

Level of satisfaction by the proficiency of students

Components	Number of Respondents
Yes	2
No	14
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 eighteen respondents fifteen 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 subject, 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 facilitates to communicate with native speakers of English.
- k. It supports to adjust in international arena and also for employment.
- l. It links with other foreign countries citizens.
- m. 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 No. 5

English as compulsory subject

Components	Number of Respondents
Yes	15
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. The main target of these questions was to find out the 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 Secondary Level in Nepal?' To the response to this question only five respondents said 'Yes', whereas

thirteen 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 for 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. ELT 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 No. 6

Level of satisfaction by the current testing system

Component	Number of Respondent
Yes	5
No	13

The seventh question was 'Are the secondary level students competent in English as they should be in this level?' Regarding this question only five responded 'Yes', ten respondents said 'No' and three respondents replied that they were 'Uncertain'.

Table No. 7

Test of all language skill

Components	Number of Respondents
Yes	5
No	10
Uncertain	3

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 six informants answered 'Yes' and twelve 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 thirteen 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.

Likewise 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 eighteen informants eight respondents responded 'Yes' and ten responded 'No'.

Table No. 8

Test of all language skills

Components	Number of Respondents
Yes	8
No	10

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, five agreed, and two disagreed.

Table No. 9

Integrative test of Language skills

Components	Number of Respondents
Strongly agreed	11
Agreed	5
Disagreed	2

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 twelve respondents said 'Yes' and six respondents said 'No.'

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. More communicative course should be designed.
- e. More vocabulary should be presented.

Table No. 10

Sufficiency of Book to teach and test

Components	Number of Respondents
Yes	12
No	6

The thirteenth question was 'Do you teach your students using all four language skills in your classroom?' Among them eighteen secondary English teachers sixteen responded 'Yes' to this question and two respondent responded 'No'. The teachers who said yes, 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.

The respondents who said 'No' gave following reasons:

- a. Lack of teaching materials for all skills.
- b. There is not enough time to use all skills within short period of time.

Table No. 11

Teaching students using four language skills

Components	Number of Respondents
Yes	16
No	2

The fourteenth statement was 'The students who have passed SEE examination can't communicate fluently in English.' Regarding this statement ten respondents were strongly agreed, six were agreed and two were disagreed.

Table No.12

SEE passers can't speak fluently

Components	Number of Respondents
Strongly agreed	10
Agreed	6
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 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 compared 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 this case of answering this question this question, sixteen respondents said 'No' and two respondents said 'Yes'. The respondents who answered 'Yes' argued that in the context of Nepal English language testing is just for certifying the students.

Table No. 13
English Language testing for scoring and certifying

Components	Number of Respondents
Yes	2
No	16

In this way the fifth question was 'Is our English language testing system following the international standard?' As the response to this question seven respondents said 'Yes', eight respondents said 'No' and three respondents said 'Uncertain.'

Table No. 14
Our English Language test system following international standard

Components	Number of Respondents
Yes	7
No	8
Uncertain	3

The sixth open-ended reasoning was 'Although all testing devices are followed our secondary level students are not as competent responded the following points:

1. Our secondary level students are not as native one because English is our foreign and alternative language.
2. It is taught by non-native English speakers in Nepal.
3. We can't create natural English environment.
4. It lacks due to L1 interference.

5. We don't have sufficient modern teaching aids.
6. Our testing system is not reliable.

4.1.3 Positive and Negative Aspect 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 close-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. fifteen respondents agreed in this statement and responded 'Yes' and three informants disagreed and said 'No'.

Table No. 15

All language skills are not tested equally

Components	Number of Respondents
Yes	15
No	3

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 sixteen respondents said 'No'.

Table No. 16

Modern aids availability

Components	Number of Respondents
Yes	2
No	16

In this way the third question was 'Do you think the English language testing system should be changed?' From the total population thirteen 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.

Likewise 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 No. 17

English language testing system should be changed

Components	Number of Respondents
Yes	13
No	5

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

Table No. 18

English Language testing system for competence and performance

Components	Number of Respondents
Strongly agreed	8
Agreed	10

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

Table No. 19

Listening and speaking should be equally emphasized as reading and writing

Components	Number of Respondents
Strongly agreed	9
Agreed	9

The sixth question was 'Are the students satisfied with this testing system?' From the total population five informants said 'Yes', twelve informants said 'No' and one informant responded 'Uncertain'.

Table No. 20

Students' satisfaction with testing system

Components	Number of respondents
Yes	5
No	12
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:

1. In Nepal we don't get English environment.
2. Other countries become up-to-date in the English language testing system but we are still in paper-pencil test.
3. Modern equipments are not used in Nepal.
4. We don't have English speaking zone.
5. Communicative approach is not fully exercised.
6. The pronunciation aspect is ignored in our testing system.
7. In Nepalese context ELT is just for certifying.
8. Memory is tested mostly instead of language skills.
9. All four language skills are not equally tested.
10. We are applying bilingual testing system.
11. We are ignoring professionalism, international norms and standard of ELT.

4.2 Summary of findings

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 Secondary Level, Reasons for Testing English Language and Positive and Negative aspect of English Language Testing System.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

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

5.1 Conclusions of the 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 secondary level ELT system due to unequal emphasis in listening and writing skills than reading and speaking 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 secondary level to make our ELT system reliable, valid and standard. We are lacking modern equipments and exposure in our current 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 Recommendations of the Study

The recommendations 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 basic 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 result of the study can be supportive to the curriculum designers and other stakeholders 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 policymaker and teachers.

5.2.2 Practice related

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

- a. The present study works 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 finding of the study makes the English teachers up-to-date about current English language 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 can be a model to understand Nepalese ELT system and other countries ELT system.

5.2.3 Further research related

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

- a. Although some research 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 areas.
- b. It will obviously provide the researchers new research areas which are left to be investigated.
- c. The study is delimited to the attitudes of secondary level English teachers toward testing system in secondary level. Similarly, other levels and areas can be investigated in the field of testing.
- d. The finding of the study can be helpful to the further researchers to develop both theoretical and conceptual framework to this particular field.
- e. This research can be a framework for conducting further research widening its region.
- f. 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.

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Appendix-I

QUESTIONNAIRE FOR THE TEACHER

Dear Sir/ Madam,

This questionnaire is a part of my research study entitled "Attitude of English Language Teachers towards Testing System of Secondary Level" under the supervision of Mr. Guru Prasad Adhikari, the Department head of English Education, Sukuna Campus. Your co-operation in completion of the questionnaire will be of great value to me. I assure you that responses made by you will be exclusively used confidentially only for present study.

Researcher

.....

School's name :

Date:

Teacher's name :

Teaching class:

Qualification :

Years of the teaching experience :

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 student?

- 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 SEE 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 Aspect 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	ShahidDharmabhakta Secondary School- Kamal,3	1
2	Kamala MadanAshritSmriti Secondary School- Kamal,2	1
3	Saraswati Secondary School- Kamla,4	1
4	Mangalmaya Secondary School- Kamal,5	2
5	Bani Secondary School- Kamal,6	1
6	Basbari Secondary School- Kamal,1	2
7	MahendraRatna Secondary School- Kamal,2	1
8	Moti Secondary School- Gauradaha,1	2
9	Saraswati Secondary School- Kamal, 7	1
10	Laxminarayan Secondary School-Sivasatashi, 1	2
11	NarendraJanta Secondary School- Kamal, 1	1
12	Moti Secondary School- Sivasatashi, 2	1
13	Bhrikuti Secondary School- Damak, 7	2