

**ATTITUDES OF ENGLISH LANGUAGE TEACHERS TOWARDS
TESTING SYSTEM OF SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted By

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Academic Year: 2066/067

Faculty of Education, Tribhuvan University

Sukuna Multiple Campus, Morang

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BS: 2076/4/30

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Khargeswar Upadhyay** has prepared this thesis entitled " **Attitudes of English Language Teachers Towards Testing System of Secondary Level**" under my supervision.

I recommend the thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Khargeswar Upadhyay

DEDICATION

Dedication

To

My Parents, Teachers and Friends.

ACKNOWLEDGEMENTS

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ABSTRACT

The thesis entitled "Attitudes of English Teachers towards Testing System of Secondary Level". 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 eighteen English teachers from public schools from Jhapa District. 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 secondary level of Nepal. They wanted change in the existing testing system. They specially argued that our English language testing is not emphasizing four language skills equally and also not following the international norms and standard of ELT system strictly like as IELTS and TOEFL.

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 deals with 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.

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ACRONYMS AND ABBREVIATIONS

A	-	Agree
A.D.	-	Anno 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.	-	Et cetera
i.e.	-	That is to say
ibid.	-	ibidem
IELTS	-	International English Language Testing System
L1	-	First Language
L2	-	Second Language
NELTA	-	Nepal English Language Teaching Association
NELTS	-	Nepalese English Language Testing System
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