

# **Appropriacy of IELTS as an international test: Bangladeshi perspective**

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## **Abstract**

The study examines the International aspects that IELTS claims as an International English Language Testing System. Basically, this paper examines the appropriacy of IELTS as an International test in Bangladeshi context. The research sites were two different coaching centers of Dhaka city, Saifurs and Mantors coaching centres. The research objectives were to find out whether the testing system confirms the “International” aspects that IELTS claims or not and to discover how the Internationality of a proficiency test like IELTS affects the learning system as well as passing process of students. Both qualitative and quantitative methods have been incorporated in the study in analyzing the data. Different instruments such as teacher questionnaire, student questionnaire have been used to generate data. The findings indicate inappropriacy of IELTS as an International test. This study does not confirm the International aspects that IELTS claims it contains. According to this study, IELTS recognize Inner circle aspects rather than global aspects. Few recommendations have been given for the educators and the testing authorities to overcome the problems that IELTS still has to be a truly International test .

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# **Appropriacy of IELTS as an International Test: Bangladeshi Perspective**

## **Chapter One**

### **Introduction**

#### **1.1 Introduction**

As Wallace (1997: 371) describes, IELTS is an examination set and administered by university of Cambridge Local Examinations Syndicate (UCLES). It was originally developed by British Council and the International Development Program Education Australia to assess the language competence of applicants of higher education(*ibid.*). In Bangladesh every year a large number of students sit for the International English Language Testing System (IELTS) examination and they are evaluated according to a band score. This IELTS score is used as gatekeeper by the tertiary level academic institutions of English speaking countries especially Great Britain, Australia and New Zealand to determine candidate's admission in higher education.

Since IELTS is working in both outer and expanding circle countries it should be truly an international test which it claims. A truly International test should recognize world Englishes, should have an International team of experts, should have local variety in reading materials of IELTS and test papers and so on. In a word, an International test should not be confined to inner circle varieties rather it should recognize and accommodate world varieties of English. Considering all these aspects IELTS is not found to be a truly International test. Therefore, many students from Non-English speaking countries do not get access in higher education in English speaking

countries. Therefore, the study is confined to the investigation of Internationality of IELTS that it claims.

Moreover, many tests like IELTS, TOEFL are economically and culturally biased tests. Test like IELTS is not free from cultural and educational imperialism. This is because of the dominance of inner circle variety in reading materials of IELTS and their cultural representation. Moreover, the norms and qualified expertise are sent from inner circle countries to spread their ideas and views. From economic perspective, tests like TOEFL, IELTS act as an economic tool for some institutions, government and publishers who prepare test materials. An International test should be free from all kinds of imperialism and undue dominance. Under such circumstances, it becomes obligatory to investigate the hindrances for IELTS to be really an International test.

## **1.2 Problem statement**

Taylor (in Uysal 2009) shows that International English language Testing System (IELTS) claims it as an International test on the ground of three issues.

These are

- Reflecting social and regional language variations in terms of content and linguistic features.
- Incorporating an international team (UK, Australia and New Zealand) which is familiar with the features of different varieties in the test development process.
- Including Non-native speakers (NNS) as well as Native speakers (NS) raters as examiners of oral and written test.

Taylor (in Uysal 2009: 4)

All these three claims of IELTS influence me to do the research. The point is, IELTS reflects all these issues in practical field or these are all theoretical issues and

therefore lacks testing validity as an international test. In first point IELTS claims that it reflects social language variations in case of content and linguistic features. Uysal (2009: 5) states, IELTS consider language variations only within the inner circles. Since IELTS is working among outer circle as well as expanding circle countries, it is supposed to acknowledge the language variations of these countries to be considered an International test. In 2<sup>nd</sup> point, we see IELTS takes representative from inner circle countries (UK, Australia, New Zealand) only, that represent their culture and language variations, so their claim of “international team” cannot be an International team truly. In third point, IELTS claims it includes both native and non-native speakers as examiners. Here the question is, are the non-native speakers truly empowered or are they playing the eye washing role only? Taylor (in Uysal 2009: 5) reveals that, as an international test, IELTS should not only recognize world Englishes but also variations among discourse, genre and rhetoric, argument style, logical reasoning and perceptions of good writing. So IELTS should consider these cultural differences rather than a single western norm of writing to be an international test.

Wallace (2009:372) identifies, still in IELTS, British EFL texts are mainly used which project European or western context rather than world context, but IELTS should not use these texts for the students of various cultural backgrounds. The problem is, still IELTS is confined to standard British English and western culture rather than world Englishes and cultural variations. So IELTS is not any different from other language tests, even though it claims that it is “an International test”.

### 1.3 Purpose statement

Since IELTS claims that it is an international test, it draws many researchers' attention to work on it. I also want to carry out a small scale research on IELTS but from a different perspective. My investigation will focus on whether IELTS is truly an "international" test or it is international by name. Here, I will try to investigate this from Bangladeshi perspective. Some other purposes of this paper are-

- **Students:** Students who want to go abroad for higher education will have to face IELTS, these people will be benefited from this paper by getting some information beforehand about the present scenario of IELTS.
- **Fellow researchers:** These people will get some clue from my paper that will help them to proceed their future research. This paper will act as ground floor for their findings.
- **Policy makers:** This research will be beneficial for the policy makers so that they can take initiative to bring about some changes to the existing testing system of IELTS. These people may aware of some aspects of IELTS after reading this paper and can take steps to overcome the lacking of IELTS to be considered as an international test.

### 1.4 Research objectives

- To identify whether IELTS can be considered as an international test in terms of team members, course materials and EIL.
- Does IELTS play any role to promote EIL and to solve the cultural biasness of language testing as an International test?

## 1.5 Delimitations

Since it is a small scale research, it requires narrowing down the scope of the study.

- Although all the four modules (reading, writing, speaking and listening) of IELTS could be studied upon, the researcher only focused on the two modules (reading and writing) of it. The researcher opted for the reading and writing modules since these two modules will support the topic mostly. Moreover, in terms of writing part, I will look into task 2 rather than than task-1. My point is, even though task-1 shows western culture to some extend, it is task-2 of writing module that questions the validity of IELTS as an international test.
- For this paper, the researcher has looked into two practice texts of IELTS, One is *Cambridge practice tests for IELTS-1*(Jakeman and McDowell, 1996) and the other is *New Insight into IELTS* (Jakeman and McDowell, 2008). The researcher has chosen only two books of two different years among the series of Jakeman and McDowell to show the difference in content during this period.

Jakeman and McDowell's books are chosen because these books are mostly found and used in Bangladeshi context. For my questionnaire survey,

- The study is confined to the two coaching centers Saifur's and Mentor's among other institutions. I think, these two are most prominent institutions for IELTS courses and have a good number of students.
- The study is focused on questionnaire rather than interview or both of them. For this small scale research I think questionnaire is better than interview, because the later one is time consuming.

## **1.6 Limitations**

The study is limited in the sense that hardly any research has been conducted on “Appropriacy of IELTS as an International Test” in Bangladeshi Context. Therefore, the researcher had to rely on the foreign journals and other testing materials available. Moreover, I myself did not do IELTS, so I do not have any firsthand experience. Since it is a small scale research, two institutions are selected to collect data, which may not provide reliable result.

## **1.7 Operational term**

### **International test**

An international test is one which in terms of norms, ideologies, team members, materials and language does not confine to inner circle countries or some particular groups rather recognize all cultural differences where it works

### **Non-native speakers (NNSs)**

Non native speakers usually mean those people whose native language is not English, so people except English speaking countries are non- native speakers.

In my paper I use this term to mean Bangladeshi people.

## **1.8 Hypothesis**

In this section, the researcher will make some educated guess. And the research will be a good one, if the hypothesis comes true at the end of the research.

For my paper these are-

- IELTS does not seem to be an international English language testing system.

- the materials or texts that are used in IELTS courses are mostly based on European or western context.
- still IELTS is confined to standard British or American English rather than world Englishes.
- I think, the IELTS team that is known as international team is not an international team truly because it consisted of members from inner circles only.

## Chapter Two

### Literature Review

#### 2.1 Backgrounds:

Wallace (1997: 371) identifies some issues of IELTS, which is an examination set and administered by university of Cambridge Local Examinations Syndicate (UCLES). It was originally developed by British Council and the International Development Program Education Australia to assess the language competence of applicants of higher education (*ibid.*). He shows, IELTS scores are used as gatekeepers by the English speaking countries to determine candidate's admission in English medium (371). Uysal (2009: 2) reveals time, content (task description), purpose of the test (general, academic) and also scoring procedures of IELTS writing module. Writing module is consisting of two tasks, for task one, candidates write a report of 150 words against a table or diagram and for task two, they write an essay of 250 words based on a problem within 60 minutes (*ibid.*). Finally, scores from all modules are gathered to compose an overall band-score and there are no pass/fail criteria in IELTS (*ibid.*).

Jakeman and McDowell (1996: 3) provide the components of reading module which consists of three reading passages; each of the passages is accompanied by a set of 13 or 14 questions. These questions may include multiple choice, short answer, sentence completion, matching, finding main theme of the passage and so on (*ibid.*). For this module, time requirements are 60 minutes (*ibid.*).

## 2.2 English as an International Language

Jenkins (2006) states that, in this period of changes, still English is not seen as international or global or world language truly. She points out, still in English language testing, standard British and standard American English are considered as norms and any differences from these norms are considered as errors or deficiencies (42). The accents, syntactic structures, lexis of the non-native speakers differ from the native speakers of L2 locations and this cultural variations and local linguistics are responsible for language variations (*ibid.*).

Hall (2009) argues that does IELTS test of International English? He asks, “Does it test international English, and how far does it claim to do so?” He identifies, the IELTS logo promotes the idea that ‘English for international opportunity’, which acts as ideological construction behind the IELTS. Davies et al. (2003) state that tests like TOEFL, IELTS are not accurate reflection of test taker’s proficiency because the items assess candidates on just the inner circle varieties of English which is unfamiliar with many candidates.

Uysal (2009: 5) shows that, since IELTS claims that it is an international language test, it should acknowledge language variations, international language features, variations among rhetoric, genres, rational reasoning and argumentative styles, Perceptions of good writing. Kachru (in Uysal 2009: 6 ) reveals that, IELTS should consider pluralism in terms of culture and rhetoric, rather than promoting a single western norm. According to Gradol (2006: 81) the ownership of English cannot be limited by imposing boundary. As the number of English language speakers is

increasing in the expanding circle so English language methodologies should focus on global view of English to promote English as an international language.

Brown (in Khan 2009: 193) has argued that the following eight ranges of Englishes might have some impact on tests. These includes-

- the Englishes of the test takers local community
- the dominant English of the test taker.
- the Englishes of the test content.
- the englishes of the test proctors.
- the englishes of the test scorers or raters.
- the englishes of the decision target community.
- the englishes of the decision target purpose.
- the englishes of the decision makers.

McKay (in Khan 2009: 192) suggests that local pedagogy and local contexts should be norms or standards for teaching or assessing IEL. Non-native speakers need not to internalize the culture of the native speakers, because their objective is to communicate and project their own ideas and cultures to others (*ibid.*). Smith (1976) strengthens this point by revealing that English is for ‘intercultural and intracultural communication’ and should not be judged by native speakers (NSs) criterion. He further mentioned that English as an international language belongs to no single culture.

### **2.3 Materials or texts of IELTS**

Uysal (2009) identifies topic reliability of IELTS writing tests. She points out that, some topics are biased against any group of candidates of particular background. Kroll and Reid (in Uysal 2009: 3) state that it is difficult to provide common knowledge base topics for the candidates of all background.

Wallace (1997: 372) shows that, to develop the western cognitive approach of learning and teaching, many tests employ British EFL texts in many traditional countries. He says, these texts are mostly obsessed with “western interests such as diet/fitness, careers in the entertainment world, and western pop music/ media” (373). These particular topics remain quiet unfamiliar to the large number of the candidates of different cultural backgrounds and gives birth to Cultural imperialism in the field of materials (*ibid.*). Purves and Hawisher (in Uysal 2009: 5) state that, culture-specific texts also create criteria for the raters to judge one’s writing that affect student writing. Temper (2004) indicates this political agenda of tests like IELTS.

Jakeman and McDowell (1996), provide some examples of reading and writing tasks. They (1996) provide 12 reading passages among which 8 are western culture based and other 4 passages are general, for example, A Spark, a flint: how fire leapt to life (20-21), Zoo conservation programmes (24-25), Architecture-Reaching for the sky(28-29), A workaholic Economy (68-69). For task-2 their examples are, give arguments, on single/ multiple careers (92), on the importance of national/international music (32), whether wealthy people should help poor people by education/ food (52). Again Jakeman and McDowell (2008) provide 8 western culture based reading passages among 15 reading passages, for example, wily wired consumers (41), going digital (51), Australia’s first commercial wind farm (57-58),

Australia's growing disaster (69), the first cyber criminal (53). For task -2 of writing module their examples are, give your arguments, on internet based courses/university based courses (120), on starting career at early stage of life (125), should children above 15 years be allowed to live independently without the interference of parents (120).

## **2.4 IELTS expertise and team**

Khan (2009) identifies imperialism in language education, from English as an international language (EIL) perspective. He states that, assessment which is an important part of language education, should focus on global Englishes to uphold EIL (191). Hegemony is the main factor of educational imperialism and because of this hegemony the inner circle countries send qualified expertise and norms to teach English in non English speaking countries (*ibid.*). Moreover, IELTS now claims that it includes both native and non-native speakers as IELTS examiners. In this respect, (Isik, 2008:131) shows that "The official institutions of the centre operating in the periphery countries. They have teacher centers and libraries. They organize workshops, seminars, and conferences in which native speaker 'experts' share their ideas with the local English teachers. These talks sometimes become prescriptive. Through these events and organizations the local teachers get mentally prepared for the further actions taken by these institutions." Kachru (1989) states that, even though majority of the English speakers are from outer circles, hegemony of the inner circles acts to uphold their control on non English speaking countries. So it becomes clear to us that the NNSs examiners of IELTS perform the role of eye washing. Basically, they are trained and guided by NSs to promote their ideas, views and norms in traditional

countries. In this case, I think NNSs are employed as expertise of IELTS by name but they are not truly empowered.

Taylor (in Hall 2009) reveals that test materials are written by trained writers of UK, Australia and New Zealand in the sense that different varieties of English of different contexts are reflected in materials, in which the IELTS candidates will find themselves. But the fact is the varieties are inner circle varieties not International varieties. IELTS takes representative from inner circle countries (UK, Australia, New Zealand) only, who represent their culture and language variations. So their claim of international team cannot be an international team truly.

## **2.5 IELTS is a source of Economy**

Khan (2009: 192) reveals that, dependency on language testing for making crucial decision of who deserve to study in English speaking countries, leads to increased demand for test materials and courses. Graddol and Templer( in Khan 2009: 192) show that in addition to promoting the English and culture of English speaking countries, these tests like TOEFL and IELTS provide economic gains to government, to institutions that prepare students for these tests and the publishers who prepare materials for individuals and institutions. Choi (2003) state that colonized countries depend on the one-way information from the dominant society. He shows generally, they do not produce anything; they just consume the ready-made prescriptions prepared by their ex-bosses. This kills self-confidence and creativity and always keeps them in dominated position. “The one-way flow of information brings economic advances to the centre. The centre sells ideas, native speaker ELT experts and teachers and sells course books to the periphery. They market monolingual ELT materials all

over the world and this big industry gets bigger by feeding on the inadequate resources of the periphery.” (Isik, 2008: 129).

“The economic advantages of the dominant culture in the dominated one are not only limited to foreign language teaching materials. As the number of speakers of the dominant language increases in the world by using the language, the probability of advertising and selling the products of the dominant culture increases.” (Isik, 2008: 126). McNamara (in Hall 2009) identifies that language testing basically serve the business purpose of the authority. In his own words-“language testing is an uncertain and approximate business at the best of time, even if, to the outsider, this may be camouflaged by its impressive, even daunting, technical trappings, not to mention the authority of the institutions whose goals tests serve.” According to Karl Marx and Friedrich Engels (2003) the capitalistic markets kept ever growing. They are spreading the idea that modern industry has established the world market and the need of a constantly expanding market for its products chases the bourgeoisie over the whole surface of the globe. Assimilating with this view I also think that IELTS is a product of the capitalistic market and its demand is ever growing. It has established the global market and the inner circle countries are leading over the whole surface of the globe.

## **2.6 Developing local EFL materials**

Phillipson (1993) states that a language is made up of culturally loaded elements. Alptekin (1996) shows that besides the formal properties of language, learners have to struggle with the content in which language is presented. Since comprehensible input is vital for language learning, culture specific content, which makes the language input incomprehensible, may impede the language learning process. “Language teaching does not occur in a vacuum, but takes place within a context. Naturally the context is

based on the way of life of the dominant culture, so while learning a language the learners are exposed to the values of another culture and some of them are transmitted to learners. The situation gets worse when language teaching materials are prepared by the dominant group.” (Isik, 2008: 132)

Isik (2008: 140) again reveals, materials reflecting the realities, topics, aims of the local context are likely to overcome the problems created by materials and related methodology produced by the centre. International context, topics and international varieties of English in ELT materials may not impose culture specific norms and models to be followed, and they are neutral. He identifies, developing local ELT knowledge and materials is what is desired to increase self-confidence and creativity of ELT methodologists and teachers and provide personal involvement of both teacher and learners in language education. In this case, the quality of ELT will increase and the EFL country will be independent on the centre. He further shows, if the local familiar topics and contexts are chosen and used in ELT, then the personal attachment of both learners and teachers can be linked with the ELT materials. McKay (2000) states that the target language should be taught together with target culture and it brings a lot of culture specific elements to the language class.

## **2.7 Other findings**

- Some educational institutions declare that they do not need IELTS for higher education in their institutions. But this is simply an eye washing technique. The fact is these institutions make money in different ways. Those students who do not have IELTS have to enroll themselves in certain courses for certain

period of time. Without completing those courses they cannot start main courses of their degree.

- Anyone who wants higher education, have to seat for IELTS. For instance, if a well qualified English teacher of a reputed university wants higher education, he also needs an IELTS score as a gatekeeper of higher education which is very embarrassing for an English teacher. Moreover, an English medium student also needs IELTS for higher education. Here, the question arises, why people have to sit for IELTS even after reading twelve years in English medium. So, it seems IELTS is a source of money for certain institutions of certain countries rather than a truly international language assessment system.
- One candidate have to sit for IELTS score for several times. An IELTS score remains valid for two years, after this period of time a student has to sit for second time which is unexpected.

## **Chapter Three**

### **Methodology**

#### **3.1 Introduction**

This chapter provides an account of the methodology of the study and discusses some issues like, research design, theoretical framework, setting, sampling, instrumentation, data collection procedure and data analysis procedure.

#### **3.2 Research design**

In this chapter the research design will be set chronologically, systematically and precisely. It provides a brief account of the total methodology of collecting data, that we will discuss thoroughly later in the chapter. The Data has been collected in two ways, first, questionnaire has been distributed among twenty students of the formal setting of two prominent coaching centers, like Saifur's and Mentor's coaching centers. Secondly, I took the opinion of two university teachers who faced IELTS exam for their higher education through the same questionnaire. The questionnaire is both close and open ended. There are ten different questions in the questionnaire. After collecting data, the results have been tabulated for analysis.

#### **3.3 Theoretical framework**

In this section, the important views of two eminent scholars that are related to my research topic have been mentioned. McNamara (2000: 73) states that, “Test developers should be required to demonstrate that the test content and format are

relevant to candidates. Too often traditional testing procedures and formats may be preferred even in situations where they are no longer relevant.”

Jenkins (2006: 44-45) provides socio cultural theory. She reveals that,

“Social context is paramount; the construct of mediation as central and language is seen as being learnt through the medium of interaction in context”

“ There is no single way of teaching English, no single way of learning it, no single motive for doing so, no single syllabus or text book, no single way of assessing proficiency and indeed, no single variety of English which provided the target of learning.” (Graddol, 2006: 82). He studies the spread of English as an International language and agrees in the view that English cannot be restricted to any boundary (*ibid*). Graddol (2006) states that, IELTS promotes standard British English, cultural norms and provides economic gains to the government it represents.

### **3.4 The setting**

I have collected data for this study formally from two teachers of Jahanginagar University. Moreover, I went to some coaching centers like Saifur's and Mentor's to distribute questionnaire to some students sat for IELTS exam. I think it will not affect the responses of the subjects as they have been told beforehand that their identity would be kept secret.

### **3.5 Sampling**

For this survey, 20 students from those institutions (Mentor's and Saifur's coaching centers) have been selected. The respondents are the native speakers of Bangladesh and learning English as foreign language. They are from Bangali medium and took English as one of their compulsory subjects weighing 200 marks. The respondents

have been selected randomly to get fair and neutral result. Among 80 students, the researcher has selected the respondents by lottery to conduct this questionnaire survey. Because of time constraint, I have collected data from 20 students of two coaching centers and from two university teachers, which are not enough for visualizing the current International aspect of IELTS. So for this study I will analyze 20% data. The number of the students and teachers respondents in each sector has been tabulated below.

**Table-1**

<b>Institution</b>	<b>Number of teachers</b>	<b>Level of the students</b>	<b>Number of the students</b>
Saifur's	-----	HSC passed	10
Mentor's	-----	Working in some private companies and 1 <sup>st</sup> & 2 <sup>nd</sup> year of some public universities.	10
Jahanginagar University	1		-----
International Islamic University Chittagong	1		-----

### **3.6 Research instrument**

#### **3.6.1 Questionnaire**

The research will be conducted through the questionnaire, to investigate whether IELTS is appropriate in Bangladeshi context or not. I think questionnaire is more reliable than interview which is time consuming. There will be ten questions, among which nine are close ended and the last one is open ended question. The number of close ended questions is more than the open ended because in open ended questions students have to explain the cause of their answer that will be time consuming. The format of the questionnaire is shown in Appendix-1. At the beginning of the questionnaire, there is a note for the students revealing the purpose of the study and affirming the secrecy of their participation in the survey. In the first section of the questionnaire, there is an instruction with a four point scale where 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree. All the questions (appendix-1) are focused on the research topic. The first and second question of the questionnaire is related to research and these two questions give respondents a hint about the lacking that exists in the reading materials of IELTS. Question 3 and 4 (appendix-1) are set to know whether the topic of task-2 of writing module are culture specific or not and whether student can place their personal opinion or argument that can differ from people of other cultures. Question 5 and 6 (appendix-1) are set to know whether students still follow western culture based reading passages and whether they face difficulties to understand those passages or not. Through question 7 and 8, the researcher tries to know whether IELTS is used as a tool by the centre only for their economic development and cultural imperialism. Question no. 9 is set to know whether the course book represents Bangladeshi culture or not. Moreover, two university teachers have expressed their views on the same questionnaire and I have used those in data analysis.

### **3.7 Data collection procedure:**

For this research, I have collected data through questionnaire. Students and teachers view towards IELTS has been expressed through questionnaire. Data has been collected on two different days from two different coaching centres, (Saifur's and Mentor's) through questionnaire. First day, ten students of Saifur's (located in Firmgate, Dhaka) and the next day other ten students of Mentors (located in Mouchak, Dhaka) coaching centre have been selected randomly to participate this survey. Basically students of these two coaching centres are doing IELTS preparatory course. At first, permission has taken been from the authority of the institutions and then from the particular course instructor. The instructor helped the researcher by giving him the last 20 minutes of one-hour class for conducting the questionnaire survey. Then I have explained the questionnaire for the students before answering it. After expressing student's personal opinion, experiences and problems, the questionnaire has been collected by the researcher. Moreover, the questionnaire has been sent via email to the university teachers and they also have sent their views through email.

### **3.8 Data analysis procedures**

After collecting data, these data has been hand tabulated and analyzed in terms of frequency counts and mean scores. The mean is the sum of all subjects in a group divided by the number of the subjects,  $[x = \sum x/n]$  (Seliger and shohamy 2001: 215).

The mean of each of the items is therefore, summation of all the scores divided by the number of subjects. From the mean score, we get the average performances of or

behavior of a group on the given tasks and also help the researcher to condense large amounts of data. From the mean score, the researcher got a clear impression of how a group as a whole performed and that does provide more significant information. I have analyzed my data on the basis of the responses of 9 basic questions from the questionnaire. Questions are as follows,

1. "TOEFL Reading materials are often irrelevant to the test takers' previous English background" Do you agree with the statement?
2. "Reading comprehension is designed to measure the ability to understand British English rather than World Englishes, which is similar in style to those found in inner circle countries".
3. "The Topics of Task-2 of IELTS writing module are not common knowledge based"
4. "Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors."
5. "To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-Saxon culture"
6. "Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners."
7. "IELTS is a greater source of money for the centre country."
8. "The centre sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery."
9. "Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one."

The answer of these questions will help me to come to my conclusion. If large number of people say yes then it will prove my research right. Frequency counts and percentage of responses for the options of each item will be done in the form of table. The data has been first tabulated and then results have been presented in a descriptive manner. Firstly, the responses from the questionnaire have been analyzed separately. Then the data have been compiled in two separate tables and analyzed descriptively according to the questions. To gather and analyze the entire data researcher took three months time. The researcher has analyzed data both in quantitative and in qualitative manner.

### **3.9 Obstacles**

In conducting the research the researcher did not encounter any major obstacle. At this point, some minor obstacles that the researcher had encountered during the survey are presented here.

- Some teachers did not allow interrupting their class initially. Sometime they allowed only ten minutes which is an obstacle to get student's sincere opinion.
- The questionnaire part took more time than the speculated time.
- During the survey, one teacher stayed at abroad and after his coming, he was busy with his makeup classes.
- Some students were afraid of commenting of their teachers and methods, even though the researcher had assured that their names would not be mentioned in the research paper.
- In case of receiving response from the respondents through questionnaire the researcher did not get all the completed questionnaires.

- Because of limited time teachers took less time to send their completed questionnaire through E-mail.
- Hartal and other political unrests also created problems which delayed researcher's data collection.

### **3.10 Conclusion:**

This chapter discussed the methodology of the study which included method of data collection, description of the questionnaire for the students and teachers, sampling collection of data and processing of data. The results found from the teacher's and student's questionnaires survey have been presented and analyzed in the next chapter.

## Chapter Four

### Results and Discussions

#### 4.1 Introduction:

In this chapter, the data found from student's questionnaire and teacher's questionnaire survey has been analyzed in terms of frequency counts and means score. The results have been presented below in a table form.

#### 4.2 Results as found from student's questionnaire survey

**Table-2**

No.	Statements	Strongly	Disagree	Agree	Strongly	Mean Score
		Disagree	Disagree	Agree	Agree	
1	"IELTS Reading materials are often irrelevant to the test takers' previous English background"	1	1	8	10	3.35
		1	2	24	40	
2	"Reading comprehension is designed to measure the ability to understand British English rather than World Englishes that is similar in style to those found in inner circle countries"	3	1	6	10	3.15
		3	2	18	40	
3	"The Topics of Task-2 of IELTS writing module are not common knowledge based"	1	6	6	7	2.95
		1	12	18	28	

4	“Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors.”	3 3	5 10	7 21	5 20	2.7
5	“To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-Saxon culture”	6 6	4 8	1 3	9 36	2.65
6	"Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners."	1 1	3 6	6 18	10 40	3.25
7.	“IELTS is a greater source of money for the centre countries.”	1 1	2 4	5 15	12 48	3.40
8.	“The centre sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery.”	1 1	3 6	6 18	10 40	3.25
9.	“Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one.”	1 1	1 2	8 24	10 40	3.35

The number of the total respondents was 20. The details of the results of student's questionnaire survey have been given below.

Among the 20 respondents for the question "IELTS Reading materials are often irrelevant to the test takers' previous English background." 1 student ticked "strongly disagree." 1 student ticked "disagree", 8 students ticked "Agree", 10 students ticked "Strongly Agree". The mean score is 3.35

For the second question "Reading comprehension is designed to measure the ability to understand British English rather than World Englishes, that is similar in style to those found in inner circle countries" 3 student ticked "strongly disagree", 1 student ticked "disagree" 6 students ticked "Agree" 10 students ticked "Strongly Agree. The mean score is 3.15

For the third question, do you agree with the statement that "The Topics of Task-2 of IELTS writing module are not common knowledge based?" 1 student ticked "strongly disagree" 6 students ticked "Disagree" 6 students ticked "Agree" 7 students ticked "Strongly agree".

The mean score is 2.95

For the fourth question "Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors." 3 students ticked "strongly disagree" 5 student ticked "Disagree" 7 students ticked "Agree" 5 students ticked "Strongly Agree". The mean score is 2.7.

For the fifth question "To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-

Saxon culture” 6 students ticked “Strongly disagree” 4 student ticked "Disagree" 1 student ticked “Agree”, 9 students ticked “Strongly agree”. The mean score is 2.65.

For the sixth question "Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners." 1 student ticked “Strongly disagree”, 3 students ticked “Disagree” 6 students ticked “Agree”, 10 students ticked “Strongly agree”. The mean score is 3.25

For the seventh question, “IELTS is a greater source of money for the centre country.” 1 student ticked “Strongly disagree”, 2 students ticked “Disagree” 5 students ticked “Agree”, 12 students ticked “Strongly agree”. The mean score is 3.40.

For the Eighth question, “The centre sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery.” 1 student ticked "strongly disagree", 3 students ticked "Disagree" 6 students ticked “Agree”, 10 students ticked “Strongly agree”. The mean score is 3.25.

For the last question, “Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one”.

1 student ticked "strongly disagree", 1 student ticked "Disagree" 8 students ticked “Agree”, 10 students ticked “Strongly agree”. The mean score is 3.35.

For the teachers and student’s questionnaire, there was a 4 point scale-

Strongly Disagree=1

Disagree=2

Agree=3

Strongly Agree=4

It should be mentioned here that the number on the top indicates the number of the scores and the number at the bottom indicates the scores after conversion into mathematical figures. The bottom scores are mean scores of the top scores.

### 4.3 Results as found from Teacher's questionnaire survey:

**Table-3**

No.	Statements	Strongly	Disagree	Agree	Strongly	Mean Score
		Disagree			Agree	
1	"IELTS Reading materials are often irrelevant to the test takers' previous English background"	0	0	1	1	3.5
		0	0	3	4	
2	"Reading comprehension is designed to measure the ability to understand British English rather than World Englishes that is similar in style to those found in Inner circle countries".	0	0	1	1	3.5
		0	0	3	4	
3	"The Topics of Task-2 of IELTS writing module are not common knowledge based"	0	0	1	1	3.5
				3	4	

4	“Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors.”	1 1	0 0	0 0	1 4	2.5
5	“To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-Saxon culture”	0 0	0 0	0 0	2 8	4.0
6	"Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners."	0 0	0 0	0 0	2 8	4.0
7.	“IELTS is a greater source of money for the centre countries.”	0 0	0 0	1 3	1 4	3.5
8.	“The centre sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery.”	1 1	0 0	0 0	1 4	2.5
9.	“Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one.”	0 0	0 0	0 0	2 8	4.0

The number of the total respondent teachers was 2. The details of the results of teacher’s questionnaire survey have been given below:

Among the 2 respondents for the question “IELTS Reading materials are often irrelevant to the test takers previous English background.”? 1 teacher ticked “Strongly agree” and the other ticked “Agree”. The mean score is 3.5.

For the second question, “Reading comprehension is designed to measure the ability to understand British English rather than World Englishes, that is similar in style to those found in inner circle countries”

1 teacher ticked “Agree’ and the other ticked “Strongly agree”. The mean score is 3.5

For the third question, do you agree with the statement that “The Topics of Task-2 of IELTS writing module are not common knowledge based” 1 teacher ticked 'agree' and the other ticked “Strongly agree”. The mean score is 3.5

For the fourth question, “Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors.” 1 teacher ticked “Strongly agree” and the other ticked “Strongly disagree”. The mean score is 2.5.

For the fifth question, “To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-Saxon culture” 2 teachers ticked “Strongly agree”. The mean score is 4

For the sixth question, "Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners." 2 teachers ticked “Strongly agree”. The mean score is 4.

For the seventh question, “IELTS is a greater source of money for the centre country.”

1 teacher ticked “agree” and the other ticked “Strongly disagree”. The mean score is 3.5.

For the Eighth question “The centre sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery.” 1 teacher ticked “Strongly agree” and the other ticked “Strongly disagree”. The mean score is 2.5.

For the last question “Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one”. Both the teachers ticked “Strongly agree” and the mean score is 4.0

#### **4.4 Detailed discussion of the student’s questionnaire survey results:**

Before going to the details of discussion, it is important to note that the interpretation key used for the discussion of the results is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory 3.01-3.75 = satisfactory and 3.75-5.00 =very satisfactory.

The first question, “IELTS Reading materials are often irrelevant to the test takers previous English background,” The mean score is 3.35. So Student’s attitude is satisfactory. For the second question, “Reading comprehension is designed to measure the ability to understand British English rather than World Englishes that is similar in style to those found in inner circle countries” Student’s attitude is satisfactory, their mean score is 3.15. In the third question, do you agree with the statement that “The Topics of Task-2 of IELTS writing module are not common knowledge based?” Student’s attitude is not satisfactory, they scored 2.95. The fourth question, “Your

culture based opinion or argument about Task-2 of writing module is neglected by your instructors. Student's attitude is not satisfactory because they scored 2.7. In fifth question, "To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-Saxon culture" Student's reply is not satisfactory, they scored 2.65. "Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners," was the sixth question. Here student's attitude is satisfactory as they scored 3.25. In the seventh question, "IELTS is a greater source of money for the centre country." Student's attitude is satisfactory as they got 3.4. In eighth question "The centre sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery." Student's reply is satisfactory as they scored 3.25. For the last question, "Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one. Students scored 3.35 which is satisfactory.

Finally it was noticed that for Questions no. 1, 2, 6, 7, 8 and 9 the students have expressed their satisfaction towards this study. For questions no. 3, 4, 5 students have expressed their dissatisfaction towards the study.

At the end of the questionnaire, many students wrote their feelings about IELTS test. Many students agree that they feel IELTS is difficult because of having difficult words in reading section. Some of the students write that they know the meaning of different words but they cannot finish reading in time because of their lack of knowledge of foreign context and culture. Some students report that they want IELTS test should reflect many international terms as well as international context, since it demands itself an international test. Two students mention that they faced problem in

writing section because the topics are unknown to them. Some students comment that they faced problem to deal with the idiomatic expressions which are taken from inner circle countries.

#### **4.5 Detailed discussion of the teacher's questionnaire survey results**

The researcher has used the same questionnaire for both the teachers and the students to show the similarity among the students and teachers who are related with IELTS. Students recalled their experiences of taking the IELTS test and their familiarity with IELTS preparation books. Same structured question was used to facilitate the discussion to verify the students with teachers. It is just to draw a picture of IELTS test from the answer of the respondents. The answer that the researcher got from the student response was full of problems that they faced in IELTS test. On the contrary, the responses that the researcher got from the teachers were full of their suggestions concerning assessment test. Teachers are matured and they have better perception regarding IELTS test. So their response would help me to come to a conclusion of IELTS test.

The results of the teacher's questionnaire survey have been presented in table 3 of this chapter.

Here the interpretation key of teachers attitude is 1.00-2.25 = negative attitude 2.26-3.00 = not satisfactory 3.01-3.75 = satisfactory and 3.76-5.00 = very satisfactory.

The number of the total respondent teachers was two. The details of the result of teacher's questionnaire survey have been given below. Between the two respondents for the question, "IELTS reading materials are often irrelevant to the test takers

previous English background." The mean score is 3.5. So it is satisfactory. For the second question, "Reading comprehension is designed to measure the ability to understand British English rather than World Englishes, that is similar in style to those found in inner circle countries" Their replies are satisfactory, the mean score is 3.5. In the third question, "The Topics of Task-2 of IELTS writing module are not common knowledge based" 1 teacher ticked "Agree" and the other ticked "Strongly agree". Here also the teachers had shown their satisfaction toward the study as the mean score is 3.5. For the fourth question, "Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors." Here, the teachers had shown their negative attitude towards since the mean score is 2.5. For the fifth question "To be successful on IELTS test, the EFL learners are to assimilate not only the linguistic standards the center puts forth, but also the Anglo-Saxon culture." Two teachers ticked strongly agree so their replies are very satisfactory. In the sixth question, "Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners." 2 teachers ticked "Strongly agree" so it is also very satisfactory. In the seventh question, "IELTS is a greater source of money for the centre country." 1 teacher ticked "agree" and the other ticked "Strongly disagree". The mean score is 3.5 which is satisfactory. In the eighth question, "The center sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery". Here, one teacher ticked "strongly agree" another teacher ticked "Strongly disagree" and the mean score is 2.5. So here teachers had shown their negative attitude towards the study. For the last question "Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one". Both the teachers ticked "Strongly agree" and the mean score is 4.0. Here, the score is very satisfactory.

Finally, it can be said that for Question no. 1,2,3,,5,6,7,9 the teacher's have expressed their satisfaction towards this study. Two teachers were agreed that IELTS test use specific cultural elements and unfamiliar expression which make it even more difficult for the students to grasp the Semantic elements in the test. One teacher further said IELTS items require students only to identify the mistake and not correct it or present a reason for the correct choice. Both the teachers felt that reading comprehension section in the IELTS test is loaded with texts that deal with inner circle countries. They expressed their view that it should not only recognize world Englishes but also variations among discourse, genre and rhetoric, argument style, logical reasoning and perceptions of good writing. So IELTS should consider these cultural differences rather than a single western norm of writing to be an International test. One teacher wrote that IELTS is one way flow of information. This one way flow of information brings economic advantages to the center. The center sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery. They create monolingual ELT materials market in all over the world and this big industry gets bigger by feeding on the inadequate resources of the periphery. Their course books are very expensive on the other hand; a locally-produced scientific book prepared by experts is three times cheaper than an ELT course book in Bangladesh.

#### **4.6 Conclusion:**

In conclusion, it can be said that IELTS test has a small number of good things playing role in facilitating English learning as an International test. But it has a good number of dissatisfactory aspects. In the concluding chapter the good aspects and the dissatisfactory aspects of IELTS have been discussed in the light of the student's

questionnaire survey results and also the researcher's evaluation of the IELTS with the questionnaire.

## **Chapter Five**

### **Recommendations and Conclusion**

#### **5.1 Introduction**

This chapter draws a conclusion on the entire study and provides recommendations on the basis of the findings of the empirical survey in a view to overcoming the weakness of IELTS as a truly ‘International’ test.

#### **5.2 International aspect of IELTS**

In light of the results of this research it can be said that the IELTS control board needs to plan carefully some aspects of IELTS like the reading materials, exam board members, preparatory materials, NS and NNS teachers as well as world Englishes and so on. Undoubtedly IELTS is an important test for those who want to study abroad at a university where English is the language of instruction. In Bangladesh, particularly in local education context, students are not proficient in the standard British English used in IELTS. Moreover, IELTS test uses many cultural topics that are specific to the inner circle countries. Certain terms may not exist in the local contexts. When students in the local context try to use those topics, it becomes very difficult for them to comprehend the content. A test that measures student’s ability to use English in international context should give emphasis on communication tasks distinguishing differences between standard British and other non native countries English. In the field of IELTS it is more relevant and demanding since it claims itself an “International” test. Therefore, through this study it becomes clear that a test like IELTS should be connected to culture and context of that country otherwise students will not be able to fare well in the assessment test.

So language teaching and testing depends on a detailed and careful analysis of a particular context on which it is working. On the otherhand, if the nonnative speakers' self esteem does not get hurt they will feel confident and independent. As per the study, this is perhaps, a better approach which will bring success.

The discussion above leads to a solution that IELTS board should include international context, topics and international varieties of English in it to prove it a truly “International” test. When students will be able to relate their personal, familiar context and their interest with their ELT materials then they can introduce their personal ideas and experience in the learning process. It may save time and energy and will facilitate the language learning process.

To sum up, researcher wants to add that introducing local ELT knowledge and materials will increase Bangladeshi students self confidence and creativity and it will also improve their personal involvement in language education. Moreover, developing local materials is not the only solution, test like IELTS should recognize world Englishes, regional topics, NNS teacher and raters and so on to prove itself a truly “International test”.

### **5.3 Recommendations**

From the combined survey of students and teachers, it may be recommended that some aspects of IELTS needs to be improved as an International test truly. The existing reading materials of IELTS do not analyze worldwide needs, characteristics attitudes, values and world view of the non native culture to design a specific education plan. It neither takes into account international goals, policies and relations

nor considers the availability of resources. Since it is based on dominant culture's norms, it does not work in another context which results the failure of the majority of the non native student's in IELTS exam. Moreover, such a test leads to one way flow of knowledge. This test does not recognize local accent, pronunciation or writing style. Furthermore, the writing topics are also based on dominant culture. So the dominated culture loses its due significance and ground. Consequently, it can give rise to race and class discrimination and linguistic and cultural hegemony. A test that declares itself an 'International' test is International only for name sake. To resolve that problem the program administrators and teachers of IELTS need to consider the following recommended ways given by some experts then this problem will likely to be minimized considerably and it will be a truly International test.

Jenkins (2006:48) provides some suggestions for examination boards, her point is, boards should show its willingness to embrace global Englishes and not to penalize language variations which does not mean to ignore the standards altogether. She (2006: 49) states that through this step of exam boards, teachers of international test will get message about rating scripts, scoring and errors, such as – omission of tag questions, NS idioms or articles will not be considered as errors. Exam boards should create some testing criteria and to guard them because many tests are still biased to standard native English, even though these tests, IELTS, TOEFL frequently talk of international English, global Englishes or world Englishes (*ibid.*).

McKay (cited in Khan 2009: 192) suggests that local pedagogy and local contexts should be norms or standards for teaching or assessing IEL. Non-native speakers need not to internalize the culture of the native speakers, because their objective is to

communicate and project their own ideas and cultures to others (*ibid.*). Smith (cited in Khan 2009: 192) strengthens this point by saying that English is for ‘intercultural and intracultural communication’ and should not be judged by native speakers (NSs ) criterion.

.Uysal (2009: 5) reveals native and non-native speakers rating behaviors. She identifies cultural differences of NSs and NNSs affect the rating of student’s scripts and scoring and suggests training for the raters to consider cultural differences (*ibid.*). Purves and Hawisher (cited in Uysal 2009: 5) states that, culture-specific texts actually create criteria for the raters to judge one’s writing that affect student writing.

Here, some more recommendations based on this study can be put forward to strengthen IELTS’s claim of an ‘International test’.

### **1. Filtering knowledge and adapting it to a particular context**

All knowledge produced within a particular configuration of social cultural economic, political and historical circumstances so it always reflects those conditions and it serves the interests of those groups who produced it. So if instructors of non native country again filter that knowledge based on their culture and custom and then send it to the students, it will be easier for the student’s to accommodate with it.

### **2. Making use of the "Lingua franca’ role of English**

Now a day the lingua franca status of English is commonly welcome by all. Now English has become a common language of international communication. As a world language, it cannot be monopolized with one dominant culture and their ideology and

norm. So it should include wide variety of topics, intercultural contexts. When the authority of IELTS will design this course they should include neutral topics and contexts.

### **3. Analyzing the extra linguistic matters in language teaching**

For successful language education the entire context should be considered otherwise failure is inevitable. If the program administrators and teachers of IELTS consult with experts of non native culture before making their plans for the reading materials of IELTS this problem will be better realised and eventually there will be a room for revision.

### **4. Developing the local EFL materials**

Materials reflecting the realities aims at the local context are likely to overcome the problems created by materials and related methodology produced by the centre.

However, as the above results of the study indicates, the program administrators and teachers of IELTS in methodical manner can use the above recommended solution for IELTS to be a truly 'International' test. The result will be positive and majority of the students enrolled in IELTS program will likely to gain learning outcome from that course. In this case the authority should come forward and should take necessary steps for reorganizing the weak aspects of IELTS. By encouraging students to use the prescribed learning strategies outlined in this paper the instructors can increase awareness about IELTS among the students which may bring positive results from them.

## 5.4 Further studies

This paper only focuses on the ‘International’ aspect of IELTS that it claims. To focus on that aspect the researcher deals with some problems of IELTS reading materials, writing topics, lack of world Englishes, recognizing worldwide context and so on. Majority of students frequently face problems for not being IELTS a truly International test. However, if one finds interest to conduct any research on IELTS, he/she can explore the other crucial areas. I think some other areas can be the price of IELTS exam; the problem exists with the writing materials of IELTS, the culture biasness of IELTS and the imperialistic part of IELTS etc. Though the researcher had some constraints regarding the data collection procedure, others can try to carry out relevant study through their wider range and scope.

## 5.5 Conclusion

There is no doubt that test like IELTS as International English language testing system is very important for the students of Asian EFL context to study abroad at a good university. So administrators and materials developers of IELTS should take into account the problems discussed in this paper to come to a positive solution of those problems that exist. Since, IELTS claims itself an “International” test, unlike other proficiency test, it should recognize and include global aspects very cordially. Here, in this paper my concern is there, whether it’s a truly “International” test or not. After my small scale survey I found that, the scenery is not like that. According to this survey, IELTS mainly prescribes to one way flow of knowledge. Inner circle context, their culture, their ideology, value and mode, standard British English even their materials are traditionally established and accepted as a model for IELTS test. As an International test ‘IELTS’ should not be like that, it should be other way which blends

everything avoiding hegemony. One way flow of knowledge may kill the creativity and freedom of dominated nations. The dominated culture loses self confidence and thus is deprived of the opportunity of producing its own knowledge. It should always serve the interest of the learners who use it. This paper outlined the specific problems related to Internationality of IELTS test. It also discusses how these problems can be solved and how scores can be dramatically improved through the alteration of materials as well as recognition of variable contexts, world Englishes and world knowledge. A study has been done on it and the results have some pedagogical implications for teachers and learners alike. So a well planned and successful IELTS test can increase learners' satisfaction with the "International" aspect of it that IELTS claims.

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## **Appendix: 1**

A request note and  
Sample Questionnaire for students and Teachers.

Hello. I am carrying out a study for my dissertation in MA in ELL program which requires responses based on the following questionnaire. Yours responses will be used

only for this research purpose and kept confidential. I will appreciate your cooperation in this regard.

Your name and email address may be given here

General Instruction:

Please put a tick on the most appropriate of the four options under each question from 1-9.

1. "IELTS Reading materials are often irrelevant to the test takers' previous English background"
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  
2. "Reading comprehension is designed to measure the ability to understand British English rather than World Englishes that is similar in style to those found in Inner circle countries".
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  
3. "The Topics of Task-2 of IELTS writing module are not common knowledge based"
  - A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree

4. “Your culture based opinion or argument about Task-2 of writing module is neglected by your instructors.”

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

5. “To be successful on IELTS tests, the EFL learners are to assimilate not only the linguistic standards the centre puts forth, but also the Anglo-Saxon culture”

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

6. Dealing with unfamiliar issues and context may bring cognitive burden and make the learning process more difficult for learners

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

7. “IELTS is a greater source of money for the centre country”.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

8. The center sells ideas, sends native speaker ELT experts and teachers and sells course books to the periphery”.

- A. Strongly agree

- B. Agree
- C. Disagree
- D. Strongly disagree

9. "Still British EFL texts are mostly used as IELTS preparatory texts rather than locally developed one."

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

10. Could you please write your feelings (in 2/3 sentences) about the IELTS test that you took or are going to take?

Explain.....

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