

Attitudes towards English language proficiency exams (IELTS and TOEFL) in English speaking African countries: a case study of Nigerian students and teachers

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March 23, 2022

Abstract

Despite adopting the English language as the main language, English language proficiency exams were instituted. These English proficiency exams have triggered mixed reactions. The study through the adoption of quantitative methodology examined hundred (100) respondents. The study discovered that there were pre-existing negative perceptions about these English language tests which influenced the reactions of the respondents.

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