

**An exploratory study of English teaching and learning in three
Alia Madrasahs of Bangladesh**

By:

Sazzadul Haque

09263003

Master of Arts in English

Department of English and Humanities

BRAC UNIVERSITY

August 2019

**An exploratory study of English teaching and learning in three
Alia Madrasahs of Bangladesh**

A thesis paper for the partial fulfilment of the requirements of the degree of
M.A in Applied Linguistics and ELT

Submitted By:

Sazzadul Haque

Student ID- 09263003

Department of English and Humanities

BRAC UNIVERSITY

August 2019

Declaration

I solemnly declare that this thesis paper submitted; in partial fulfillment of the requirements for the Masters in Applied Linguistics & ELT from the Department of English and Humanities, Brac University, in the result of my own research work and written in my own language. That no part of this thesis paper consists of materials copied or plagiarized from published or unpublished work of other writers and that all materials borrowed or reproduced from other published or unpublished source have either been out under quotation or duly acknowledge with full reference in appropriate place(s). I understand that the Masters, conferred on me, may be cancelled/withdrawn if subsequently it is discovered that this dissertation is not my original work, it consists of materials copied/plagiarized or borrowed without proper acknowledgement.

Sazzadul Haque
Student ID: 09263003
M.A. in Applied Linguistics & ELT
Department of English and Humanities
Brac University, Dhaka.

Approval

The thesis/project titled “An exploratory study of English teaching and learning in three Alia Madrasahs of Bangladesh” submitted by Sazzadul Haque (09263003) of Fall Semester, 2018 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of M.A. in Applied Linguistics and ELT on August, 2019.

Examining Committee:

Supervisor:

(Member)

Md. Al Amin (PhD)
Assistant Professor
Department of English and Humanities
Brac University

External Expert Examiner

(Member)

S M Akramul Kabir
Assistant Professor of English
Directorate of Secondary and Higher Education
Ministry of Education, Dhaka.

Department Head:

(Chair)

Professor Firdous Azim
Chairperson
Department of English and Humanities
Brac University

Abstract

Over time, global, economic, social and political diagram has transformed significantly. All those components had contributed an extension and alteration in the traditional culture, which, in bi-product had resulted into a mixed cultural environment. Consequently, English, as language has become an inseparable part of any society, which intends to globalize and share culture or ideas with other group, people or country. In Bangladesh, the condition of learning skills or knowledge, be it for academic or hobbies has developed to a greater extent due to expansion of modern initiatives and digitalization. English, as a language is given high significance in case of learning and attaining proficiency both for academic and optional reasons. But the scenario is different in the Alia Madrasahs of Bangladesh. Modern methods, initiatives and expansion of scope in learning and expertizing in English language is ignored, which resulted crisis in the advancement of the students of Alia Madrasah. Moreover, though the Government of Bangladesh has formulated various general rules and regulations to improve this condition. However, due to religious, financial issues or the traditional mainstreams prevailing in the Alia Madrasahs, English language proficiency has been limited to a slower growth. Causes such as lack of understanding about the importance of learning English and its main objective i.e. communication is also responsible for this adverse situation. This study explores the contemporary picture of English language learning and teaching in the Alia Madrasahs of Bangladesh. The complications that have been observed are shortage of the administrative and technical factors which affect progressive English learning. The students' motivation towards learning English language, failure of attaining proficiency which delays proper English learning, shortcomings of digitalization implemented for the learning process of English language in the Alia Madrasahs of Bangladesh, along with others.

Acknowledgement

I would like to express my all gratitude to the Almighty Allah (Subhanahu Watala) who has given me the ability to complete this thesis paper successfully. I express my deep sense of gratitude and sincere appreciation to my honorable supervisor Md. Al Amin (PhD), Assistant Professor, Department of English and Humanities, Brac University for his valuable suggestion, guidelines and co-operation. Without his help and guidance, it was quite impossible to come up with this study. Especially I am really grateful to him for allowing me to work and write on the religious sector of Bangladesh.

All of my thanks go to the concerned students, teacher, staffs and guardians of Alia Madrasahs, who have given me their valuable time to explore their world. For this, I thank my Institution for giving me this nice opportunity to see their life world. I am also grateful to the madrasah management who extended their co-operation for data collection and information associate with the study and I would like to thank everyone who had been very co-operative and support me to do this thesis paper. In the writing this dissertation, I have drawn as many books which mentioned in the bibliography, I acknowledge my indebtedness to all those authors for their works which has been great use for me.

I am especially grateful to my honorable father Masudul Hoq for his strong stand behind the accomplishment of the thesis paper, my loving wife Sabiha Sultana for her support and my cordial friend Tausif for his handy support all through the writing.

Sazzadul Haque

Table of Contents

Contents	Pages No.
Declaration	3
Approval	4
Abstract	5
Acknowledgement	6
Table of Contents	7
Chapter 01: Introduction and Background of the Thesis	9
1.1 Introduction	9
1.2 Background of the Thesis	10
1.3 Importance of the Study	11
1.4 Objectives of the Study	12
1.5 Central Research Questions	12
Chapter 02: Literature Review	13
2.1 Overview	13
2.2 Literature Review and Theoretical Orientation	13
Chapter 03: Methodology of the Study	33
3.1 Methodology	33
3.2 Interview and Focus Group Discussion (FGD)	33
3.3 Data Collection	36
3.4 Data Analysis and Presentation	38
3.5 Participants and Study Area	38
3.6 Ethical Issues	39
3.7 Limitations	40
Chapter 04: Presentation, Analysis and Interpretation of Data Obtained	41

Contents	Pages No.
4.1 Number and Funding of Alia Madrasah	41
4.2 Favorite Subject of the Students of Alia Madrasah	42
4.3 Challenges Faced by the Madrasah Students	43
4.4 Student Perception about Academic English	44
4.5 Acceptance of English Teacher in Alia Madrasah	46
4.6 English Language Club and Cultural Activities	47
4.7 Computer Laboratory with Internet Access	48
4.8 English Speaking Proficiency	50
4.9 Positive Approach for Alia Madrasah	51
Chapter 05: Summary of Findings and Recommendations	52
5.1 Findings of the Study	52
5.2 Recommendations	52
5.3 Conclusion	55
References	56

Chapter 1:

Introduction and Background of the Thesis

1.1 Introduction

English is one of the oldest languages that is still widely used globally. At present, it is the common language for people from different nationalities and has become the lingua franca. English language is an essential and inseparable element, when purposed to connect and exchange knowledge globally. Hence, Bangladesh is no exception in practicing, learning and utilizing English as a catalyst to reach people, culture and economy across borders. On the other hand, Alia Madrasah is one of the largest and oldest forms of madrasah educational institution in Bangladesh. To keep up with the pace of global change, Alia Madrasah acted as a pioneer in introducing English language education in madrasahs, so that large number of the beneficiaries from the institution attain the necessary skills and proficiency in this language. The vision and goal behind this initiative has delivered progressive results, however, with shortcomings. As observed, English language proficiency among the Alia Madrasah students compared to the students of other educational branches of Bangladesh is weak. The advanced and suitable way of teaching English language is not as thoroughly maintained when compared to other public and private institutions especially those following Bangla Medium, English Version and English medium schools and colleges.

In Alia Madrasah, English language education briefly focuses on English grammar and rote-memorization for examinations. This simultaneous process has made the students of Alia Madrasah to just familiarize with English language education rather than actually learning it. Though English has been made compulsory in almost every stage, with a purpose of proficiency attainment, but the management and entire system have limited themselves to only learning to

get pass marks that particular stage. Among the four basic components of English language i.e. Reading, Speaking, Listening and Writing, the system of Alia Madrasah focuses more on writing and reading skills. In fact, the height of growth expected and planned is still unattained. The medium of instruction for students of Alia Madrasah is Bangla, however, they also have to study and gain proficiency in two other languages i.e. Arabic and English. Hence, the pressure of learning both these languages and being proficient in them is difficult. In Bangladesh, at present the numbers of Alia Madrasahs are about 10,450 and about 3 million students'¹. As madrasah is an Islamic teaching based educational institution and Bangla as the L1 with Arabic is taught as compulsory, the importance given on learning English language and attaining competitive proficiency is not satisfactory.

Though English is a compulsory subject, but the result it offers is not observed. It is because the process of teaching the language is incorrectly followed and thus, proficiency is not well. The purpose of this study is to observe the present teaching and learning process of English language in different Alia Madrasah. In this study a direct observation is maintained in order to find out the actual prevailing circumstances, that affects the natural progressive growth of English language proficiency attainment. This study is also focused to get a view about the ongoing language learning system, proficiency in English language among the students and teachers. Moreover, reasons affecting or influencing the condition of English language proficiency in the Alia Madrasahs will be analyzed.

1.2 Background of the Thesis

The history of Alia Madrasah is old, which is similar to the evolution of English as a language too. In our country, about 3 million students are involved with the education of Alia Madrasah.

¹Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2016

Other than studying Islamic studies, they are offered other subjects, among them the most significant is English. English is the most common spoken language around the world. More than 1.4 billion people are either directly or indirectly involved in using English to some extents. As an essential and inseparable part of knowledge and global communication respectively, English language is taught in every institution, including Alia Madrasah. This study is aimed to understand the present condition of English language learning and teaching in the Alia Madrasahs of Bangladesh.

Categorically, there are three types of education systems in Bangladesh. These are: General education, Religious education and English medium education system. The second largest education system is religious education in Bangladesh. Regarding religious education renowned educationist, Rasheda K Chowdhury says- a family having three children desires to admit one of them in religious education. However, it is an important education sector to look after. Then again, the concern is how well-informed are we about this education system and what is the actual scenario of this sector. Thus, the focus of this study is on that. Though religious education is a big sector but this study will focus the overall scenario of English language learning in the Alia Madrasahs of our country.

1.3 Importance of the Study

English is an international language. Being proficient in English not only enables a good career but also helps to reach at global level. As madrasah focus on education related to religion, often English language education is compromised and this is alarming. In this study, the present situation of the English language learning and its proficiency is observed. This study is important because it attempts to figure out any technical difficulties present in the path of earning English language knowledge in the Alia Madrasah education.

1.4 Objectives of the Study

The specific objectives of this study are:

- Explore the current scenario of English education in Alia Madrasah in three types of region of Bangladesh.
- Explore the problems Alia Madrasah students face in learning English language compared to the students of other branches and medium of education in our country.
- Explore the positive approach of the Government of Bangladesh and private sector for the development of the English education of Alia Madrasah.
- Explore the perceptions of the teachers and students of Alia Madrasah relating English language learning and teaching.

To accomplish these objectives 51 students and 6 Teachers from 3 different Alia Madrasahs are interviewed and placed in a discussion to observe and understand the situation. All these three madrasahs are not from same place rather they have been selected from different region and level of standard so as to explore the perfect scenario of English education of upper, lower and medium standard madrasah of our country.

1.5 Central Research Questions:

Central research questions of this study are:

- What is the current picture of English education in Alia Madrasahs of Bangladesh?
- What are the problems that Alia Madrasah students face compared to others?
- What are the good initiatives by government and private sector for English education?
- What are the views of teachers and students of Alia Madrasah towards English education?

Chapter 2:

Literature Review

2.1 Overview

The following section outlines the literature reviewed for this study. I have collected numerous literatures from online scholarly sources as well as newspaper. Hence, to build an overall understanding about the origin of Alia Madrasah, different kinds of historical books has been studied. Moreover, various reports, journals and articles related to the evolution, education and present scenario prevailing in the Alia Madrasahs of Bangladesh, published by renowned organization are collected and studied. Special attention was provided in studying and analyzing the relevant topic from those literature materials. In fact, articles published in various newspapers of Bangladesh were collected and studied, which were essential. Besides, websites of different institutions and knowledge sharing was covered during this literature review. Overall, with the combination of all these literatures, an idea about the relationship between English language and Alia Madrasah students was plotted. The main limitation while reviewing the literature is the lack related contents or books. Due to scarcity of large number of relevant articles amid the present condition of English language learning in Alia Madrasah in Bangladesh, I was able to cover this much and have reviewed it in this section.

2.2 Literature Review and Theoretical Orientation

Alia Madrasah is one of the oldest forms of Islamic education providing institution in the sub-continent. Millions of Muslims over the decade have been taking education from this form of institution. Basically, teaching Islamic culture with Arabic language was the prime objective of madrasah. However, due to global competition and transformation, the importance of English

language has risen high in madrasah. In fact, the birth of Alia Madrasah was in the hands of the British Empire prior to the request from numerous Bengali Muslim scholars in order to survive in global competition. Evolution of English language has allowed Muslim scholars to be universal and had enhanced their communication. Though English language is an inseparable element in Madrasah education, there are some technical obstacles too in achieving standard proficiency in English language.

Renowned Islamic scholar and historian Sattar (2004) wrote in his book that, in 1757 after the change of hand of authority between the Bengali kings and the British Empire, the education system of those areas dropped into crisis. Cultural, Islamic and linguistic education was threatened due to the instructions of the British Empire. Due to sentimental issues, Muslims reserved themselves away from English language and modern schooling. Eventually, Muslims failed to cope up with the dramatic change in the society and finally lacked behind. In case of occupation, business, policymaking, economics, advanced schooling etc. Muslims lacked behind. Situation turned out to be too worst that, some Muslim scholars from Kolkata urged help from the Ruler of Bengal of that time, Lord Warren Hastings, to open such an educational institution where Muslims and their children can educate themselves with Islamic and modern knowledge. Eventually, the first Alia Madrasah was established in this sub-continent in 1780 by the British Regime.

In Bangladesh, madrasahs originally began with the landing of Muslim Sufis and Saints who came to preach Islam. At first, Madrasah began as a Khanqa (a spot for profound love) and after that Maktab (a spot for showing fundamental Quran recitation and Islamic customs). Afterward, the Madrasah (a spot for Islamic philosophical instruction) came into being, where complete Islamic subjects were educated. Thus, Ikhtiaruddin Mohammad Bin Bakhatiar Khilji,

the first Muslim ruler of Bengal touched base in 1206. Amid his standard, he set up substantial quantities of Maktabas and redesigned a decent number of effectively assembled Maktabas. Around mid-thirteenth century, a holy person and extraordinary researcher, Sheik Sharf Uddin Abu Tawarna, came to lecture Islam and build up the primary conventional Madrasah in Bengal, which later took the state of a college in a zone known as Mograpara, in Sonargaon close Dhaka. The understudies of this organization dispersed all around the sub-mainland and set up numerous Madrasahs.

In the Indian sub-continent, the Muslim leaders of the thirteenth to nineteenth century were additionally keen on Madrasahs. It is because they wanted to plan effective labor, with great information of Arabic and Persian, to run the official work of the state. Back then, the Muslim rulers normally assembled Mosques for performing supplication. Nearby them, they constructed Maktabas or Madrasahs for showing religion and science. They trusted that it was a religious obligation just as a social and magnanimous administration for the network to do as such.

Madrasah instruction was the main institutional training framework during the rule of the Muslims (1201-1857) in Bangladesh. The British rulers disposed of this framework after they involved the Indian sub-mainland in 1793. They built up countless schools, in which English was regularly the vehicle of guidance for showing such subjects as science and arithmetic. Thus, the quantity of Madrasahs was steadily diminished. Some private and some mosque-based Madrasahs endure. It is observed that from the beginning of the history of madrasah, there was an influence of British behind the creation and introduction of English language in Alia Madrasah. Though the uses of English language in those days were not as abundant as nowadays, but the seed of English education as a language was planted in 1780s. Under the order

of Lord William Bentinck, Former Governor-General of India, academic English class was introduced in Alia Madrasah in a purpose to raise the use and dependency upon English language. In fact, it can be also said that, despite the ill political reason of introducing English language in Alia Madrasahs by the British, the present consequence is considered positive. It is because this evolution has provided more access to the Muslim scholars to globalize themselves.

However at that time, English education was not given importance as it was thought to carry an anti-Islamic ideology along with high economic contribution for learning. It is found that until 1851, only 1787 students attained proper education in English Language. The Muslims had an outlook of disbelief for the British due to political reasons. They believed that learning English language would hamper the true essence of Islam and would subordinate their cultural heritage too. In fact, a portion of the Muslims opposed learning English language. Even today, despite various reformations in the Alia Madrasah education system, some of the Muslim scholars still find learning English language as anti-Islamic. This is an irony for current times because, by having strong proficiency in English language, Muslims can connect internationally and can enrich their space of preaching Islam also. Due to this philosophical perceptions Muslim were not satisfactorily proficient in English language then compared to now.

The expansion of teaching and learning English language increased, and in 1829, Governor General of Education Council, East India declared that as long as English language is not set as the official language, its popularity would not increase. This created a historic change in the exploration of English language. He further added that if practicing English language is not given importance, then it would be considered as an act of disrespect towards the intellectuals. He declared that after three years, the use of English language in office or court room will be finally established. This act gradually inspired Muslims to learn using English as a

second language. Fear of loss both socially and economically made the Muslims to accept learning English and use it for their advancement.

However, the irony is, though a portion of the Muslims engaged themselves in acquiring knowledge of English language but the concerned scholars of Alia Madrasah were not as interested due to dissimilar ethical views. This is the cause that the condition of the English department in Alia Madrasah remained sub-standard. Muslims who were interested in gathering English language schooling shifted their children from Alia Madrasah to other English schools. This resulted a crisis of initiative to boost up the standard of English language in Alia Madrasah. Moreover, it is said that negligence towards English language kept students of Alia Madrasah fifty years behind from others at that specific time period.

Alia Madrasah has five phases of scholarly methodology, which are: Ebtidai (Primary level), Dakhil (SSC level), Alim (HSC level), Fazil (Bachelor level) and Kamil (Masters level). In a universal report Abdalla (2004), pointed this five phases of the Alia Madrasah and criteria it is required to meet so as to build up as an Alia Madrasah is discussed. In this report he mentioned that, Alia Madrasahs offer education relevant to both religious preparation and present-day general guidance. The establishment of these Madrasahs, the course of action of teachers, and the instructive modules all seek after government rules as told by the Madrasah Education Board. The board underwrites instructive projects for all Madrasah levels from Ebtidai to Kamil. The creator in the report additionally talked about the five phases of scholastic grounds. The extremely essential scholarly stage is the Ebtidai. Ebtidai is a five-year basic measurement guidance in the madrasah system that parallels general education. The assembly sees Alia Madrasahs if they meet express conditions. For Ebtidai Madrasahs comparable to essential dimension tutoring, the necessities for affirmation and sponsorship are:

- The madrasah must be situated on a great deal no littler than one section of land,
- a structure with something like five rooms, an administration panel, no less than 250 understudies, adequate school furniture,
- 1,000 books identified with Ebtidai training, a fifth grade understudies must show up at the in-school fifth grade examination,
- the Madrasah must have no less than four staff individuals:
- One educator from madrasah instruction with no less than an Alim (proportional to HSC) degree,
- One instructor from general training with somewhere around a Higher Secondary School Certificate (HSC.),
- One educator who is a Qari' (Quran reciter) and One director with no less than a Fazil (graduation) degree.

Then again, Dakhil period of Alia Madrasah is comparable to SSC level. This period of preparing is isolated into two segments:

- Dakhil classes six to eight, and after that
- Dakhil classes nine and ten.

Around the completion of this stage, an open examination is held under the sponsorship of the Bangladesh Madrasah Education Board. The Board gifts supports to the successful hopefuls. The council sees the Dakhil confirmation as indistinguishable to the general preparing Secondary School Certificate (SSC). At present 6,574 madrasahs are advancing this component of instruction. There are four Dakhil Madrasah instructive modules groupings which are:

General Group:

The accentuation is on subjects, for instance, tongues (Bengali, English, Arabic), religion, arithmetic and sociology etc.

Science Group:

The accentuation is also on tongues (Bengali, English, Arabic), religious examinations with science subjects like math and material science, science and science and so on.

Muzabbid Group:

The accentuation is basically on the strategies of Quran recitation and perusing, religious examinations and other general subjects like Bengali, English, Hadith, Fiqh and so forth.

Hifzul Quran Group:

The consideration is on Quran recognition and Quranic sciences, despite various religious examinations and Arabic.

Also, Alim course of Alia Madrasah coaching is two years. Around the completion of this component of study, an open examination (Alim Examination) is held under the sponsorship of the Bangladesh Madrasah Education Board. The Alim course is equivalent to the Higher Secondary School Certificate (HSC). Those with an Alim confirmation may apply to any school inside two years of obtaining the underwriting. Like the Dakhil system, the Alim structure has three social events: General Group, Science Group, and Muzabbid– e-Mahir Group.

Also, Fazil is a four-year post-auxiliary dimension or phase of Alia Madrasah instruction. Understudies at this dimension think about English dialects, religion, rationale, history, and theory. Religious investigations, dialects, and a couple of related sociologies are the standard accentuations at the Fazil level. Alumni of this dimension must go to in national Fazil examination, under the Islamic Arabic University (IAU). The administration has perceived the Fazil degree as equal to a college's Bachelor of Arts degree (B.A.).

At long last, Kamil is the largest amount or phase of Madrasah training. Without English subject it comprises of two years of religious and Arabic language think about in four gatherings: Hadith, Tafsir, Arabic, and Fiqh. Graduates with a Kamil degree must pass the national Kamil examination under the Islamic Arabic University (IAU). Similar to the Fazil degree, the legislature has remembered it as equal to a college's Masters of Arts degree (M.A.).

In the report, the author has tried to give a view about the managerial and academic infrastructure of the Alia Madrasah education system. From the report, it is observed that English as a subject is given preference mostly in the preliminary stage and as the rank goes high, due to advanced level of education on specific topics, the focus on learning English as a language is reduced. The practice of English language is not kept disconnected at every stage of Alia Madrasah education except Kamil class.

Studying about the academic curriculum of Alia Madrasah from another article written by Islam (2012); it is observed that, syllabus or curriculum of Alia Madrasah on papers is arranged with decent modernity and demand. Contrasting with the present prospectus (2012) of the Alia Madrasah, in essential one and two, 300 marks are designated for Arabic and 200 for Bengali and Mathematics. In essential three and four, 300 marks are for Religious Studies and 500 for General Studies. From essential five to auxiliary three, each class has 400 marks for religious investigations and in essential five just, 500 marks for general examinations. In different classes 600 marks are assigned for general training. At the Dakhil (SSC) level, that is auxiliary four, there are 500 marks for religious examinations and 500 for general instruction. At this dimension if an understudy have four alternatives to take: Dakhil General, Dakhil Science, Dakhil Mujabbid and Dakhil Hifzul. In the event that an understudy needs to think about science, he needs to take science and material science rather than Islamic history and sociology. There are likewise 100 marks for extra investigations (fourth subject) which incorporate agribusiness, science and higher arithmetic.

The subjects of religious instruction in Alia Madrasahs are Quran, Hadith, Arabic writing, Fiqh, and so forth. The general training subjects incorporate Bengali, English, Mathematics, Social Science, General Science, Islamic History, Geography, Physics, Chemistry,

Biology, Higher Mathematics and Agricultural Science. At the Alim (HSC) level, proportional to higher auxiliary instruction, of the 1000 obligatory marks, 700 marks is designated for religious investigations and 300 marks for general training which incorporates Bengali, English, and so forth. At the Fazil level, comparable to Bachelor's Degree, of the 1100 marks, 600 marks is distributed to religious investigations, 200 marks for Bengali and English and the staying 300 marks for any one subject browsed Economics, Political Science, Islamic History, Philosophy, English, Sociology or Social Welfare. At that point at the Kamil level, the conveyance of the 1000 assigned marks is with the end goal that 800 marks are for religion-related subjects and 200 marks for Islamic History. Fazil (undergrad) and Kamil (post-graduate) are the last two dimensions of Alia stream of instruction. The Fazil course incorporates both 3-year Honor's and 2-year Pass courses. For Pass course understudies, Kamil goes on for a long time, while for Honors, it is one year. That implies, the structure of general alumni contemplates in Bangladesh, regarding 4 years Honors, and 1-year Masters, is yet to be presented in Alia Madrasah training in the nation. There are 1,000 Fazil Madrasahs and 141 Kamil Madrasahs in Bangladesh. Among the Kamil Madrasahs, three are totally state-claimed.

The educational programs of various strata of Alia framework are basically the image given on paper. In reality, the vast majority of the general courses are not advertised. For instance, Higher Mathematics at the Dakhil and Alim levels is scarcely offered in many madrasahs. Additionally, Economics, Political Science and Sociology are likewise not offered at the Fazil level.

Reviewing the article of Abedin (2018) it is found that, a large number of people believe that they will be rewarded by the grace of Allah, if they send their sons and daughters to madrasah to gain Islamic knowledge. Moreover, people from this group believe that English

language schooling is useless and turns people away from religious beliefs of Islam. Additionally, they believe that learning English as a language will make their children disobedient. This kind of belief and perception is dangerous for the development of proficiency in English language for Madrasah students in our country.

These misconceptions of society affect the career path of large number of students as they are limited to religion-based occupations. However, in the global competition they had to compete with the students of the general education also. Though Alia Madrasah schooling is known as a mixture of religious and general education, which provides both religion-based and general career opportunities. However, the priority given in general schooling is less than that of religious. In this article, it is also noted that according to different reports, around 75 percent madrasah students now remain unemployed in different forms as they have no opportunity to avail themselves of jobs based on their education and skills. When the statistics is analyzed it is observed that, until 1970s, there were an estimated 2,721 Alia Madrasahs in the country, as per Professor Abul Barokat, author of Political Economy of Madrasah Education in Bangladesh published in 2011. In 2008, the total number of Alia Madrasah in the country was 14,152 that imparted education to an estimated 4,580,082 students. However, there are presently 10,450 Alia Madrasahs in operation in our country where more than two million students are enrolled in different class from Ebtidai (primary) to Kamil (post graduate) level, according to Bangladesh Bureau of Educational Information and Statistics (BANBEIS), as of 2016. Of them, only three are government madrasahs. From this mathematical data, it is seen that a large number of students are lacking behind in English language proficiency and career also.

As indicated by an article of Chandan (2017), due to negligence in culturing English language, internet access through computers, a large number of students are lacking behind to

demonstrate them to be skillful. More or less the condition and culture of English language is responsible for this backwardness. Moreover, according to experts, lack of qualified teachers in madrasahs is also a prime reason behind student's basic English language knowledge is poor. This is considered as an alarming condition for the development of English language. Besides, Professor Siraj Uddin Ahmad, Principal of the Government Madrasah-E-Alia, states that, "Almost all the Alia Madrasahs of Bangladesh have a severe shortage of qualified teachers. We have 70 posts for secondary and higher secondary level teachers but we have only 31. Qualified teachers do not want to work at madrasahs as our society does not have a good impression of those who teach at madrasahs" (Chandan, 2017). This is due to the negative and underdeveloped situation prevailing in Alia Madrasahs. If the proficiency in English language is placed, it is for sure that the Alia Madrasah as an institution will reach a standard height as modern schooling.

Dr. Mohammad Kaykobad, eminent academic and Professor of CSE, BUET recommends that by following a couple of phases the condition of learning can be developed. Firstly, textbooks must be revised. Secondly, teachers training must be given high importance. He adds that "Teachers need to be trained not to teach but facilitate the students learning process" (Chandan, 2017). *He believes* that spreading necessary knowledge elements through the use of internet via YouTube can help students at distance accessible. This article fundamentally emphasizes on the improvement of academic knowledge acquisition. It is observed that if the fruitful ways are adopted the condition of proficiency in every subject including English will be developed. Other than the financing and accessibility of assets likewise results a decent instructive framework. If the financing is adequate, at that point great educator and learning materials will be orchestrated effectively for the advantages.

In the article “Experts for modernization of madrasah education” (The Independent, 2016), it is discussed that though the Alia Madrasah education system has been ‘modernized’ with its integration into the mainstream education, renowned educationists and analysts are of the opinion that it failed to achieve the desired goal of creating skilled human resources due to faulty and imprudent plans. Moreover, renowned educationalist Professor Emeritus Serajul Islam Chowdhury, Professor Syed Manzoorul Islam, Professor Abul Barakat and Dhaka Alia Madrasah Principal Professor Siraj Uddin Ahmad said- “students fail to learn properly neither science nor English or even Arabic as the so-called modernization of the Alia Madrasah schooling has largely failed to attract students and ease their study load in learning a different language like English” (The Independent, 2016). Besides, the educationists perceive that expansion of a madrasah education commission is imperative to bring the madrasah education under a sole platform with a holistic approach merging English and Arabic education. This will turn madrasahs into effective educational institutions to create knowledgeable and skilled human resources.

It is essential to introduce a real, unified education system merging the prevailing English language curriculum. Because to create a progressive change in the exploration and evolution of practicing English language culture, it is necessary to start working from the source level of the madrasah infrastructure. This will benefit to reach a standard in English language proficiency. This in bi-product would help to manage more jobs and earning capacities. It is vital because the present job situation for Alia Madrasah students is not up the mark. It is mentioned in the article that, according to the findings of a research on madrasah education, Dhaka University Professor Abul Barakat said “50 percent Alia Madrasah students opined that their education system is almost ineffective to get decent jobs while 70 percent said their textbooks should be modernized

further and 73 percent said their teachers are not well-trained” (The Independent, 2016). This statistic is a reflection about the progress of the students in Alia Madrasah. It is seen that the Alia Madrasah framework is clearly contributing emphatically to the general instruction framework since it consolidates religious and present day subjects. It does, however, experience the ill effects of the issues of neediness, defilement and political unsteadiness. In any case, it is progressively moving toward modernization. The promising development affirms that Madrasahs are on the correct way to contribute significantly more successfully to the general training framework. As per most Madrasah personals, both Madrasah staff and understudies, there was a solid conviction that Madrasahs produce residents who are proficient in both current and religious instruction. This blend was seen as positive and novel to Madrasah graduates.

In the present employment advertise, it is observable that the significance of English language both in composed and verbal is colossal. Jalal (2012) stated that, the unsuitable execution of understudies in language and proficiency are noticeable at all dimensions of our instruction framework, with its going with impacts on language ability. This adversely influences the potential for human advancement. Aside from numerous private and state funded colleges, unknown dialects can be educated from school level also. Worldwide aptitudes ought to be a noteworthy part in each youngster's school educational programs. Additionally, it is perfectly clear that Bangladesh is a long ways behind different nations on the unknown dialect issue. Our youngsters are at a developing inconvenience in the business advertise in light of the fact that learning of English language isn't sufficient. The exchange is significant on the grounds that to adapt up to the worldwide, English instructing and learning in Alia Madrasahs ought to be overhauled and created by universal standard.

In another article by Ahmad (2016), the impact of English in the field of communication and self-development is discussed. From the article it is learned that, English is recognized way for better instruction and work openings. English language assumes a significant job to mesh the world into a solitary string. English has a status of a second language in practically every one of the nations where it is not the primary language. To gain basic language for everyday communication is primary point of adapting any language. Thus, the present workforce is relied upon to be very equipped to constantly improve aptitudes and take part in deep rooted learning. Language is an aptitude, similar to some other expertise until and except if we practice the ability dominance is profoundly unthinkable. The point of learning a language is straightforwardly connected with the Listening, Speaking, Reading and Writing abilities that are to be created.

English has turned into a worldwide language, a language of present-day; science and advancements, a language of most recent sciences, similar to data innovation and space science, a language of every single focused examination be they the state level, national dimension or universal dimension. Regardless of whether we understand it or not we are currently living in the realm of data and communication innovation. In this computerized age, PCs can be seen populating all over the place. 80% of PC information are handled and put away in English scientists have discovered that five thousand papers the greater part of the papers distributed on the planet are distributed in English. Indeed, even in numerous nations where English is a minority language there is still no less than one paper in English. It has turned into the language of worldwide issues and universal communication. It has turned into a language of international business and exchange, a language of status and image. English is window to world.

Moreover, looking at the article of Reddy (2016) a detailed discussion is found. The author in his writing discusses about the importance of learning English and why English as

language must be given a high importance. English assumes an imperative job in our regular existence; there is great utility of English in present day world. In this way, the utilization of English ought to be proceeded with other local dialects. It is no exception in case of education, it is essential for advanced education and specific preparing. The vast majority of the books regarding any matters are written in English or immediately interpreted in English. English is the vehicle of guidance in Education in most colleges and advanced education organizations of the world.

Individuals who travel to another country for work additionally need to know English. English is requirement for an assortment of employments as like air entertainer, pilot, travel direct, media chief and so forth. Moreover, in the sector of Information, in this day and age of data superhighway, English is fundamental for getting simple access to any data. Practically any data is accessible is English. English is the language of data innovation and web. Even for media and entertainment, English is essential. Satellite stations around the world broadcast news and perspectives in English. Amusements and sports are broadcast live and their editorials are moreover communicated in English. Films, kid's shows and other media creations are accessible in English. English language is generally utilized in authority interchanges: The nullification of English will unfavorably influence the workplace work. Most office-goers know English, however a large number of them don't know other dialects other than their native language or local language.

Besides, the proficiency in the four skills of English which are speaking, reading, writing and reading. Without the incorporation between these four abilities, English will be incomplete. In Sadiku's (2015) article, the importance and the necessity of attaining expertise in the four skills of English are known. Any language is troublesome and straightforward. Language fills a

few needs. Nonattendance of language is straightforward absence of Communication. The reason that language serves is gigantic. Recognized as the need of extraordinary significance, the four necessities in language or for the most part known as the four aptitudes Reading, making, tuning in and talking accept an essential occupation in any language learning mission. The four capacities are the peaks of language which will take you to progressively significant statures. They are free yet bound together with an unclear bond.

Acquiring fluency and being able to use the four abilities of English are of high significance. Perusing or reading is a fun-approach to learning. We peruse or see limitless statements and axioms on perusing. It is genuine in fact perusing brings learning. Through understanding, we become familiar with a stack and it's the chief exceptional language ability. Yet, the truth of building a perusing propensity or being brilliant at is the inquiry here. For the time being, children, adolescents and adults read less. It is a broadly known unquestionable actuality that when there was no TVs or computers or various sorts of beguilement, perusing was an essential hobby for leisure in the past. Individuals would spend hours reading books and travelling to different places and enjoy the scenery, appreciating successful minutes and live history-in their psyche. The catastrophe is that, with time, individuals have lost their ability and energy to peruse. Reading as a habit and hobby has declined in current times among students and even adults. There are a few diverse energizing and exciting decisions out there, beside books. Also, that could be a disgrace since perusing offers a beneficial way to deal with up language-vocabulary and word control for instance, on the off chance that vocabulary information is high, at that point the exactness power would rise; at that point it is conceivable to compose at more elevated amount with more words to settle on from; additionally, talking would be created through utilizing different words. Along these lines, the need to build up a propensity to peruse is

very imperative. The best and most straightforward methodology is be that as it may, to endeavor to read every day.

On the other hand, in case of writing, it is noted that this is one of the best skills to acquire and master. If the writing ability is developed in a higher sense, the possibility to explore and express various observations would be extended. A good writer is always ahead in expressing well. Every educational institution practices and teaches English writing skills. This is practiced from the initial stage of formal education up to the mid-level. Writing enables a person to brainstorm ideas, think creatively and construct words in order to arrange them in the required order as well as expressing the right information. This brainstorming helps to expand the boundary of one's ability to express more efficiently or dramatically. The trick is not to be worried about making entire sentences or passages rather characterizing a thought and writing a sentence. At that point the first draft is composed which is an assemble of irregular contemplations. This is the place words, structure, sentences and passages are formed. The third step is amendment. Update signifies "Seeing once more". Here, refining the thoughts and organizing writing is important. Re-examining comprises of three exercises: rewriting the work in progress, sharing the unfinished copy in a composition gathering/with anybody, and overhauling on the premises of input. It can include or substitute considerations and words. The equivalent should be possible with erasing and moving your words in the draft. Editing is the next important step. It is the where the sentence structure, paragraphs and other things are fixed and made error-free. Here, the tendency is to put a bit of composing into its last structure and calibrate work by concentrating on right accentuation, upper casing, syntax, use, and paragraphing. The objective here is to make the composing 'ideally decipherable'. The latter is distributing the last piece.

Listening is also one of the most important skills in English. A good listener not only listens to the speaker or speech but the point is to understand the words in details. In combination with the annotations of the speech, listening correctly and responding helps develop the English language. Listening is in case of proper dialogue communication. It is important to build up a distinct fascination for improving ourselves ears. The situation that we listen more than our ears and we tune in unquestionably more than the sound is valid. A listener demonstrates readiness and has a fitness to control the sound into words and their related sense. At that point, the great audience relates offered implications to different encounters and he imparts worry to the speaker. Scholastically, listening aptitudes assumes a crucial job in the educating learning cycle. A student adapts better when he can listen better. An instructor additionally needs a decent listening aptitude. The whole distance, listening ought to be upgraded in your life as to be a more noteworthy speaker. The disposition of the audience is another venturing stone to accomplish this aptitude. Also, Speaking is a skill. This aptitude is as significant as the others. When you have words perused, thoughts composed and contemplations heard, all you need is to express your talking expertise. Speaking has numerous covers open, well-disposed or scholastic settings are not many from the part. Every setting has a similar requirement for the aptitude. Insights uncover that when you talk, you use around five syllables for every second and there are in excess of forty diverse discourse sounds. In this way, every time you talk, your gathering of people must catch all the five syllables for each second out of the air, must perceive the forty sounds in them, must make an interpretation of the syllables into words lastly they should make an interpretation of the words into contemplations you got the chance to enable them to prevail with regards to doing as such.

Most importantly, in order to communicate with the global world, proficiency in the English language is essential. In the journal of Mahu (2012) it is discussed that, communicating in English is an imperative for one's profession. It is because English is a medium of language in workplaces in current times. A later improvement is the globalization of nations from less created nations, for example, China and Thailand, to English talking nations. These components make solid interest for English speakers – organizations need you and are eager to pay for them. It is observed that whatever is the profession it, learning English is very important and useful. Being proficient in English will open the doors of various attractive opportunities both in business and job life. Moreover, learning and speaking in English will help making more friends from the other parts of the world. This will boast the cultural transfer and help in economy also. Therefore, learning English is very essential irrespective of any gender or class.

It is a fact of fortune that currently, general form of education has been introduced in the madrasah schooling system. English as a vital subject is also taught as an obligatory subject. But the point is, due to an ancient cultural practice of negligence in the academic learning, English is not given a high significance. For example, a specific number is set as a pass number to transfer to the next level or class. But the fact is acquiring that minimum number to pass is not sufficient to gain a good proficiency in English language. In fact, it is observed that though a portion of the students succeeds to achieve a moderate writing skill in English, but they miserably fail to do the same for spoken. This is the scenario of majority of educational institutions in Bangladesh. Among them the condition of Alia Madrasah in this fact is more horrific.

In the article of Zamir (2009) it is discussed that, spoken English is not given the attention it deserves. Religious organizations like madrasahs, are for the most part non-excited about learning unknown dialects other than Arabic. English is pretty much unthinkable on

account of wrong meanings. To manage this circumstance, he likewise recommended that as like on account of Biology or Chemistry, a specific level of all out marks, state 25 percent in the English language paper ought to be designated for down to earth tests in the English language, where correspondence and verbalization aptitudes would be tried in the Secondary and Higher Secondary dimensions. I trust this training and framework can trigger the use of English talking in Alia Madrasahs. Along these lines' understudies will be increasingly cognizant and intrigued to figure out how to talk in English effectively and easily. The legislature ought to truly think about the ramifications of reasonable testing methodology and begin preparing educators who could along these lines put their own expertise to great use. We have to comprehend that talking worthy English is as significant as having the capacity to compose it accurately.

I believe every situation can be transformed and developed if the complications or the obstacles are identified and given cure. From the literatures I have studied, I have learned that English as an additional language is not given the dignity it has presently. Due to cultural, historical and technical difficulties English as a second language is kept aside. In fact, the condition of English language proficiency is emerging but the pace is unsatisfactory. If the monitoring and evaluation in upgrading the English language schooling system of Alia Madrasahs in Bangladesh are performed regularly preserving international standard, the catastrophe can be solved. Besides, the misconceptions carried for long years about the pessimism about learning English language must be corrected. Because optimistic approach among the guardians in the rural levels will assist encouraging the progress of English language proficiency of Alia Madrasahs in Bangladesh.

Chapter 3:

Methodology of the Study

3.1 Methodology

The objective of this study is to explore the picture of English language learning and teaching in Alia Madrasah of Bangladesh. In this section, a detailed discussion about the methods and activities executed during the performance will be explained. Activities like studying the literature review, data collection, participants and execution of data collection tools will be stated as per execution. This section will conclude with limitations and ethical issues that were considered during the formulation and execution of this research.

Depending on qualitative method of thesis writing, the methodology is also with optimum soundness of intercommunication among the concerned individuals, literature and an institution's administrative policy. The concerned individuals are the teachers and students of Alia Madrasah. Theoretical knowledge has been gathered from the mentioned documents in the literature review, government policies, academic curriculum, various manuals or annual report related to Alia Madrasah's etc.

3.2 Interview and Focus Group Discussion (FGD)

A list of questions is prepared for direct interview from the Alia Madrasahs and Focus Group Discussion (FGD) are designed to reach the objective of the thesis which is very much important and relevant for collecting data and come up to a conclusion of the study. In case of interviews, questions have been prepared for both the students and the teachers from different Alia Madrasahs of Bangladesh. In order to get an idea from the students of Alia Madrasah about the issue precisely, twenty (20) questions were placed divided into three sections named Part 1, 2 and 3, to collect information on relevant topic, student's socio and economic condition and

their own opinion or perspective. Each and every question comprises of a tick box, where yes, no and if options are placed to avoid limitation between positive and negative answers. Part 1 of the questionnaire were based on the personal questions which included students' academic stage, family, living condition etc. This part was inserted with an aim to understand the student's socio-economic condition, moreover to realize from what background and support they belong. Questions of the Part 2 were designed with the issue about their involvement with the madrasah and academic subjects. Various questions regarding their likings for a particular subject or institution, their problematic issues regarding Alia Madrasah, presence or absence of cultural club or their involvement within etc. were collected. This part is necessary to figure out the relation of the students with their institution. Their encouragement or discouragement regarding Madrasah is observed and collected through this questionnaire. Finally, Part 3 comprises of the core topic i.e. engagement of the students with the learning and practicing of English language in their institution. Part 3 was designed with the question about their liking and disliking in English language, perception towards leaning English language, way of view regarding involvement with the English language, their relationship with their institution's English teacher, the barriers they encounter in attaining sustainability in English language proficiency, presence or absence of English language club or their involvement within and any kind of advice or suggestions they possess in order to magnify the English language learning and teaching system to attain progressive growth. Considering all those facts and issues a set of question paper was developed in purpose to conduct interviews with the students of Alia Madrasahs.

Similarly, a set of twenty questions divided into three sections was developed in order to carry out interviews with the teacher of Alia Madrasahs. The first section named Part 1 generally focused on the personal, social and economic life of the subject. Various questions and

information such as teachers' work experience, their family, academic background and interest in teaching English was placed. Valuable information about the basic life, qualifications and viability of the teachers of Alia Madrasah were collected from this section of the questionnaire. Part 2 was designed about the information regarding the teacher's perception about the modern education system, their own advancement and involvement in the modern pace, their liking and disliking in the educational system of Alia Madrasah, their support in other cultural activities irrespective of any religious values traditionally maintained etc. This kind of inquiries is necessary in order to find out the issues that creates barriers between advanced and engaging education all around. Finally, Part 3 was organized with the questions on relevant issues i.e. engagement or present situation of English language in Alia Madrasahs of Bangladesh. Inquiries related to teachers' perception about the English language include point of view regarding engaging with English language and materials among the students', awareness about the importance of English language proficiency in present times for socio-economic growth, teacher's own confidence and qualification as a teacher of English, teacher's involvement was friendly or discouraging for the students, perception about the presence of absence of English language club etc. were comprised in this section. Actually, these questions are designed in such a way that the information collected can be judged and analyzed on the basis of subject's background and social involvement. Preparing questions for interviews for both the teachers and students were developed in such a way that, informants feel relax and engaging in answering the questions quiet comfortably. Any type of questions against the code of ethics was not added and special observation was made so that none of the informants are defamed.

On the other hand, a set of questions were developed for Focus Group Discussion (FGD), in order to understand deeply the issues about the relevant topic. Special care has been taken to

design the questions for FGD so that, the investigation of the thesis reaches core point, the feeling and perceptions of the participants are observed along with their opinions evolved within, identify the changes prescribed by the participants and in byproduct creating consciousness among the participants about the importance of English language development and practice in their respective organization. Inquiries related to the perspective about the importance of English for their career or preaching Islam or their objectives, ways to improve and simplify the learning and teaching of English language in their institution, things that can be introduced in order to magnify the use of English, materials essential for the readers of English language, practice of cultural or English language club for the enhancements of English speaking culture among the students and teachers of Alia Madrasah, technology essential for establishing the connection with English language and modern culture, any other suggestions or advice for the concerned authority or the government in order to accelerate the progress of the English language skills among the users of Alia Madrasah etc. Basically, questions for FGD is prepared for participant both students and teachers of Alia Madrasah.

3.3 Data Collection

In this stage, I have visited the selected three (3) Alia Madrasah named (pseudonym):

1. Talimpur Alia Madrasah, Dhaka
2. Dalimpur Alia Madrasah, Gazipur
3. Khalishpur Alia Madrasah, Norshindi

for gathering information and observation from respective teachers and students by interviews and FGD. At first, I went to a very renowned Alia Madrasah named Talimpur Alia Madrasah in Dhaka city which is one of the top Madrasahs of the country and consulted with the authority for approval. Then I have selected 15 students from different classes along with 2 teachers for

interviews. The Principal of the Madrasah was very friendly and helped me to select the participants who are capable for these interviews. After gathering all the participants, I made them understand what I wanted to do with them. I took their consent at first and all of them were agreed with me. Next, I talked about my questions and what kind of answers I wanted to know for this research. I made them clear that no harm will befall by participating this interview and they can opt out any time in any stage of this research if they don't feel any comfort here. After that I started to discuss with them and almost every student and teacher were frequently answering the questionnaires.

I went to them one by one and gave the sheet where they can write their answers of the questions which were given on that sheet. Then, I collected and stored those data so that I can use them for next phase of this research. They were all provided enough time to complete the task. After completing the interview, I selected another 15 students as well as 2 teachers for FGD who did not participate in that interview so that I can learn in-depth of their perception about my research topic. Discussion were held in such a friendly manner, that they can feel very easy and give the best answer which might be very helpful for my research. I finished all these sessions by giving thanks to them. I took down the main information in my diary and recorded some of the quotes which were important for this research.

Secondly, I went to a mid level Alia Madrasah named Dalimpur Alia Madrasah in a urban area of Gazipur district and collected data same way as I collected from the first one. The authority and interviewees were also friendly and helpful like previous madrasah and I had collected the data very smoothly within a short time. Finally, I had visited the last Madrasah in a rural area named; Khalishpur Alia Madrasah in Norshindi district where I followed the same process, but due to their examination process, I had to wait for the exam to finish and start my

data collection process. Like the other two madrasahs with the same process I had executed interviews and FGD in this Alia Madrasah. During each interviews and FGD, privacy was maintained. Consent was provided about the confidentiality about the information provided, anonymity of participants and ethical code of conduct in every stage.

3.4 Data Analysis and Presentation

Main data was collected through written question paper and kept along with it. Other important data was noted in the dairy. Finally a common theme related to the central research questions were searched and the data was grouped accordingly such as- challenges faced by the students of Alia Madrasah in attaining the proficiency in English language, funding in the sector of Alia Madrasahs of Bangladesh, area of likings and disliking's of the students in their respective organization, students view and perspective about learning and practicing English language, difficulties faced by the students of Alia Madrasah in learning grammar of speaking in English, necessity of cultural or English language debate club in order to enhance the progressive advancement in attaining English language proficiency. Data collected from the interviews and FGD both were used for statistical analysis and theoretical purposes. Analysis obtained is placed in the chapter 4 for clear presentation and understanding.

3.5 Participants and Study Area

Participants of both the interviews and Focus Group Discussion (FGD) are the students of three (3) Alia Madrasahs of Bangladesh. Among this three Madrasahs one is highly standard, second one is from mid level standard and the third one is a very normal type Madrasah from a small village.

The sample size for the study is developed based on the time, location, limitation and appropriate participants. From each Alia Madrasah 17 interviews are taken from which 15 are

students and 2 are teachers of that particular Alia Madrasah. In total from the three Alia Madrasah, total numbers of interviews are: 17×3 Alia Madrasah = 51 Key interviews.

Moreover, one Focus Group Discussion (FGD) form each Alia Madrasah is taken. The participants of Focus Group Discussion were unique from the participants performing interviews. In every FGD, total 17 people participated, among them 15 were student and 2 were the teachers of Alia Madrasah. In total from the three Alia Madrasah, total numbers of FGD are: 1×3 Alia Madrasah = 3 Focus Group Discussion (FGD).

Determination of work area is an important issue and to accomplish the work study is covered in Dhaka division of Bangladesh.

3.6 Ethical Issues

This study abides by the ethical regulations of BRAC University and as per the formal rules of thesis writing. During the process of writing the literature review, references and gratitude were provided accordingly. Informed consent forms were used during data collection which had provided the participant or informers to understand the main purpose of the study. Before executing any kind of data collection through interview or Focused Group Discussion, each and every potential participant were informed and guided about the perspective of the thesis. Written due consent were taken from every participant, that enables the participants to engage themselves in the inquiry process without any kind of hindrances, obligations or barriers. However, participant was allowed to discontinue his engagement in this data collection process as per his own choice. None of the participants selected by force, or any of his suggestion, feedback or answer was subject to forceful. Moreover, anonymity of the participants was ensured so that the participants feel secure and free to share his opinions. The questionnaire did not request any names or contact information. Only the participants who were happy and

interested to participate were engaged for the data collection process. In case of interview, participants were able to answer questions in a calm and quiet room, where surrounding disturbance and distractions were disallowed. During the FGD, participants were placed around a round table. No discrimination based on age, position or genders were allowed. Every participant was allowed sufficient time and advices regarding the relevant topic. Overall, data collected from both interview and FGD are preserved in the note pages I had taken myself and distributed among the participants. Consent has been provided to all the participants about the confidentiality of the information and identity. Regarding ethical issue and privacy matter name of all three Alia Madrasahs mentioned here are kept hidden and used pseudonym. Special guidance and care were taken in maintaining ethical codes in every stage of this study.

3.7 Limitations

This study requires more detailed analysis with more sources for collecting data and connecting with more individuals to get more relevant data. However, due to financial issues it was difficult for me to execute it in a greater proportion. Moreover, I had faced other difficulties such lack of availability of professional staff and their time etc.

Another important limitation of this research is to provide an overall insight about the condition of English language proficiency in the Alia Madrasahs of Bangladesh as I have only visit three Madrasahs.

Chapter 4:

Presentation, Analysis and Interpretation of Data Obtained

4.1 Number and Funding of Alia Madrasah

There are two kind of Alia Madrasah, one is public and the other one is private. From the study and literature review it is observed that the number of public madrasahs is only 3 (three) while the number of private madrasahs is 10,450, as per the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2016. In this case the situation concludes that, the number of public Alia Madrasah is very less than that of private madrasahs. On the other side the number of public or government school and college is very high. Almost in every Union there have a government primary school. At the same way almost in every district we will get a government Zila School. But even in every division of the country we do not have a single public Madrasah and it has been noticed in the discussion of the participant as matter of sorrow. In a result many undeveloped private madrasahs are mushrooming in every corner of the urban area and rural community as well.

The financial structure of Alia Madrasah is regulated by management committees consisting of Upazila Nirbahi Officer (UNO), who plays the role of president, backed up by an education officer, madrasah principal, teachers, guardians and locally influential people. The whole financial system is being monitored by the Education Ministry, education board and madrasah board. The executive committee approves expenses and local education regulatory office of the government. All transactions are operated by a bank. An Alia Madrasah gets funds

from the government's revenue and development budget. They also may get personal donations. Teachers, committee members and students help to collect these personal donations.²

From the above information, it is obtained that the number of public madrasahs is only 3 in entire Bangladesh, while the number of private Alia Madrasahs are 10,450. An observation also noticed that, the fund of the government allocation is very low in this sector. The fact is English, is a foreign language, so the nourishing and attaining proficiency in English language requires more fund and care. A teacher of Alia Madrasah opines that “fund has always been an issue for the private Madrasah in executing any particular innovative activities that enhances better learning opportunity.” Government funded Alia Madrasah might avail the opportunity to have excess in various opportunities, which enables their engagement with English language. But the private madrasah faces a difficulty in arranging various opportunities to heighten their ability to attain good English language proficiency due to shortage of fund. This is an issue should be solved. If the necessity is not covered, the accessibility to other supplementary things related to development will be hampered.

4.2 Favorite Subject of the Students of Alia Madrasah

Various subjects like Bangla, English, Arabic, Math, Geography, Computer etc. are taught in Alia Madrasahs. Though as per the general perception, it is assumed that Arabic would be one of the most likeable subjects among the students. However the fact is, though English is considered as a hard language among the students, yet they still like English more and see it as one of their favorite subjects. From the data obtained through FGD and interview from the respondents, it is observed that the passion and interest for English other than any other subject is relatively high. From students direct interview it is found that 75% of the students took English

²Why are madrasahs mushrooming? Dhaka Tribune; 26.02.2019

as their favorite subject instead of Arabic or other subjects. This is a positive and inspiring situation, which shows that, the students from the madrasah background have considered English as a medium or language, rather than deciding it as an act of unfaithful.

4.3 Challenges Faced by the Madrasah Students

One of the students of Alia Madrasah stated that he loved to hear people speaking nice English, he said, “I also try to speak like them”. English is an international language for the people of Bangladesh. Obtaining proficiency in the language is not easy. From general to madrasah education, and for all types of institutions, learning English as a language is often a tough target to achieve. In comparison to the other branches of the educational institutions, madrasah students face more difficulties in learning English language and applying them in their day to day life. It is because; students of the Alia Madrasah have to study another foreign language, Arabic. As Bangla is the mother tongue of the Bangladeshi people, so learning a single language is quite tough. For example, one student stated, “Learning two new language at a time creates confusion as well as concentration divided and distracted”. Most of the Alia Madrasah institution, as their syllabus and theme require learning Arabic. Therefore, English as subject is not given that importance. Though it is compulsory to learn, the purpose of teaching English in most of the Alia Madrasahs are kept limited to academic reasons only.

In fact, despite several obligations and limitations, it is observed that, students and teacher of Alia Madrasahs are very interested in learning English language, as they believe that acquiring knowledge of English language will raise them as more competitive in the global market. In the study, it is observed that, students of the Alia Madrasah possess some uncomfortable zones in the English subject. During data collection, when students were asked about encountered difficulties, students stated that- “we find difficulty in understanding in combining grammatical rules

altogether, rules are very confusing”. Majority of the students responded that, they feel difficult to understand the grammatical rules of English language. Moreover, in spite of memorizing or solving grammatical structures or problems, they are unable to keep in the track for long time. Numerous grammatical rules, exceptions and modifications are the main reasons for the students to face difficulties. Moreover, it is observed that, teacher of the Alia Madrasahs is not appropriately skilled and engaging. They are just limited in providing teaching in traditional manner. This is one of the big reasons for the continuation of this disliking towards grammar.

Besides, creative writing is one of the biggest parts of English language. Because it enables the learner to explore their own voice through pen, maintaining correct grammatical structure and vocabulary. Numerous numbers of students of Alia Madrasah find it difficult to execute a proper writing as per demand. This is due to their weak grammar knowledge and lack of vocabulary. Moreover, lack of practice and improper or unavailable of writing training is one of the reasons for the continuation of this weakness.

Besides, students also responded of having no difficulties regarding the use of English language. This is a very positive matter for the students of the Alia Madrasahs.

4.4 Students Perception about Academic English

Curiosity of learning English language is observed among the students of the Alia Madrasah. In spite of having many difficulties in exercising with this language, they are fond of various branches of English as well.

From the study it is found that a majority number of students are interested in grammar. This is because of the encouragement they acquire through exercising English language successfully. Besides, the zeal to learn this language keeps them inspired and maintains the love for this part of English. Moreover, most of the students of Alia Madrasah believe that grammar

is the only part thorough which maximum proficiency in English language shall be obtained. They tend to skip the other sides while focusing more in this grammar section.

Less but an addressable portion of the students from the Alia Madrasah finds it lovable or exciting in speaking English. It is observed that, among all other branches, student feels good to communicate or somewhat speak in English. As English is a global language, so they tend to understand the importance of being proficient at that. This enables their desire to think on the bigger picture. Numerous numbers of the students of Alia Madrasah strongly believes that, through English speaking they can boast up Islamic preaching as well as defend illogical stereotypes concept.

Besides, interest in reading and writing in English language is less. English writing requires to follow various grammatical structures, vocabulary and correct spelling. As the student of Alia Madrasah are not well trained in the grammar section, that's why they never feel encouraged to practice writing in English. Due to academic reasons, they tend to memorize any kind of articles, letters, composition etc. This results in the Alia Madrasah students to lack behind in writing. Moreover, due to this kind of grammatical and vocabulary shortcomings they keep themselves away from reading any other literature articles or news except academic materials. This limits the knowledge of reading, which results in the discouragement towards writing. Many of the students responded that, reading English news or article is not interesting, because most of the words are unknown. Due to not knowing these English words, they cannot assume about the context of the text.

A good portion of the students of Alia Madrasah responded that, they face no difficulties in culturing English language. The reason may be, there are very limited in exercising the academic materials and are responded fustily over there. Most of the students avoid reading

English articles, magazines and other novels or stories. So, in Alia Madrasah, students are just memorizing the writings or the grammar, then placing it directly in the exam hall. This kind of act gives them a temporary relief or rescue from a difficult situation. But in the long run, students of Alia Madrasah fail to keep in touch with English. Therefore, though some students find it easy with the language, but the fact is they have limited their boundaries. This is one of the big reasons of the backwardness of the students of Alia Madrasah in English language than the other branches of general education.

4.5 Acceptance of English Teacher in Alia Madrasah

Students of the Alia Madrasah have to learn Arabic as a foreign language. As Bangla is the mother tongue of the people of Bangladesh, so attaining true proficiency in a foreign language is difficult. Moreover, they had to study English language also. Therefore, it is very necessary that the teachers are more friendly and technical in teaching this foreign language. From the discussion with the respondents, it is observed that, large number of students responded that their teacher teaches them English well. Though from the study it is found that, students lack behind in grammar and creative writing skills. Students also mentioned that; teacher of the Alia Madrasah are helpful with them in case of learning English. On the other hand, one-fourth portion of the students denied of this fact. It must be noted; it is very important for a teacher of Alia Madrasah to teach well and technically. There are many short cut ways and interesting way to teach English grammar and encourage creative writing. If both the cases are practiced well by the teacher, then it is easily possible to provide the students of Alia Madrasah a better English knowledge.

Moreover, in order to be engaging and effective with the students, it is must to be friendly and compassionate in nature. Because the traditional barrier set by the teacher against the students

is not an effective thing to exist. Though nowadays this tradition has been washed out in the other branches of education, but in case of madrasah the view is different. From the study it is found that teacher of Alia Madrasah is not that friendly. From the study it is observed that, half of the teachers of Alia Madrasah are not friendly or engaging. This is a very critical problem for the development of the English language proficiency of the students of Alia Madrasah in Bangladesh. Because if the teachers are not engaging and helpful or rough, students in normal lose the interest to be curious and ask questions or perform inquiries. This is noted as one of the problems in the path of English language proficiency of Alia Madrasah.

In fact, from study it is also found that, the teacher of Alia Madrasah performs the practice of punishment towards the students. This is a very bad practice, as it creates a big difference between them. This results in bad communication and loss of interest in study and curiosity issues. Moreover, as English is a language hard to attain proficiency for the madrasah students. This kind of punishing activities discourages the students to seek for extensive help. Therefore, they choose to memorize materials in order to cover the academic purposes. If this situation prevails, it is hard to reach a satisfactory level proficiency in English language.

4.6 English Language Club and Cultural Activities

Activities like debate, poem recitation or literature exercise is necessary for the development of advanced proficiency in English language. Most of the institution from the general education performs this type of task. Alia Madrasah from this fact is no exception. It is observed that, there are English language club in some of the Alia Madrasahs. But the practice or the operation of this club is not satisfactory. From the performed interview and group discussion with the respondents, it is noticed that very small percentage of the students of Alia Madrasahs positively responded of having an English club at their institution. It is very necessary to

systematically manage an English club as well as establishing, if not available. As there are many reasons why English clubs can help learners of all ages and levels improve their English. The most important reason is that they offer learners a chance to practice English by actually speaking it. There are other advantages, too. English clubs are less formal than a classroom setting. Many learners find them more fun than usual English classes. They also let learners practice English in more real-life situations. This can increase a learner's desire to practice and learn on their own.

Besides, from the study it is learned that, though the practice of English language club prevails in some Alia Madrasah, but the proper operation is missing. As the club purposes to make English communication skills more developed and casual, activities like literature reading, reciting poems or article are necessary. In fact, other than debate competition, no other activities are generally noticed. One of the most effective ways to increase language skill is, quiz competition. These kinds of practice are also not found in Alia Madrasah.

4.7 Computer Laboratory with Internet Access

One of the students said, "We have computer in our institution, but that is only kept for official purpose rather than learning from it." In this stage of digitalization, every system and institutions are focused on establishing digital management. In Alia Madrasah also this is no exception. It is observed from the study that; few portions of Ali madrasah are covered in digitizing themselves. They have computer at their institution. But the portion or percentage is very low compared to other branches of education. From calculation it is only about 16%. That means around 84% of the Alia Madrasahs are out of the reach of computer. In fact, almost every Alia Madrasah has computer teacher. Learning English online enables one to examine English freely at one's very own pace. Despite how bustling our timetable is, one can pick the most

advantageous time and spot for English exercises. Additionally, learning English online enables one to take exercises at possess speed contingent upon one's fitness and accessibility. Beside all the above points of interest, there is adaptability in picking the best module and learning style that suits whether it is for business or individual reason. The Internet offers a wide range of substance that is effectively available readily available.

Since there are a great deal of accessible online English courses to look over, one isn't constrained to the learning of one instructor alone. One can gain from various online instructors and preparing modules from over the globe. Likewise, learning along these lines opens us to various English ideas that are connected in genuine business tasks. In this regard one picks up an assortment of thoughts and information that can't generally be gained from books. Also, it is extremely intriguing Learning English online enables one to examine English freely at one's very own pace. Despite how bustling our timetable is, one can pick the most advantageous time and spot for English exercises. Additionally, learning English online enables one to take exercises at possess speed contingent upon one's fitness and accessibility. Beside all the above points of interest, there is adaptability in picking the best module and learning style that suits whether it is for business or individual reason. The Internet offers a wide range of substance that is effectively available readily available. Since there are a great deal of accessible online English courses to look over, one isn't constrained to the learning of one instructor alone. One can gain from various online instructors and preparing modules from over the globe. Likewise, learning along these lines opens us to various English ideas that are connected in genuine business tasks. In this regard one picks up an assortment of thoughts and information that can't generally be gained from books. Also, it is extremely intriguing. This is unsatisfactory in case of keeping with the pace. As now the entire world is using computer and internet in order to manifest their purpose.

But the Alia Madrasah students are deprived from this opportunity. Moreover, it is observed that, none of the Alia Madrasahs have internet access in their institution's computer. This is not good for the development of English language proficiency also because; they are deprived from the numerous English articles, videos and news all over the world. If they were able to connect through internet and do activities that encourage English, their language proficiency would get improved.

As there is a great deal of accessible online English courses to look over, one isn't constrained to the learning of one instructor alone. One can gain from various online instructors and preparing modules from over the globe. Likewise, learning along these lines opens us to various English ideas that are connected in genuine business tasks. In this regard one picks up an assortment of thoughts and information that can't generally be gained from books. Also, it is extremely intriguing.

4.8 English Speaking Proficiency

“I love speaking in English, I want to speak like the people on TVs” – an Alia Madrasah student wished. It is observed from the focused group discussion that; students of the Alia Madrasah have responded that they can speak English well. This is a feedback from them according to their perception and ability. In fact, it should be noted that, most of the students of Alia Madrasah can communicate in English in basic level. Overall from the light of the entire study, it can be recommended that, if students of Alia Madrasah are trained well, because of their curiosity power, they shall communicate in English far better.

4.9 Positive Approach for Alia Madrasah

On 2018 Government of Bangladesh took initiative to develop the infrastructure of the existing Madrasahs. Under this project around 300 old madrasahs across the country received about BDT 3 core for building a 4 stored building. Every available modern facility including computer lab, English language club, multimedia classroom, access to internet, improved food and accommodation will contribute in improved English language teaching and learning. Most of the madrasahs are situated at the rural level to ensure maximum stability altogether.

Moreover, private initiatives are also observed in developing this particular educational system. Scholars, young aged and having bright academic performances has entered madrasahs with creative teaching policy. They are working to re-build this education system integrating modern methodologies, Islamic scripture and foreign languages. Noticeably, some of them are operating English medium madrasah having oxford curriculum. Example like Iman Academy, Tanjimul Ummah International Madrasah, Dhaka Cadet Madhaeah, Nibras International Madrasah etc.

Few but meritorious madrasah background students have also set good examples at the university level. In 2014 a madrasah student achieved highest score in the Dhaka university admission test under the department of English. Alike examples are also set at various departments or institutions. In fact, it is also observed that, most of this example creator is from the renowned madrasahs. Rural level madrasahs lack behind producing such meritorious, appreciable occasions.

Chapter 5:

Summary of Findings and Recommendations

5.1 Findings of the Study

Throughout the study various notes were collected and analyzed. On the basis of analysis and information the findings which were placed below-

- a) Traditional way of teaching English language is still followed in the Alia Madrasahs. Advanced digitalization, initiation of creative learning system and English communicative practices are absent if compared to the other mediums of education in schools and colleges.
- b) In spite of Spoken English keen interest in spoken English among the students of Alia Madrasahs, Spoken English course or practice during the class or any event is ignored. Bangla and Arabic language are given high importance while speaking in English is not provided with the same.
- c) Few Alia Madrasahs had computer lab at their institution but they either lack internet connections or the computer is not updated. Practices in globalizing with computer in the computer lab is ignored and not encouraged. Moreover, some Madrasahs has a single computer only to reply with Government rules and to execute their administrative works.

5.2 Recommendations

Throughout the study conducted, various kinds of problems held in the path of attaining good English language proficiency were observed. Those observations are placed above. In view from these observations, I have come across some recommendations, which are as follows:

a) Creative English language teaching system can be implemented in every Alia Madrasahs.

As students of Madrasahs have to learn two foreign languages i.e. English and Arabic at the same time, learning and acquiring proficiency in this becomes hard. It is because to be proficient and known with a language is to mean get accuracy and fluency in the components of a language, namely; grammar, vocabulary, phrasal verbs and diction. This is difficult to acquire, if the target is set for two languages. Moreover, as the mother tongue of almost all students of the Alia Madrasahs in Bangladesh is Bangla, so the acquisition in the understanding of knowledge in two other foreign languages at the same time is hard. So, the necessity of introducing and implementation of creative way to teaching foreign language is compulsory. In other words, creative, relevant and feasible ways to English language learning shall be introduced in Madrasahs. Activities like vocabulary games, sentence formation games, role play for spoken English, playing movies or documentaries in the class room etc. can be conducted to obtain a progressive result. Moreover, Government proposed any other creative methods can be followed to magnify the growth of good English language proficiency in the Alia Madrasahs.

b) English speaking should be made compulsory in the class, especially during the English class time. Students and the teachers should communicate each other in English during the class. Furthermore, lessons on basic communication English should be taught at the beginning before focusing on teaching traditional English lessons or any other grammatical rules. Because students when well learned about the basic communication English, can talk about a specific chapter or issue in English, which will indirectly help themselves to be more proficiency in this language. Besides, to accelerate their progress, reading opportunities must be ensured. Reading materials like books, magazine, articles

etc. in English language must be made available. Reading will help improve vocabulary knowledge and support good English speaking. The practice of broadcasting English AV documentaries inside the class room or any other compartment can be very useful in achieving this milestone. Moreover, if the practice of speaking in English at least for 1 hour every day can be established then learning English can be made more progressive and accurate.

- c) Computer with internet access for the students should be ensured in every Alia Madrasah. Free access to global information and English related education will help the students to improve their mind boundaries. There a various kind of articles and documents in the internet, which can be very useful for learning better English. In fact, the audio and video file available in the internet can help the students of Alia Madrasah improve English spoken and listening skills. This type of facility can be placed in the computer lab of the madrasah, where, with computer teachings students will get English knowledge also from various online sources. To ensure this, updated computer with good speed internet connections must be established. Moreover, students must be given free excess to search to documents, article or any materials related to learning of English language. Any type of barrier, limitation and bias should be avoided to keep lighten their curiosity towards exploring. Besides, social media engagement among the students of Alia Madrasah shall accelerate their involvement with the internet, which will also result in regular engagement and learning through this channel.

5.3 Conclusion

Learning English is essential for any individual irrespective of any gender, caste or religion. To keep in pace with the modern development, English, must be considered a language, which is an opportunity to open most possible doors. Students of Alia Madrasahs must be given the right, feasible and modern opportunity to learn English language. If the above-mentioned recommendations are followed, the condition of English language proficiency among the Alia Madrasah students can be obtained in a healthy form.

References:

- Abdalla, A. (2004). *Pre-primary and primary madrasah education in Bangladesh*. Basic Education and Policy Support Activity, United States Agency for International Development, Creative Associates International, Incorporated. Retrieved from <http://beps.net/publications/BangladeshMadrasahStudyFINAL.pdf>
- Abedin, M. J. (2018, May 11). Madrasa Education: Where Are We Heading Towards? *Daily Sun*, p. 5. Retrieved from <http://www.daily-sun.com/printversion/details/307916/2018/05/11/Madrasa-Education:-Where-Are-We-Heading-Towards>
- Ahmad, S. R. (2016). Importance of English communication skills. *International Journal of Applied Research*, 2(3), 478-480.
- Bangladesh Education Statistics (2016). Chapter Five. Madrasah Education. Bangladesh Bureau of Educational Information and Statistics (BANBEIS). Retrieved from http://lib.banbeis.gov.bd/BANBEIS_PDF/Bangladesh%20Education%20Statistics%202016.pdf
- Bangladesh Madrasah Education Board. Retrieved from <http://www.bmeb.gov.bd/>
- Bangladesh Madrasah Education Board (2019, February 24). Wikipedia, the free encyclopedia. Retrieved from https://en.wikipedia.org/wiki/Bangladesh_Madrasah_Education_Board
- Chandan, M. S. K. (2017, October 30). Alia Madrasa: an education system on its death bed. *The Daily Star*. Special Feature. Retrieved from <https://www.thedailystar.net/star-weekend/alia-madrasa-1482232>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

- Experts for modernization of madrasah education. (2016, September 11). *The Independent*. Metro. p. 3. Retrieved from <http://www.theindependentbd.com/printversion/details/59847>
- Govt. Madrasah-e-Alia, Dhaka (2019). Retrieved from <https://www.dhkgovmalia.edu.bd/>
- Islam, M.S. (2012). *Modernization of madrasah education in Bangladesh: a new approach for future development*. Retrieved from https://www.academia.edu/34074419/MODERNIZATION_OF_MADRASAH_EDUCATION_IN_BANGLADESH_A_NEW_APPROACH_FOR_FUTURE_DEVELOPMENT
- Jalal, (2012). *Need of learning unknown dialects*
- Mahu, D. P. (2012). Why Is Learning English So Beneficial Nowadays?. *International Journal of Communication Research*, 2(4), 374.
- Mamun, S., & Shaon, A.I. (2018, January 16). Why are madrasas mushrooming? *Dhaka Tribune*. Special Feature. Retrieved from <https://www.dhakatribune.com/opinion/special/2018/01/16/why-are-madrasas-mushrooming/>
- Reddy, M. S., Mahavidyalaya, P., & Hyderabad, K. (2016). Importance of English Language in today's world. *International Journal of Academic Research*, 3(4), 179-184.
- Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a Lesson hour. *European Journal of Language and Literature*, 1(1), 29-31. DOI: <http://dx.doi.org/10.26417/ejls.v1i1.p29-31>
- Sattar, A. (2004). *Alia Madrasah Itihash* (A History of Alia Madrasah, 2nd ed.). Dhaka. Islamic Foundation Bangladesh.
- Uddin, M. J. (2012, March 01). Necessity of learning foreign languages. *The Daily Star*.
- Zamir, M. (2009, July 24). Importance of learning English. *The Daily Star*. Retrieved from <https://www.thedailystar.net/news-detail-98419>