

# **Learners' Attitude Towards English Language Learning in the Bangladeshi Madrasa Context**

**By**

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**A thesis submitted to the department of BRAC Institute of Languages in  
partial fulfillment of the requirements of the degree of Master in TESOL**

**Department of BRAC Institution of Languages**

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**Declaration**

It is hereby declared that.

1. The thesis submitted is solely my own original work while completing my degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party.
3. The thesis does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## **Ethics Statement**

I declare that the thesis titled “Learners’ Attitude Towards English Language Learning in the Bangladeshi Madrasa Context” is submitted to the BRAC Institute of Languages (BIL), BRAC University, in partial fulfillment of the degree MA in TESOL. I want to add that no part of this dissertation has copied or plagiarized from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place(s). I understand that the program conferred on me may be canceled / withdrawn if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

## **Abstract**

In Bangladesh, the English language is considered a foreign language, and unofficially its usage is very elaborate in practice. However, Bangladesh is a monolingual country, and English has the second-language status in private offices, conversations, etc. So, learning English is very important for students in Bangladesh. Among the educational stream in Bangladesh, there are three major streams in Bangladesh, and the Madrasa stream is one of them and one of the most significant streams. According to some studies, English language proficiency among the Madrasa students is very weak compared to the other two streams of Bangladesh. Other streams follow and maintain much more advanced and suitable ways of teaching, while the Madrasa sector needs to improve their performance in teaching the English language. Improving and advancing teaching methods and techniques also affect learners' attitudes towards learning a particular language, especially in the context of the Bangladeshi English learning process. This paper analyses the Madrasa learners' attitude towards English language learning. Both qualitative and quantitative methods were conducted for data with 137 students and four English Teachers from two big cities, one town, one Upazila and one village. The findings were positive among students. They showed interest in learning English, but some behavior norms and facilities created problems for their better performance. It shows their positive and negative concern and other emotional sentiment connected with English learning. At the end of the paper, way of implications and some suggestions will be discussed.

**Keywords:** Alia Madrasa, Qawmi Madrasa, Anxiety, Attitude, Self- confidence.

## **Dedication**

I would not be able to come this further if these people would not help me through the ups and downs.

My mother, Ferdousy Patwary,

My husband, Dr. Kawshik Ahmed,

And

My best friend, Deppanita Kingshuk Reeti.

When everyone stopped believing in me after my motherhood, these three people never stopped their support, love, and encouragement. They shouted out in every success of my life and cried when I cried in my failures. I want to mention Dr. Faheem Hasan Shahed sir, Evita Amin ma'am, and Lady Syeda Sarwat Abed ma'am for their unstoppable support when I needed any guardian in Brac University. Thank you for everything you have all done for me.

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## Chapter 1

### Introduction

#### 1.1 Introduction

“An international language belongs to its users, not to the countries whose national languages have become internationalized” (Edge, 1993). With globalization, the position of English as a language has changed drastically; also, the number of L2 Speakers has increased so fast that all descriptions of English among languages need to be rewritten. English was taught and learned for several decades with the educated “native” speaker as a model (Nagaraj, 1996). According to Geetha Nagaraj, in 2000, the British Council published a detailed study of the English language in the world. She mentioned research data from Graddol (1997) that the English language holds the top position with usage. With the social and economic spheres, it is also changing faster than other languages such as German, Japanese, French, etc. (Nagaraj, 1996).

It has been found that today English is the world’s most widely studied foreign language. With the political, economic, and social changes, English gained importance around the 16th century. In Asia, Bangladesh is the youngest independent country. However, their development in using English is far better than in any developed country like China, Korea, and Japan over the years. As the native language is Bangla, and no states in this country have multilingualism, they do not need any second language. So, over the years, English has been used in Bangladesh as a foreign language instead of a second language, where its usage is more like a second language in this country. With the compatible globalization, this country’s people use English everywhere, like in official sectors, educational sectors, communications, etc. So day by day, learning English has become one of the essential parts of this country’s

people.

In the academic area of Bangladesh, the English language is very well treated in all streams of education type in Bangladesh. However, when it comes to the Madrasa stream, the acceptance of the English language still must face obstacles and clashes with superstition and orthodox opinions. As a result, the students often get brainwashed by the environment of the Madrasa, teachers, and family, and they also develop an anti-acceptance outlook on the English Language. Today, when the general stream educational sectors, students improve their English language and compete for race, on the other hand, Madrasa students need to catch up in the race for jobs, higher studies, and other essential sectors just because of the unimproved situation of the English language. It is crucial to analyze and work on the attitude towards the English language of learners and teachers of the Madrasa sectors and fix the problem. The truth is that society is also turning its eyes to this problem, and very few works and articles highlight this issue. This paper focuses on the learners' and teachers' attitudes towards the English language in the Madrasa stream. To find out where the problem lies and what could be the possible solution for this.

## **1.2 Overview of the Education system in Bangladesh**

There are three major parts of the education system in Bangladesh. As we already discussed, they are Bangla medium, English Medium, and Madrasa medium. In Bangla medium, they teach all general subjects like Bengali, English, Math, science, social science, and others. The teaching medium is Bengali in classes. Bengali medium gives equal importance and focuses on the English language. Students are motivated to learn English; the teachers favor teaching English. Another stream is English medium. The English medium sector follows two curricula in this country. British and Cambridge, some Schools follow the Canadian

curriculum as well. In English medium, they teach only subjects that follow their curriculum though they added Bengali subject as it is the national language. Their teaching medium is English. Students from both streams are very progressive in the English language. On the other hand, the Madrasa curriculum focuses on Islamic and Arabic subjects. In Alia Madrasa, they also, teach general subjects like Bangla medium. But in Qawmi madrasa, they do not follow the board curriculum and run an independent syllabus than the government curriculum. Right now, there are 1.5 million students in Qawmi Madrasa (Anam, 2011). In Alia Madrasa, there are 2 million students right now (Chandan, 2014). We can see a massive difference in the picture if we draw a general line between these three curriculum streams, especially in general and the Madrasa curricula.

If we first talk about the teacher quality in these three curricula, there is enough scope for teachers of Bangla and English Medium, and they can learn the teaching techniques and share their knowledge and learning with their students. They have training in teaching techniques and motivation and develop their teaching ability. There are teacher training institutes for government institutions as well as private institutions. Nowadays, most English Mediums require teachers with teaching-related masters like ELT (English Language Teaching) and TESOL (Teaching English to Speakers of Other Languages). Students of these two subjects already get their practical and subjective training in teaching the English language, handling students, classroom environment, and giving motivation to their students. Students from other subjects are also joining the TESOL program for better training in teaching. So, in general, the curriculum line the picture of orthodox teaching is changing extremely fast.

On the contrary, Madrasa teachers need to improve in the teaching area. Most need proper training or any good idea about education. There are many teaching methods, but they must

be aware of them. Most government Alia Madrasas lost their foundational spirit of producing human resources by providing unified education with religious knowledge (Chandan, 2014). Only some Madrasas are working on their teachers' training and Proper evaluation. A great deal of difference between the varsity admission test and the Bangladesh civil service exam always comes out in the test result.

Public universities conduct admission tests every year. The learners with 200 marks in the English subjects in their S.S.C. and H.S.C. board exams need eligible G.P.A. in their exams to appear in the university admission test. Students from Bangla medium mostly do great in their admission tests because of the priority and focus they give to Bangla and English because these two subjects are common for all unit exams. English medium students face fewer problems because they have excellent exposure to the English language. Though according to reports, a record number of Madrasa students is getting a chance in the sessions of 2017-2020 in Dhaka University (Shifat, 2021). The performance is high in B unit and English is one of the most demanding subjects in B unit. According to the report of The Daily Star and Daily Sun, Professor Mesbah Kamal from History Department of Dhaka University however gave a statement that, from the past few years among all examinees of Dhaka University admission test, about 60% students are from Madrasa background. The Madrasa students' getting chances in Dhaka University with an extremely poor level of English performance. However, the question is if they were that much poor in English as the general perception seems to be. So, a thorough research is needed to find out where the actual problem lies.

On the other hand, only Alia Madrasa students can participate in the varsity admission test because Qawmi Madrasa students must have English up to the H.S.C. level. So, students

from Qawmi Madrasa need to catch up with other curriculum students. However, the government issued a gadget in 2018 about giving Qawmi Madrasa's Dawray Hadi's equal status to Islamic Studies degree level honor. However, they need their S.S.C. and H.S.C. and graduate or post-graduate level certificates to sit civil exams ["Dawray Hadis: Sanad Ache Kintu Chakri Abedoner Odhikar Nei," 2021]. Qawmi Madrasa students are unhappy with this decision because this equality is unimportant for their careers. Alia madrasa students have sporadic English success because of their poor English. On the same note, Bangladesh public service Commission hires government officers yearly. Students must deposit their S.S.C. and H.S.C. certificates to apply for these exams (Golam, 2019). Qawmi Madrasa students miss this opportunity annually because they need these certificates. Students from Alia Madrasa lost the maximum fight to general curriculum students because of their better basic knowledge of English and other general subjects. Even the curriculum of English has significant differences between Alia and Qawmi Madrasa. For example, Qawmi Madrasa students fill in the gaps with word meanings and appropriate word sentence-making, which are ancient testing techniques not used in today's curriculum. In Alia Madrasa, they follow the general curriculum in their testing system, like filling in the gaps with and without clauses, suffixes, prefixes, narration, changing sentences, etc; (Golam, 2019).

The Bangladeshi education system already needs better planning and execution of proper teaching methods, materials, and curricula. Where general curricula like schools and colleges are trying to fit into the picture of globalization, the Madrasa sector is walking the opposite. The education system is not only the reason, but proper student counseling, motivation, teachers' method, training, and positive attitude are also the reason behind the downfall of the Madrasa sector regarding English learning.

### **1.3 Background History**

Bangladesh generally identifies as a Muslim-dominated country with an 89.1% Muslim majority. The second largest religious group is Hindu, with 10% of the population; the rest, 0.9%, is other religious groups. In Bangladesh, families who send their children to Madrasa want to educate them with Islamic principles and ideology. Teachers in Madrasas also enhance Islamic knowledge and education more than other subjects. So, students from Madrasa are trained with a different mindset and are more connected with Islamic education than general stream education. This paper aims to determine how optimistic the students are about accepting foreign languages for their future development. For further studies, we need to know the proper background of Madrasa education and the overview of Madrasa education in Bangladesh. Madrasa education started during the British ruling time in Indian Subcontinent. Though the Madrasa sector had to face various difficulties in present state in India, Pakistan, and Bangladesh, the Madrasa sector is improving day by day.

### **1.4 History of Madrasa in the Indian Subcontinent during the British Rule**

Madrasa derives from the word Dars meaning “to tell something” Or “to teach something.” So basically, Madrasa means “a place where something is taught” (Battacharya, 2006). The proper Madrasa is known to have existed in Iran in the tenth century, and gradually it spread throughout the whole Muslim world. Though Madrasa education initially focused on the Quran and Arabic language, it gradually expanded its subjects to Philosophy, governance, administration, etc (Emdad,2009). Madrasa education started during British rule in the Bangla 1800 century. Today Bangladesh was not born yet at that time. So West Bengal and

East Bengal were united, and In Kolkata, the journey of Madrasa started at first. According to a document by Mr. Charles Grant, the people of the Indian subcontinental are primarily uneducated and uncivilized, and to change them into a civilized nation, he offered to educate them with Western education. He said more, with Western education, Hindu people will benefit more than Muslims. Education must start with the religious sector and stop polygamy worshipping among Hindus (Sattar, 2004). After passing the law, Raja Ram Mohan Ray, the famous Hindu scholar, founded Anglo Indian college. There, they taught English according to the new educational law for the first time. After that, many academic institutions began to teach English. In 1823 with the governor's order, General Kolkata Hindu College and Alia Madrasa began to teach English. Enlisted English in Qawmi Madrasas was not possible at that time. In 1826 with the order of Lord William Bentinck to educate the Muslims in English, they opened an English class in the Alia Madrasa. This was an opening of English education for the then Indo-Bengal Muslims English education. Though this part of English teaching remained until 1851, in total, 1787 Muslim students got the chance to learn English, but it was unsuccessful among the students. "Muslim students never felt any attraction or interest towards English" (Sattar, 2004).

According to Abdus Sattar (2004), there was always an unsung mental clash between Muslims and British people. Muslims did not trust the British and so to learning English as they thought learning English could destroy their conservative culture and belief. Mainly, this mindset has been the stereotype among Muslims, and still in this era, people who firmly believe in religious study and maintain the rules of Islam do not have a positive attitude towards English learning, and they pass this mindset to their family members or children who enrolled in Madrasa to get Islamic education. Though the scenario has changed drastically,



people are conscious about getting a quality education, and so are the students of Madrasa. So, a mixed learning attitude balances the Madrasa learning context in Bangladesh.

### **1.5 Overview of Madrasa Education in Bangladesh**

The first Madrasa of Bengal was established by Sharaf Uddin Abu Tawama, a great saint and scholar, in the middle of the thirteenth century at Mograpara in Sonargaon near Dhaka (Sazzad,2019). Nevertheless, it declined during British rule. Again, colonial power during the British government established the “Calcutta Madrasa” in 1780. Muslims, like other parts of the subcontinent, did not welcome British rule or the English language at that time. The central issue of disliking English started because of the British government in this subcontinent. The Muslim society wanted to run their education policy with Arabic and Percy languages.

Bangladesh is a young country. It gained its independence from Pakistan in 1971. The concept of Madrasa started in West Bengal when Bangladesh was part of Pakistan. It was known as Maqtab back then. In villages, Maqtab was quite common. Basically, in Mosque, the Imam used to teach Arabic through Quran and Ampara. There were no general subjects included back at that time. After independence, the government of Bangladesh started to run an individual stream of Madrasa education with the general stream. However, it was late because the Madrasa division needed to be more organized for a long time without proper guardians. There are two main divisions of Madrasa education in Bangladesh; “Alia Madrasa” and “Qawmi Madrasa.” Qawmi Madrasas are Islamic studies centered. Their central education focuses on Islamic philosophies and laws, studies of the hadith and Quran, translations, etc. On the other hand, according to Al Hasani, Alia Madrasa is a part of Kolkata Alia Madrasa. Their education system runs like the Alia Madrasa of Kolkata, though Alia

Madrassa in Bangladesh is supervised and controlled by the government of Bangladesh. (Al Hasani, 2017) Among these two divisions of Madrassa education, Qawmi Madrassa vehemently opposed teaching other general subjects like Bangla, English, science, etc. Their mindset is still carrying anti-Islamic ideas and prejudice against teaching English. Though they were very persistent about their opinion of not introducing any anti-Islamic subjects or not adding any general subjects under pressure from the government, they had to change its curriculum in 2006. They started to teach English in 2006 but only till class eight, which is Mutawassitah level in Qawmi Madrassa (Begum, 2017).

Al Hasani stated in his article that Qawmi Madrassa's curriculum has an inferior design and failed to provide standard quality education. Their curriculum and materials do not compete with the time and the modern world's needs. Qawmi Madrassa has a total of five levels known as "Ibtidiya (Primary), Mutawassitah(Secondary), Sanobiyah Uliya (Higher secondary), Fazilat(Graduate), and Tamil or Daurah(Postgraduate)" ( Al-Hasani, 2017). So, according to this chart, the Qawmi Madrassa students need to get basic English knowledge to the secondary level with inferior quality. They lag other steam students in the competition for the rest of their education journey.

Alia Madrasahs are quite different from every aspect of Qawmi Madrassa. Everything is different from stakeholders to the syllabus, curriculum, and materials. They have recently been running an English medium of Madrassa. However, our study focus is on students under Bangla medium Madrassa. Most of the Alia Madrasah are under government MPO. (Hasan, 2019). They are also controlled by MOE (Ministry of Education) and BMEB (Bangladesh Madrassa Education Board). About 60% of Alia Madrasah teaches general subjects and Islamic education up to the Alim level (Al Hasani, 2017). There are a total of five divisions of Alia

Madrassa- “Ibtedayee” (primary), “Dakhil” (middle or secondary), “Alim” (higher secondary), “Fazil” (Undergraduate), “Kamil” (postgraduate).

The syllabus of the “Dakhil” board exam changed long ago. The total marks in English in the board exam were 100 in the past. However, they then divided the first English or literature parts and the second paper into the grammatical part. Now the total consisted mark is 200 among the total marks of 1400. The first paper book from the education board of government was called “English for Today: for class 9-10,” and similarly, the EFT book of higher secondary from the government was taught at the Alim level too” (Ali, 2014) there are slight and tinny changes in EFT books designed for Madrassa than general steam EFT books. These books are designed by NCTB (National Curriculum and textbook board) (Ali, 2014).

## **1.6 Problem Statement**

To learn a new language, the learner needs to grow interest in the language. Also, apart from interest, they need to have a positive attitude towards understanding the language and enough motivation for their learning journey. The madrassa sector has been the most underprivileged educational sector till now. The major flaw in their education system is their English language learning environment, including a need for appropriate methods of classes, materials, expert teachers, and a positive learning environment for learners (Chandan, 2017). The teachers need to be open-minded all time towards English language learning culture.

Attitude in learning combines various characteristics like anxiety level, panic stress level, the effect of a positive learning environment, positive classroom environment, motivational factors, the role of learning materials, etc. Altogether, these things are responsible for growing positive or negative attitudes towards learning a language for a learner. The problem

is that the Madrasa sector is still now one of the most underprivileged sectors among other educational sectors. The attitude of learners towards learning English is also questionable in various aspects. Very few researchers have focused on the Madrasa learners' attitude towards learning a foreign language or English language. We need to take the initiative to measure their outlook and mindset towards their performance. So where should we work to improve their condition or their performance according to their attitude is still under water. Because their attitude has big impact on learning English language. So, finding out their positive or negative attitude is significant to improving the performance of the Madrasa sector to learn the English language, with the development of other related aspects to it.

### **1.7 Purpose of the Study**

Very few works have been done on learners' attitudes towards English language learning till now. Most works are curriculum-related about the Madrasa education system, but only a few researchers focus on learners' interest in learning English. Teachers' techniques and methods of teaching English in classrooms and their point of view about learners' attitudes towards learning English is also essential issue that should have brought to light through proper analysis and research in the Madrasa sector. This paper aims to work on the Madrasa learners' attitude towards learning English. Very few works have been done on learners' attitudes towards English language learning till now and the Madrasa teachers' opinion and teaching implications in the classroom. At the end of the research, we can find Madrasa students' views about learning a foreign language or English and their thoughts about the importance of learning English for their future. From the teachers' angle, we will know about the Madrasa teachers' understanding of their students' learning objectives and how important they think of learning English for their students.

## **1.8 Objective**

The objectives of this study were:

### **Primary Objectives**

1. To study the attitude of learners of Bangladeshi Madrasas towards English language learning.
2. To study the attitude of teachers of Bangladeshi Madrasas towards teaching and their students learning English language.

### **Secondary Objectives**

1. To explore the students' expectations about their needs and objectives of learning English.
2. To observe the teachers' understanding of the motivational factors of their students.

## **1.9 Research Questions**

1. What is the attitude of students of Bangladeshi Madrasas towards English language learning?
2. What is the attitude of teachers of Madrasas towards English language learning?
3. What are the madrasa students' learning objectives and needs for English language learning?
4. To what extent are the teachers aware of learners' motivational factors about the madrasa learners' language learning?

## **1.10 Significance of the Study**

Researchers are expanding their interest in learning and teaching in the language sector. They work on every issue from the primary to the tertiary sectors. Madrasa is the only stream that needs to be included in exploring problematic issues like the education system, teaching method, English language failure in this sector, and many improvement issues. Few papers related Madrasa students' learning attitude towards English and teachers' attitudes. This

paper's significant part is to bring an actual mindset of the learners and teachers towards English language learning. Also, it will shed light on the learning environment's role. So, if anyone who wants to explore the learners' and teachers' attitudes, thoughts, and family role-play of Madrasa students', can find help through this paper.

### **1.11 Limitations**

Conducting research in the Madrasa area has unlimited limitations, especially in the Bangladeshi religious society context. I choose underprivileged Madrasas from three different cities. Dhaka, Chittagong, and Chandpur. I faced a problem collecting data physically from Chittagong because it was inconvenient for me to go there without any support. So, one of the teachers of the selected Madrasa helped me to get the data collection done there. The second problem I faced was collecting data from women Madrasas because none of them were ready to let me in and talk with them because they thought I went there to get their inside pictures and I will write something wrong about them in any public place. It took a lot of work to convince them.

In the boys Madrasa, I faced a different problem. The entry of any woman was forbidden on their premises. I went to one Madrasa in Dhaka, but they did not let me in. I waited outside of Madrasa, and one of the teachers did the survey and collected them for me. My biggest challenge in Chandpur was that no Madrasas were ready to perform the interview or the survey. But I could find four Madrasa end the end. The most common scenario was that women were not allowed and were afraid to disclose their premises pictures and leak information about them. I could not do FGD properly, instead, I had to conduct a pair interview in Chittagong because some students did not come to the meeting when they said they would. I had to change my questions for the FGD interview because I did not get permission from most of the Madrasa. They did not agree with any detailed interview. So, in

the interview I got from Chittagong, I was informed that 5/6 students would join the FGD session, but only two of them came and it was more like pair interview session. So I had to perform FGD in one Madrasa and with those two from another one.

Another problem arose when I was performing the survey. Most needed help understanding the survey questions written in easy English. I had to translate all of them. Some of them needed help understanding the qualitative interview questions. As a female researcher, I was unacceptable to most principles or authorities. So, I faced obstacles during data collection and fieldwork not only as a researcher but also as a female. Gender issues were very prominent here. Overcoming these issues was tough, but we must focus on the problems and find the solution as researchers. Only then will we be able to run our research smoothly.

## Chapter 2

### Literature Review

#### 2.1 Literature Review Introduction

Only a few articles on the Madrasa sector are available, especially concerning learners' attitudes, interests, and motivation towards learning English, and learners' and learning environment. Madrasa teachers' related papers and works are also very few. There should be more research on this sector.

People do not work in the Madrasa sector much in Bangladesh because of the conservative structural thinking of Madrasas. Madrasas also restrain themselves from sharing their thoughts or opening them to others. Papers on their English state or related topics are available, but the learners' and teachers' attitudes related to work are very few in the Bangladeshi contexts. So, relating to the Madrasa learners' perspective and teachers' knowledge about attitude, motivation, and other factors is essential. Only some thesis papers were found where they focus partially on Madrasa students' perception of the English language.

In contrast, the full papers in Madrasa are about the educational systems and their holes. Some international articles also found where they worked on Asian Madrasa culture are cited here and in general ideas about Madrasa education. In the Bangladeshi context, researchers show little interest in exploring Madrasa education sites when this site needs more attention to improve. The literature review section focused on the main features related to a learners' attitude, which are their learning anxiety, motivational factors, environmental importance of the classroom, and materials. These features directly affect a learners' learning attitude towards a language.



## **.2.2 Attitude**

According to Brown (2000), attitudes are cognitive and affective, which means they are related to thoughts, feeling, and emotions. One's attitudes develop early in life and are influenced by many things like parents, family environment, peers, educational environment, and interaction with people with social and cultural differences. Therefore attitude "forms a part of one's perception of self, of others and the culture in which one is living" (Brown, 2000, # p180). According to Breer and Locke (1967, cited in Smith 1971), an individual has a wide variety of attitudes because of the various range of sources like family socialization, peer group influence, specific events in the individual's past, sources of anxiety, fundamental strivings, mechanism of defense, education, income, occupation, mass media, class affiliation, residence, religion, and a host of personal variables including intelligence, age, sex, interests, and aptitudes.

Students who come to get an education from Madrasa significantly affect their attitude, especially family. Most of their families come from a low-earning class background, and their socialization area is limited or has a limited circle. Most of their values, thinking, and lifestyle is religion-oriented. They have few positive ideas about foreign languages. To them, language is like a new culture. So, most of their thinking is like if their children learn a foreign language, they might learn something opposite to their religious values and virtues. So, they raise their children with an invisible restriction from foreign languages, especially English. This happens especially with Qawmi Madrasa students. Peers are also responsible for this.

According to Smith (1971), "An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner" (Oroujlou& Vahedi, n.d.). A foreign language can be learned by liking, and no one is born

with liking or disliking feelings about a foreign language. When students enter a classroom to learn a foreign language, their attitudes remain neutral about the language or positive until their attitudes about language and language learning get influenced by situational factors. Students interested in something other than school, learning, teachers, and homework will also dislike language classrooms. So, positive attitudes and feelings are needed for learning a foreign language. Teachers need to raise the efficiency of the students by creating a pleasant environment for students in a language classroom. “It is well known that negative attitudes towards the foreign language and group, which often come from stereotypes and superficial contact with the target culture, can impede the learning of that language” (El Yildirim et al., 2006).

On the other hand, a positive language learning attitude towards foreign languages increases learner efficiency and learning success. A positive attitude increases an individual learners’ interest in learning highly. In contrast, a negative attitude leads to a different result. Brown (2000) describes many studies regarding the effects of perspectives on language learning and summarizes that “positive attitudes towards the self, the native language group, and the target language group enhanced proficiency.” A positive attitude causes success and reinforcement. Students with negative attitudes cause failure and stop making progress and become more hostile towards learning the language.

### **2.3 Motivation**

There could be five types of motivation. Intrinsic motivation is where students perform a task with complete interest and enjoyment. If someone likes to learn about science in school, they will do better in exams than others because their learning and success rate will be higher than others. External Regulation is when students perform or get motivated to achieve any reward.

For example, suppose a student participates in a science fair not because they like science but because they want a certificate for the first prize. In that case, that will be External Regulation motivation. Then comes Introjected Regulation which comes from guilt, feelings, worry, or shame. This kind of motivation inspires an individual to act in such behavior not because s/he wants to do or enjoys doing it but because s/he fears failure, not getting expected success. Avoiding this kind of motivation in language learning is best because it forms an extreme level of anxiety. When a person thinks about an action's benefit and gets motivated for this benefactor reason, then it is Identified Regulation. Lastly, it comes to Integrated Regulation. It happens when a student learns a language to integrate the culture of the target language and its language community and to become part of its society (Alizadeh, 2016). Among these five types of motivation, Madrasa students often show signs of External Regulation and Introjected Regulation in the language classroom.

However, in the Bangladeshi Madrasa classroom context showing External Regulation type motivation has significantly less chance because of the monotonous teaching type and lack of interest among students towards various English language competencies and other aspects. However, the most seen motivation type Introjected Regulation. In the Madrasa students' attitude case, Introjected Regulation is found in fear or worry about their performance in learning English. Because when they face any public exam or competition with general curriculum students, they face an unspeakable worry of shame about their performance in English. Because of their lack of confidence and lack of knowledge of English. Sometimes they feel guilty about their performance when they cannot achieve their expected performance. When they face this kind of motivation, their English learning leads to extreme anxiety, which profoundly affects their study or performance in English learning. Motivation can come from various sources around a persons' learning. Madrasa students spend their

early childhood in Madrasa hostels, where they cannot spend much time with the outside world. After reciting the entire Quran, they learned the Madrasa curriculum. The isolated environment allows them less possibility to be more social and confident, which later affects their performance in learning English.

## **2.4 Anxiety**

“Anxiety” is a natural psychological state that cannot be controlled, containing the element or feeling of fear [Javed et al. (2013) (As cited in Ariyanti, 2016)]. Among the other kinds of emotions, fear is the strongest and initial one that is fixed in the human mind by birth. Anxiety is the brainchild of fear. So, when learners try to learn a new language, fear naturally comes to mind, forming Anxiety. Classroom anxiety is widespread among learners. It has mostly been seen in language classrooms, especially in SLA (Second Language Acquisition) and FL (Foreign Language).

According to Martos (2004), Anxiety is a general tension that students experience while being in an SLA classroom, especially when they are new students of some new language (Martos, 2004). This feeling of fear, nervousness, and tension is not only for the SLA classroom but also for the foreign language classroom. According to Arnold (2000, p-59), language anxiety has a very high rate of influencing language learning. He further said that regardless of whether the learning setting is formal or informal, like a classroom or street, the Anxiety remains the same. (As cited in Ni, 2012, p-02). In Bangladeshi institutes other than English, the teaching medium is the most native language, Bengali. The Madrasa classroom also follows Bengali as the classroom teaching medium. Suppose anyone wants to improve their English skills or increase their English competency level. In that case, they need to be good at the central fundamental pillars of English: speaking, listening, writing, and reading.

Unfortunately, in our country's context, the first two skills are always left out in classrooms. They only focus on writing and reading. So, students need help to get exposure to the English language.

According to Du X (2009), there are three basic kinds of language anxiety, especially when learning a foreign language in a classroom. The first one is communicative apprehension which causes anxiety attacks during a conversation in the target language with others. This type of Anxiety is the most common in our country's classroom context. Madrasa students suffer from this type of Anxiety mostly. The second type of Anxiety is testing anxiety. Lack of self-confidence, preparation, negative experience in exams, etc, could cause test anxiety. Test anxiety is normal among learners and rises high during foreign language or SLA tests. Sometimes it can affect their test result despite having good preparation. Du X's (2009) last one is Anxiety about negative evaluation. This kind of Anxiety can hamper learners' performance in tasks or assignments because of fear works in their mind that their work could get negative remarks from teachers and peers. (Du X, 2009). Every student suffers from language anxiety. However, we will see through this paper how much language anxiety work in Bangladeshi Madrasa students while they perform in an English language classroom. If it works, then how do they overcome their Anxiety?

## **2.5 Effectiveness of Classroom Environment**

“Classroom environment means managing effective teaching-learning.” (Patrick, 2016.). According to Brophy (2006), the classroom learning environment is effective because it increases students' success by creating an orderly learning environment that helps enhance learners' performance, competencies, and academic and social skills.

The learning environment depends on the methods and techniques the teachers use for their classes. Some other factors work as well: the class is teacher- or student-oriented, the role of the teacher, the learners' status as an active or passive learner, etc. As we are focusing on the Madrasa context, many researchers found that the Madrasa teachers are still hanging on the GTM (Grammar Translation Method) method, mostly with less student activity and participation. As stated in this paper, Madrasa teachers need to gain teaching training and method knowledge, so they only apply new methods to find out how to make the class more engaging for the students.

Every classroom affects its learners. Sometimes the learning environment encourages the students to learn more actively or overcome their fear of language learning. It depends on various factors like the teacher, teaching method, peers, etc. Very few works or research have been done on this issue, so we will try to find out the learning environment of the Madrasa English classroom and its effect on the learners.

## **2.6 Role of the learning Material**

Learning Material plays a vital role in learning, especially in foreign language classrooms. "Material includes anything which can be used to facilitate the learning of a language. (Carter & Nunan, 2001)". In leading educational institutes, textbooks are considered primary Material or learning tools. "Textbooks are considered the key component of most language programs (Richards, 2001)." Also, according to Tomlinson, textbooks provide all necessary input into classroom lessons through different activities, readings, and explanations (Tomilsons,2008).

In the Bangladeshi context, the textbook is the most widely used and popular Material for teaching and learning the language. Students get all the learning sources from the textbook, and the exams also depend on the textbook contents. So, curriculum boards must work on various factors like learners, teachers, and others to develop a sound and potential textbook or listening and speaking. The Bangladeshi education board has recently added a listening

section in EFT (English for today) textbook, but it is impossible to practice in class. There are many students per section so, practicing listening with everyone from a textbook is challenging. Other than listed listening in the textbook, other materials would be more helpful. Madrasa EFT textbooks are almost like general curriculum EFT books.

English For Today

**Lesson 1: Mother's Day**

**A Look at the picture and discuss the questions.**

- 1 What do you think the woman is to the child?
- 2 Why is she holding the child on her flank?
- 3 Can a mother be compared to anybody?  
*"She can be compared with no other;  
 This lovely lady is none but my mother."*



**B Listen to the audio and answer the questions that follow.**

Listening text 2

**C Choose the correct answer.**

- 1 According to ancient Greek myths Rhea is the  
 a mother of gods.      b goddess of love.  
 c goddess of wealth.    d goddess of health.
- 2 The name of Jesus Christ's mother was  
 a Rhea.                    b Mary.  
 c Anna.                    d Anna Junior.
- 3 Julia Ward Howe was  
 a Dutch.                    b English.  
 c Australian.              d American.
- 4 Mother's Day was first announced as a formal holiday in the  
 a 1872.                    b 1905.  
 c 1910.                    d 1914.
- 5 In 1914 the American president was  
 a Roosevelt.              b Ford.  
 c Nixon.                    d Wilson.
- 6 Which country doesn't celebrate Mother's Day on the 2<sup>nd</sup> Su  
 May?  
 a Denmark                b The UK  
 c Italy                        d Turkey





Material and textbooks play a very vital role in the large classroom. Good design material and a textbook with valuable contents are necessary for the learners. Wrong information from textbooks could mislead the learners about the suitable material selection. The proper implication of the content from materials and textbooks is essential.

## **Chapter 3**

### **Research Methodology**

#### **3.1 Research Methodology Introduction**

According to, Somekh and Lewin (2005), a research methodology is both “the collection of methods or rules” you apply to your research, as well as the “principles, theories, and values” that support your research approach (Lewin & Somekh, 2005). Designing a research paper completely depends on the methodology section. Among the other essential pillars of any research paper methodology section is one of the most crucial parts to determine the research methods, participants, data and other factors related to data collection.

The methodology chapter discusses the researcher’s methods for this research. This chapter combines the research design, sampling details, instrumentals details, settings, data collection, and analyzing procedure. The research design states whether this paper followed quantitative research or qualitative research framework, or mixed method. Sampling and instrumental details discussed the questionnaire and instruments like scale and other measurement tools for the questionnaire. The setting examined the research ground where the researcher found data for the paper and will analyze them to bring out the findings. By combining these steps, the researcher will determine the learners' attitudes towards English learning in the Bangladeshi Madrasa context also, about the point of view of teachers and their student's opinion statements.

#### **3.2 Research Design of this paper**

This research has been conducted by mixed methods. The reason behind choosing the mixed method was the researcher wanted to get more detailed and valid findings. Since the context was learners’ attitudes the both quantitative and qualitative methods could apply more

variable and in-depth findings would be found. The paper must get more comprehensive information regarding the research questions and context. Quantitative data were collected by the researcher surveying the Madrasa students. Qualitative data was needed to collect opinions from students and teachers by interviewing them individually. The surveys followed the Likert scale of the Attitude Scale to collect their answers by asking some questions from some statements, and they had to mark the Likert scale where the questions were all connected with the context of the research paper. Interviews were conducted individually with their volunteer participation. It was an open-ended questions-based interview with some follow-up questions.

### **3.3 Setting**

The researcher chose 6 Alia Madrasas from 3 districts Dhaka, Chittagong, and Chandpur. Collecting data from female Madrasas was impossible because of their conservative rules and regulations. The researcher needed to get permission to research female Madrasa and Qawmi Madrasa. However, the Madrasas of Chandpur town were combined so the researcher could get data from female students.

The researcher wanted primary data from underprivileged Madrasa institutions where most students will be from low-income or lower-middle-class families. Because the upper middle class or families with high-income sources usually sends them to high-quality full Madrasa where the English learning environment is rich enough. For example, the researcher has collected data from Chandpur town. A very tinny small town with diverse professions and with a tiny population. There is a famous Madrasa called Al-Amin Model Madrasa. Most of the students are from upper-middle-class families or high-class families there. So, the researcher went to two Madrasas in Chandpur town and another two from the village sides

Chandpur. None of them are for Upper Middle class or High-class families. In Dhaka, some English medium Madrasa like Tahfiz International School, IDC English Medium Madrasa, etc, most students here belong to high-class families. The fees are incredibly high for low-income and lower-middle-class families to some extent for upper-middle-class families. These Madrasa's instructions medium and all the curriculums are in English. So, researching there for this paper context will be unsuccessful for research. So, the researcher chooses two Madrasa, which are underprivileged. For this, the researcher chooses one Madrasa from the Chittagong district for qualitative data purposes. The researcher wanted to measure the Attitude of those students towards the English language who have very little exposure to the English language according to their environment.

### **3.4 Tools**

Three sets of questionnaires were designed for the data collection for the mixed-method research. Set A was set for the survey purpose, and set B was for the students' and teachers' interview purposes. Simply put, set A is for the quantitative method, and set B is for the qualitative approach. Both open-ended and close-ended questions were set for data. In set A, there are a total of 33 statements. In set B, there are eight questions apart from the follow-up questions for the students, and in set C, 11 questions for the teachers.

The students' interviews in FGD form and teachers' interviews were taken separately from different Madrasas. Two interviews were taken google meet. The "Likert scale" has been used as the quantitative method to prepare the survey questionnaires. Later, the data was calculated and analyzed by "google sheets." For qualitative data collection, student interviews have been designed for "Focus Group Discussion" or FGD. But the student interview from Chittagong was pair interview because the expected group of students' did not come to interview only two students' came. A set of questions was prepared for the teachers'

interview. The questions followed thematic order focused on their (students') enjoyment, learning objectives, job expectations, and cultural values.

### **3.5 Population and Sample**

“A sample is a small proportion of a population selected for observation and analysis .It is a collection consisting of a part or sub-set of the objects or individuals of population which is selected for the express purpose of representing the population.” (Pandey, 2005).

The first step of sampling is to define the target population for the research paper. There are two types of sampling for research methodology, the first one is “Probability sampling”, and the second one is “Non-Probability” sampling. According to this research design, the sampling followed the Non-Probability sampling method for the survey or quantitative method.

There were 130 participants for surveys and four teachers for interviews, and seven students for interviews. The target learners' group was class 7-12 students' from Madrasa. But class 7 students' did not get permission from the Madrasas and Alim students' had exams so, for sampling, class 8-10 students from all Madrasas got permission to give interview and participated in the survey. We got survey permission from class 8 only from 2 Madrasas out of 6 Madrasas and 3 Madrasas let class 9 join the survey. Only 2 Madrasas students they got permission for qualitative interview. As for the teachers, 4 Madrasa let their teachers gave interview for this research paper. Female students were less than male students. However, the number of female students were large in the village and town area than the male students.

### 1. Profile of Participants for survey and FGD(Students')

SL. No.	Madrasas Locations	Classes of Participants	Male/Female	Number of Participants
1.	Dhaka	9-10	Male	30
2.	Chittagong	8	Male	2
3.	Chandpur	8-9	Female/Male	50
4.	Faridganj	8	Female/Male	50

### 2. Profile of Participants for interview(Teachers')

SL.No.	Teachers' Name	Locations
1.	X	Chittagong
2.	Y	Chandpur
3.	Z	Chandpur
4.	Z1	Chandpur

## Chapter 4

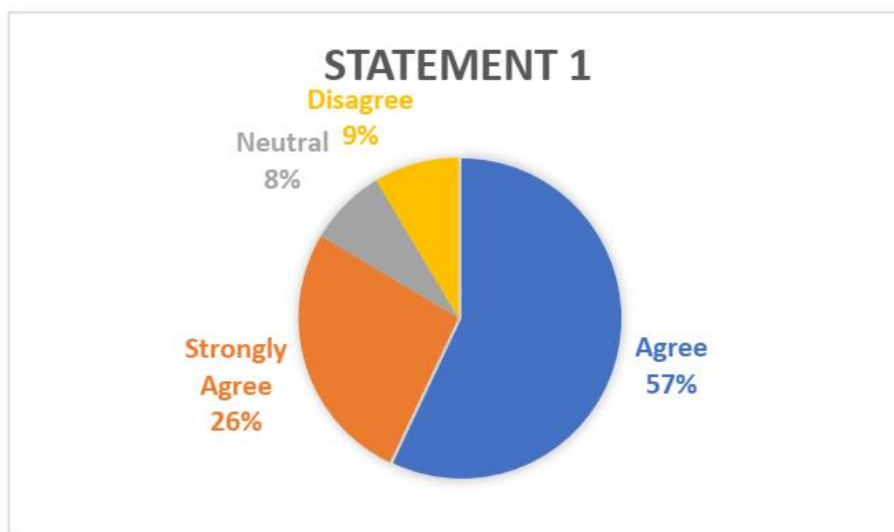
### Data Analysis and Findings

#### 4.1 Quantitative Data Analysis

For preparing survey questionnaires, the reference questions were taken from the paper “Impact of Krashen’s Affective Filters on English Speaking Skills of Aliya Madrasa Students in Dakhil and Alim Level” (Amin, 2020). The researcher went to four different Madrasa and collected hard copies of the survey. There were 33 statements, and the researcher had to translate them all for the participants because they could not understand the English written on the survey paper. The survey paper was on the Likert scale. According to their perception of the statement the participants were supposed to tick the box beside the Agree/Strongly Agree/Neutral/Disagree/Strongly Disagree options. The survey questionnaire was set by statement type to match their opinion.

## 4.2 Findings of Quantitative Data

*Statement 1: English is my favorite subject among other subjects.*

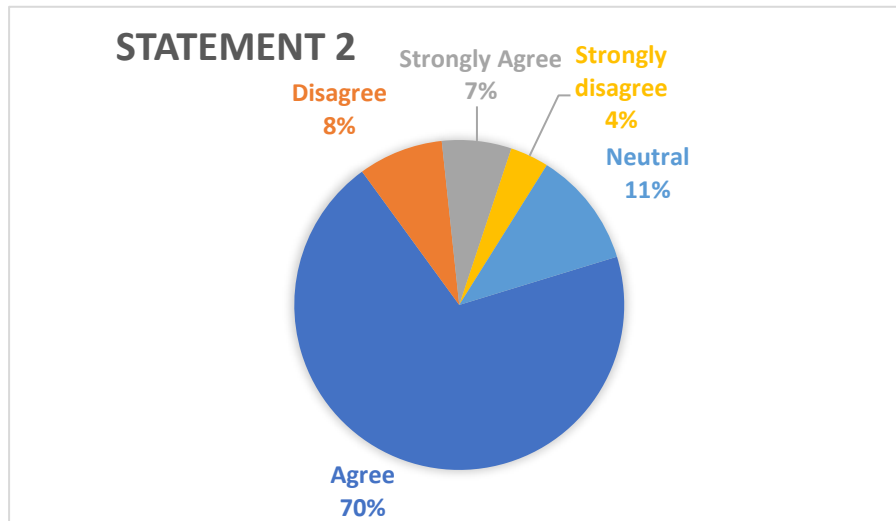


**Figure:1**

Most learners agreed with this statement, which means 57% of students are optimistic about this, 26% of students more than agree with this statement, 8% were neutral about this statement, and the rest 9% of students disagreed.



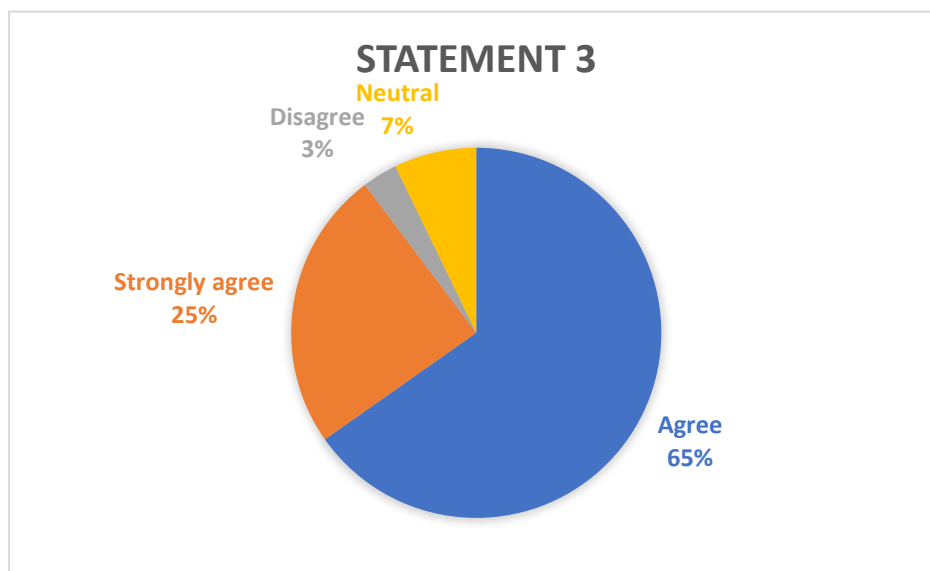
*Statement 2: I want to speak in English with my classmates, but I feel shy.*



**Figure:2**

70% of students agreed with the statement. 7% strongly agreed, 8% of students disagreed, 4% strongly disagreed, and 11% were neutral with this statement. Shyness is one trait of anxiety or the baby factor of anxiety. It is evident in this data that shyness could be the one factor behind the poor performance of their speaking skill because they feel shy to continue their conversation with their peers. Remarkably few students disagreed and strongly disagreed with this statement.

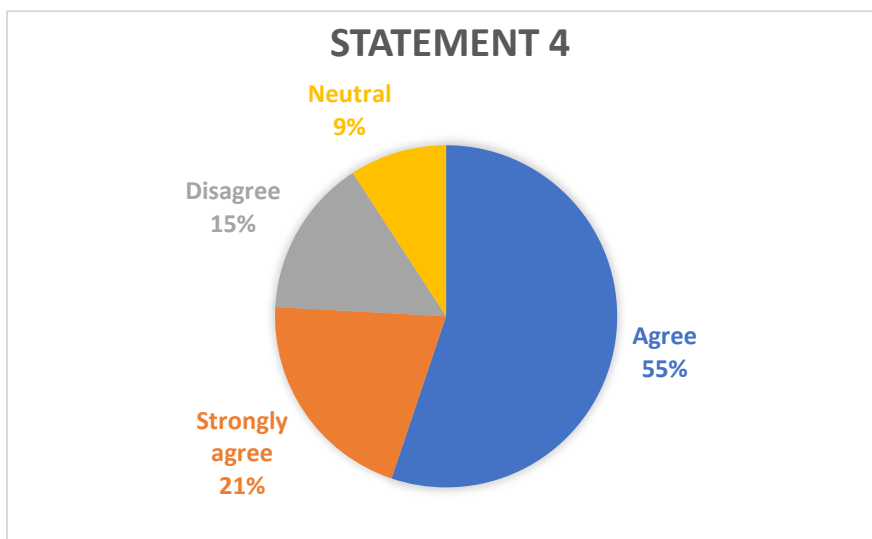
*Statement 3: English classes should be easier.*



**Figure:3**

About 65% agreed with this statement, and 25% were more than agreed. Where 7% remained neutral, and only 3% of students disagreed. This is one kind of their attitude towards language level acceptance. English language levels vary from student to student. Some found it easy, some hard. According to this statement's answers, most learners find English language learning hard, so they want their classes to be more flexible and accessible.

*Statement 4: We like learning grammar by memorizing grammatical rules rather than examples.*



**Figure:4**

In Figure 4, about 55% of learners agreed that they like the deductive grammar method more than the inductive one. However, mixed opinions were found regarding this statement. About 21% of students agreed more with the deductive method, 9% were neutral, and 15% disagreed. 15% were interested in the inductive method. Students who were neutral here did not understand the statement that well. The comments were in English and translated into Bengali, but they still could not understand the statement.

*Statement 5: English for Today book is very helpful for learning English.*

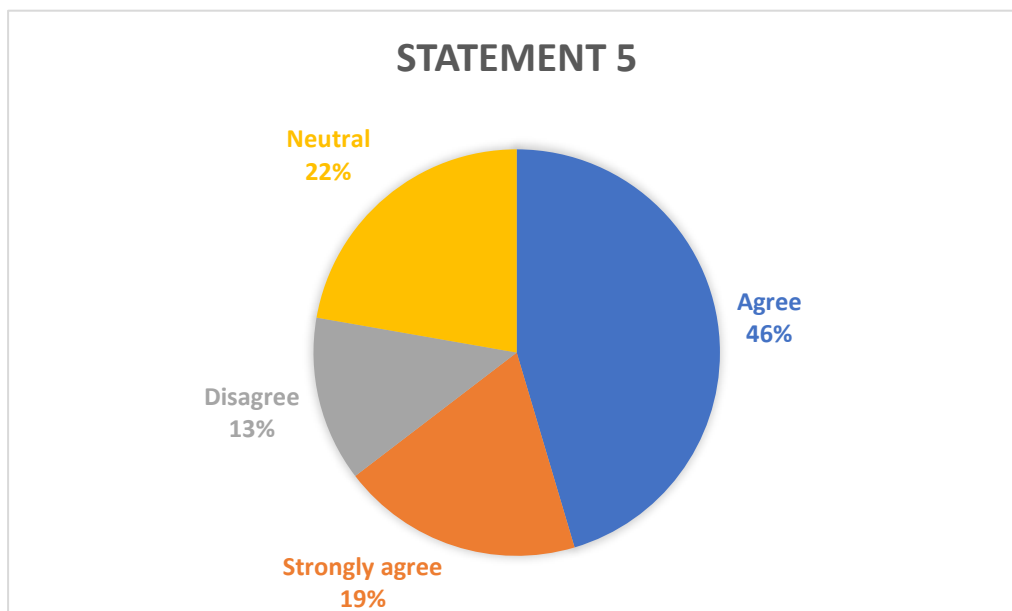
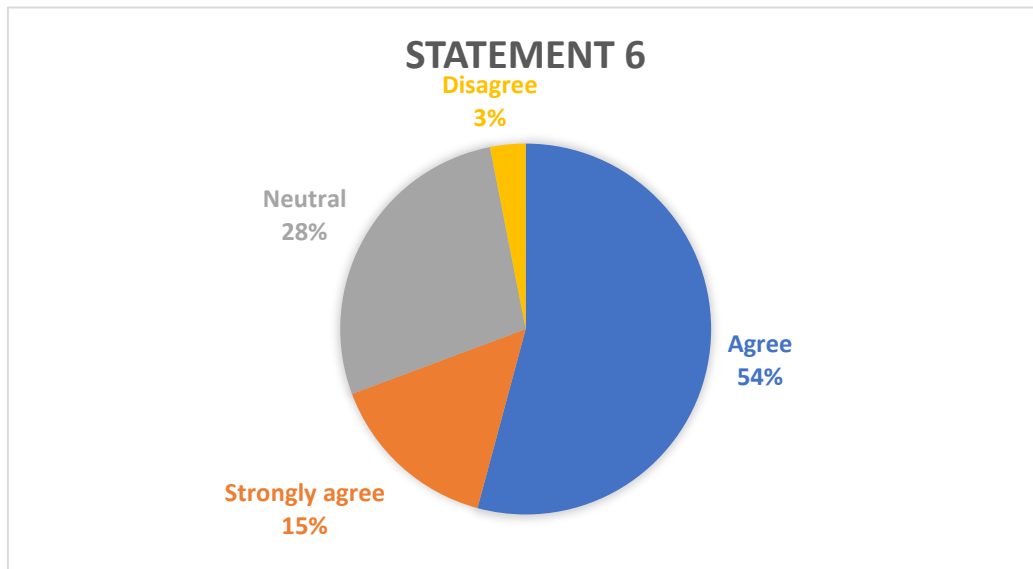


Figure: 5

The role of classroom material was mentioned in the literature review before. So, figure no 5's statement is also connected with that theme. 46% of learners believed that the English for Today book is beneficial for learning English. Students from big cities like Dhaka and the town side from Chandpur disagreed mostly and were neutral, but contrary, students from villages agreed marked strongly agreed mostly. Strongly agree was 19%, neutral was 22%, and disagree was 13%.

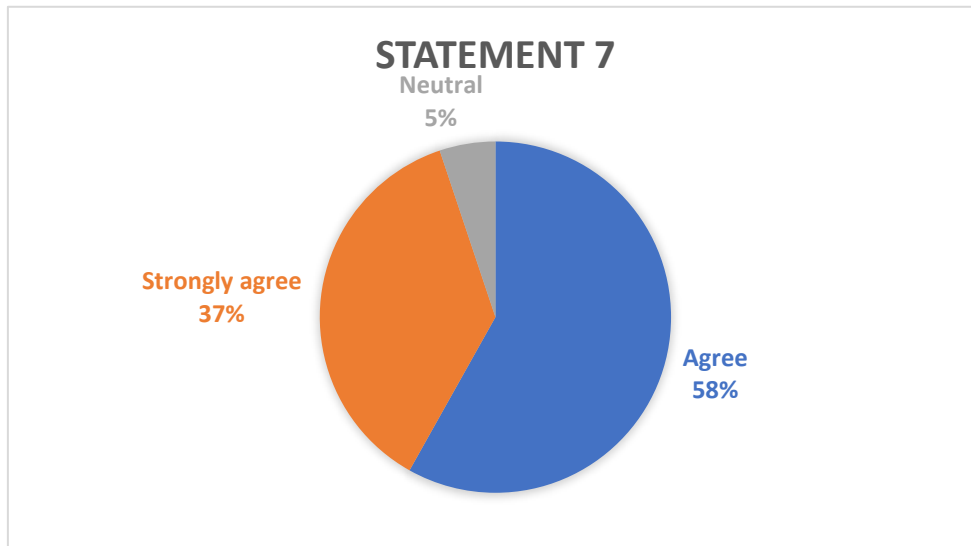
*Statement 6: I want to become better at speaking than writing in English.*



**Figure: 6**

About 54% of students showed more interest in speaking than writing. Strongly agree were 15%. That means many students are more interested and positive towards communicating or speaking skills than writing. Though 28% were neutral, and 3% disagreed.

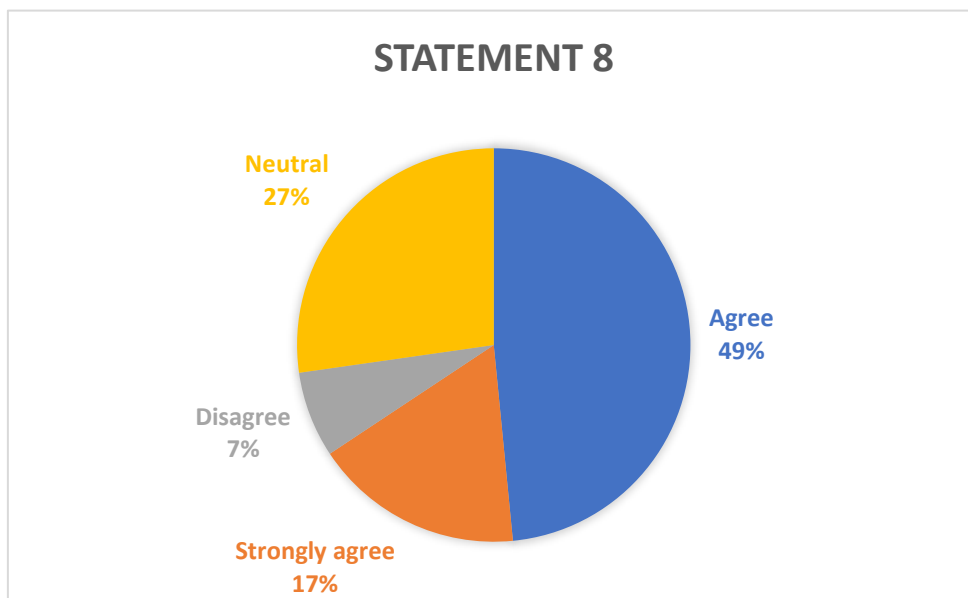
*Statement 7: Being good at reading and listening in English is necessary.*



**Figure:7**

English skill-based questions had a very positive attitude and showed interest in all components accordingly. After speaking and writing skills, this statement was about reading and listening. There were 58% of students agreed with the statement, and, 37% of students were strongly agreed, and the rest, 5% were neutral with the statement. Those who agree about the statement think that reading and listening are very important for being good at English.

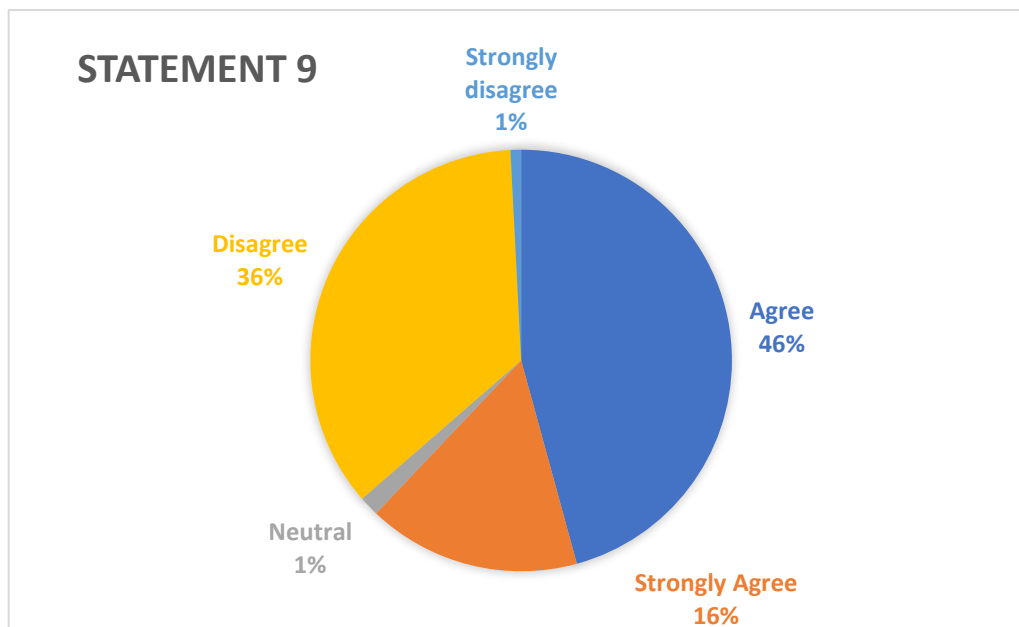
*Statement 8: English is very important for our higher studies and other academic purposes as much as Bengali and Arabic.*



**Figure: 8**

This comparison statement between Bengali, Arabic, with the English got 49% agreed, and 17% strongly agreed vote. 27% were neutral, and 7% disagreed. This 7% think they do not need English for their future higher education. This is a sign of a negative attitude towards English, but the rest, 49% and 17%, are very positive as they understood the importance of English for their future higher studies.

*Statement 9: We can learn English better than textbooks from other tools like the internet, storybooks, movies, songs etc.*

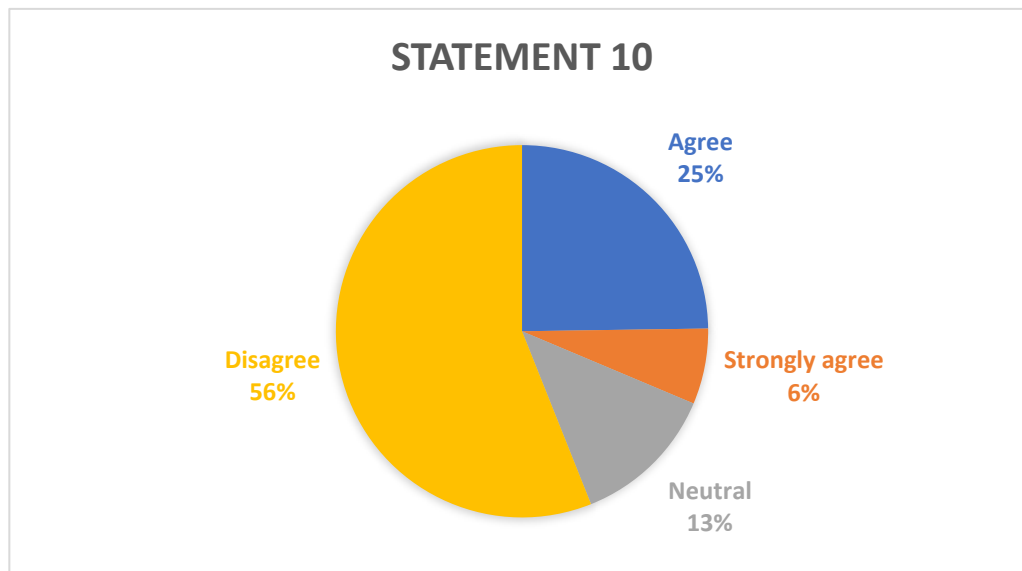


**Figure:9**

This material base statement showed the ratio of agree and disagree close. About 46% of students agreed, and 36% have disagreed. However, 16% of students more than agreed. Both neutral and strongly disagree got 1% votes. Those who voted disagree and strongly disagree do not think there are any other better option could be choose for learning English. English can be learned now from various sources, but these students would prefer to explore something other than the idea. Though many students think English can be learned better than the tools than textbook. This awareness theme question showed a positive attitude more than a negative attitude in learning English.



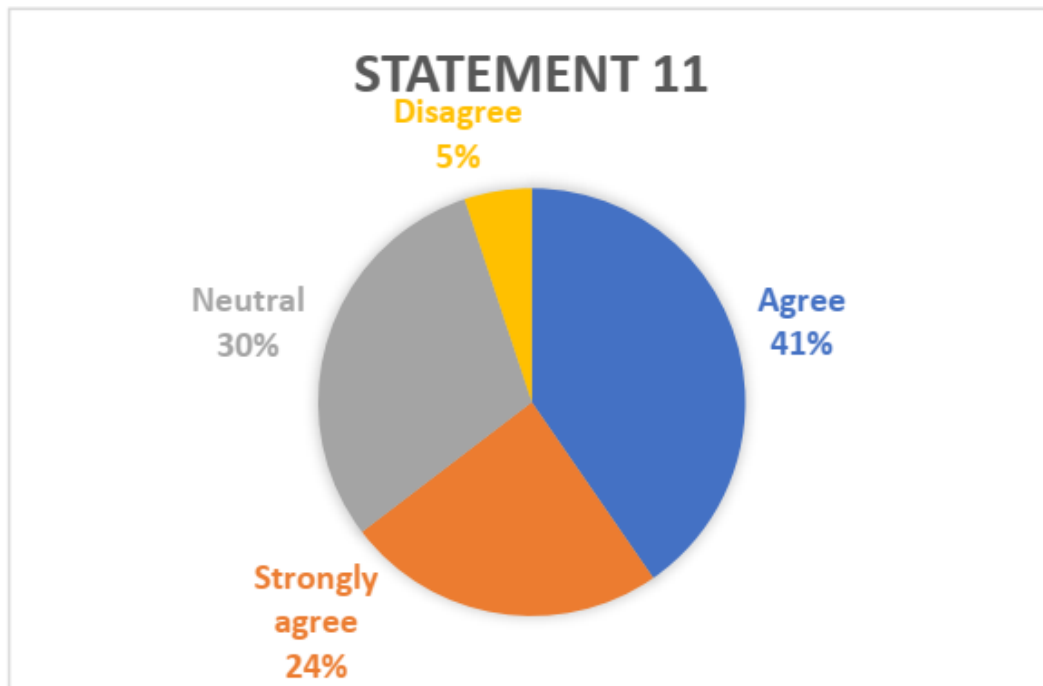
*Statement 10: I don't worry about making mistakes in English classes.*



**Figure: 10**

This statement proves that students easily accept their mistakes regarding learning English. About 56% of students disagreed with this statement. They do not feel nervous or worried about making mistakes in English classes. About 25% agreed that they worry about their English class mistakes. About 13% were neutral, and 6% strongly agreed with the statement. This is also a positive attitude towards learning that they are not afraid of their learning mistakes while learning a foreign language.

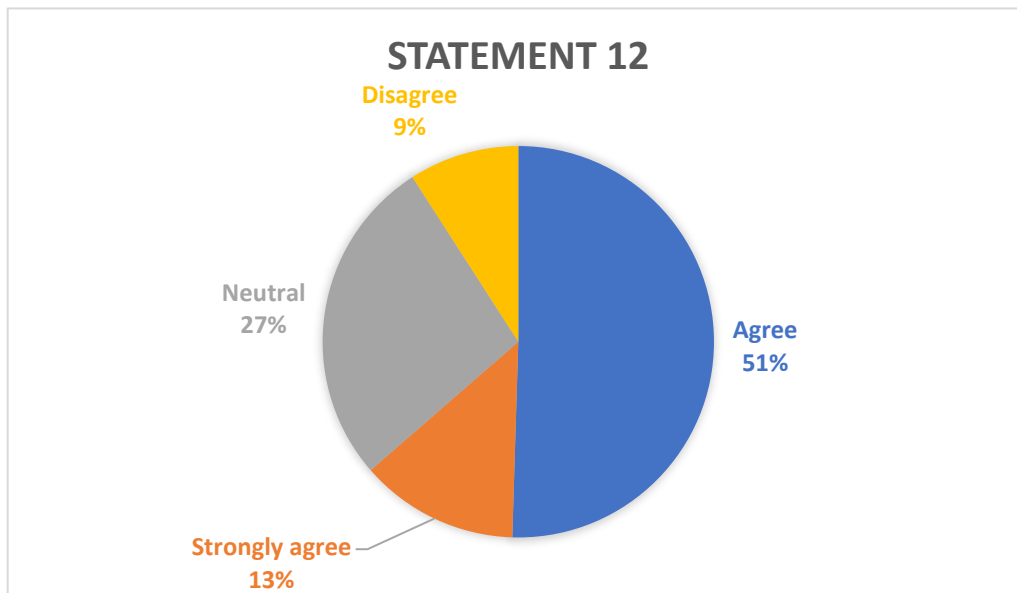
*Statement 11: I tremble when I know I will be next participant to be call in English classes.*



**Figure: 11**

This statement was anxiety and panic thematic based. When a teacher calls a student to perform to participate in class activity, maximum students face learning anxiety or panic attacks. About the Madrasa learners, about 41% of students agreed they tremble in English classes when they face any class activity from their teachers. 24% of students were strongly agreed, and 30% were neutral. Only 5% of students disagreed. Anxiety and panic attacks are one kind of obstacle in the way of learning a foreign language. This decreases learners' interest towards learning the language and creates a negative attitude.

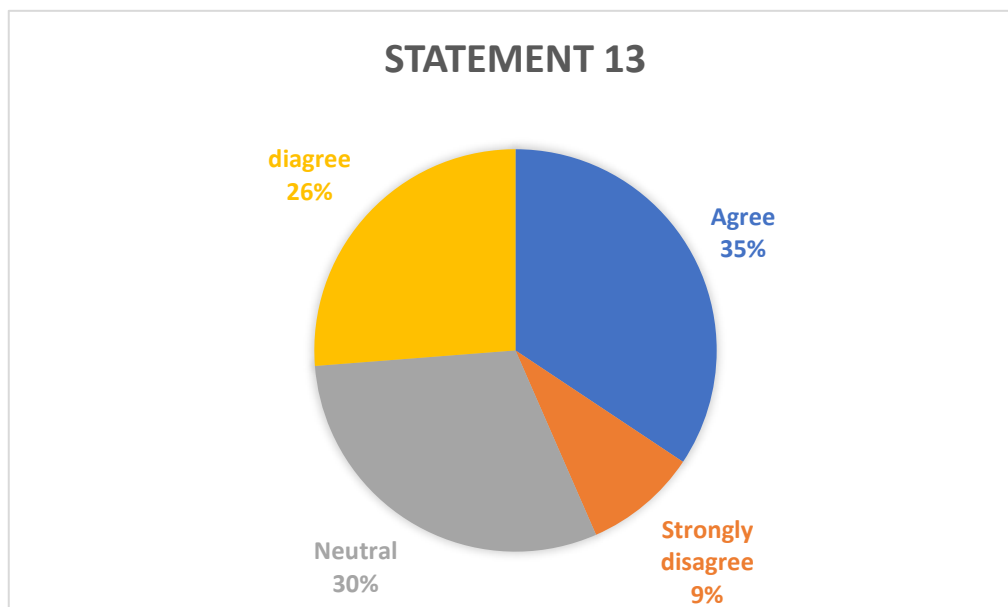
**Statement 12: It frightens me when I don't understand what the teacher is saying in English classes.**



**Figure:12**

When a student cannot understand the lecture or activity in a foreign classroom, it creates anxiety or fear towards the language. Most cases and research show that students feel anxiety in English language classrooms. This statement shows that Madrasa students have high anxiety in English classes when they do not understand the lecture or what the teachers say. About 51% of students agreed with the statement, and 13% strongly agreed. Only 9% of students showed courage when they voted for disagreement, and there were 27% neutral.

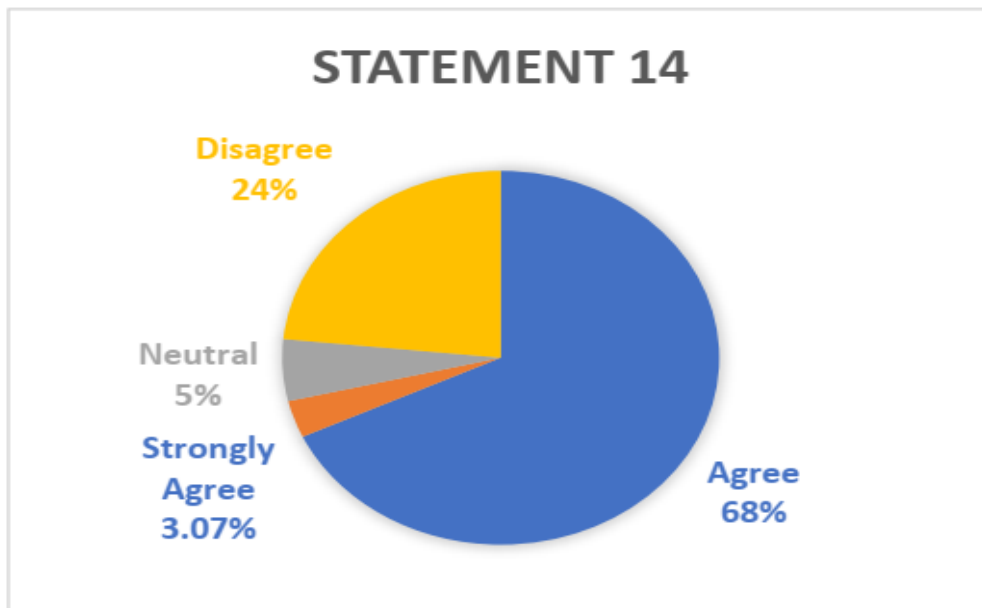
*Statement 13: I start to panic when I have to speak in English without preparation in English classes.*



**Figure:13**

Surprisingly, many students did not vote or stay neutral on his statement. About 30% of students remained neutral to this statement. On the other hand, about 35% of students agreed that they started to panic when they had to speak in English in class. 26% of students disagreed and showed they do not panic when they speak in English in class. 9% of students strongly disagreed with this statement.

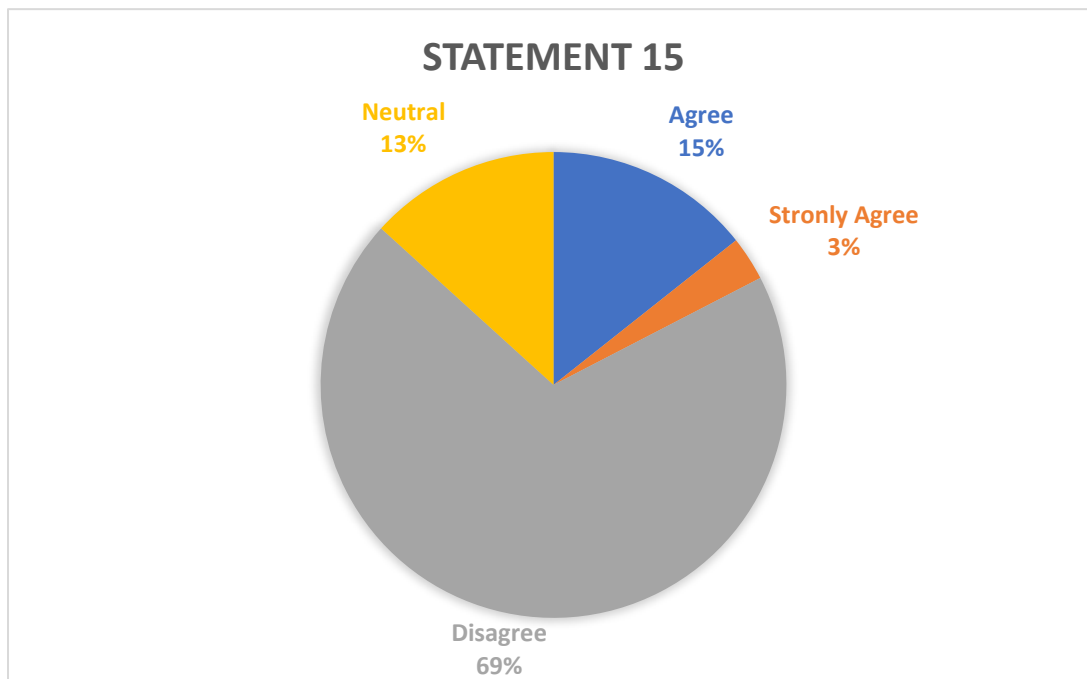
*Statement 14: It embarrasses me to volunteer answers in my English classes.*



**Figure:14**

Many students needed more confidence in performing to volunteer their answers to questions or participate in discussions in their English classes. This confidence-based statement found that about 68% of students agreed, and 3.07% strongly agreed that they feel embarrassed about giving answers voluntarily in the classroom. 24% of students disagreed that they do not feel embarrassed and participate alone. Only 5% of students were neutral with this statement.

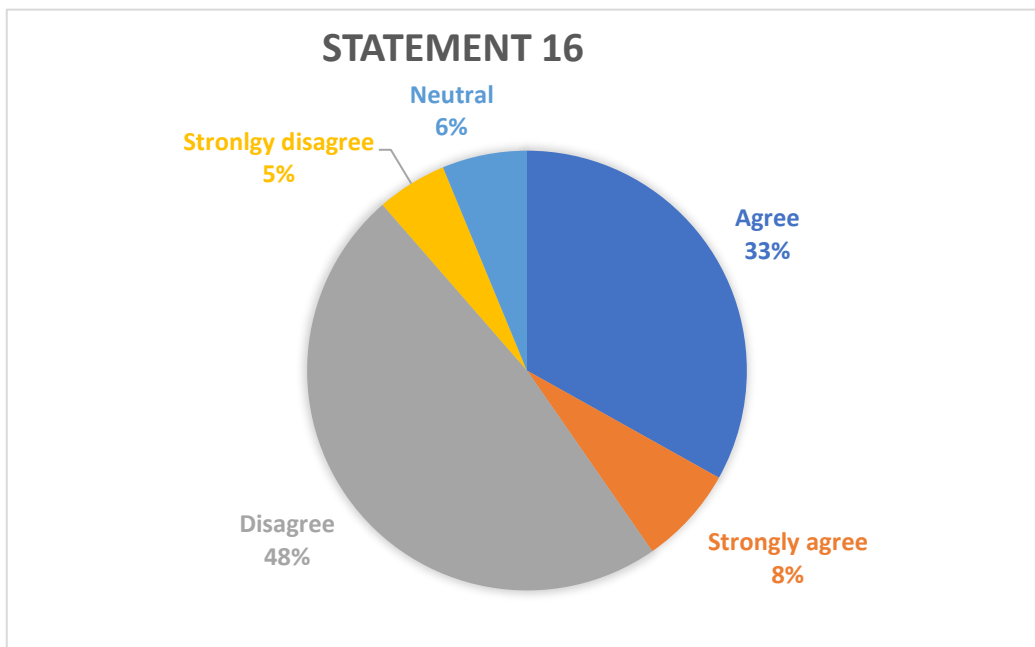
*Statement 15: I would not be nervous speaking English with my own Madrasa classmates.*



**Figure: 15**

This statement's result shows that the students feel confident about speaking English with their classmates. Perhaps it could be that they think their English level matches each other, and they do not feel nervous speaking English around them. Only 15% agreed with this statement, and 3% strongly agreed they would feel nervous conversing with their Madrasa classmates. About 69% of students disagreed and were confident enough to converse in English with their classmates. 13% of students remained neutral.

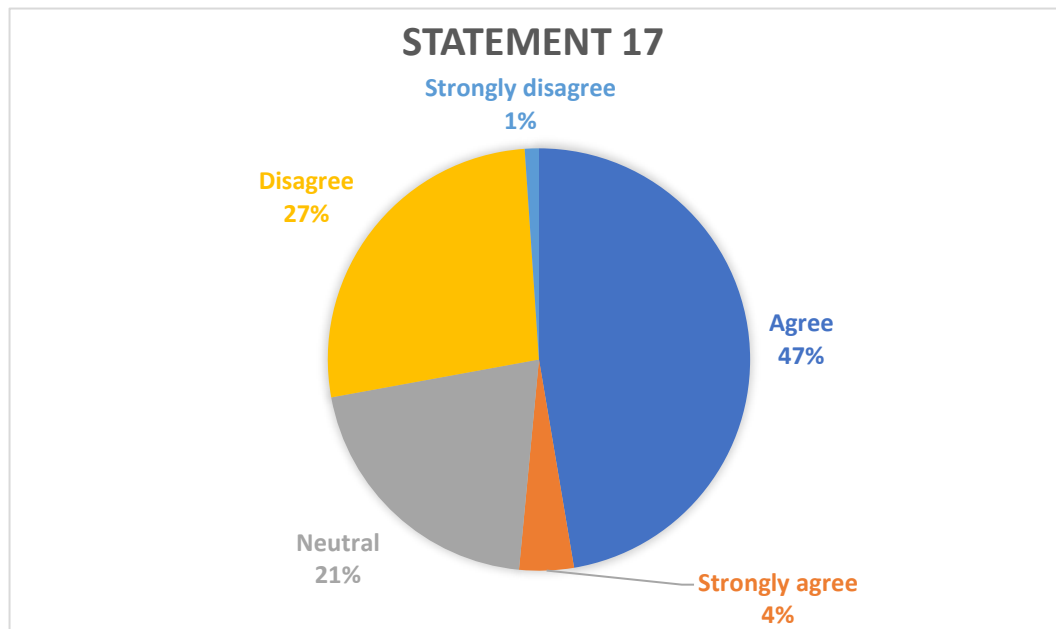
*Statement 16: I feel more tensed and nervous in English classes than in Arabic classes in Madrasa.*



**Figure:16**

33% of students agreed with this statement, and 8% strongly agreed that they feel more nervous in their English than in their Arabic classes. 48% of students disagreed, and 5% strongly disagreed that they did not feel nervous in their English classes. Only 6% of students remained neutral. It shows that some students find the English language more frightening than the Arabic language.

*Statement 17: I hate my English classes when I do not understand anything in my class.*

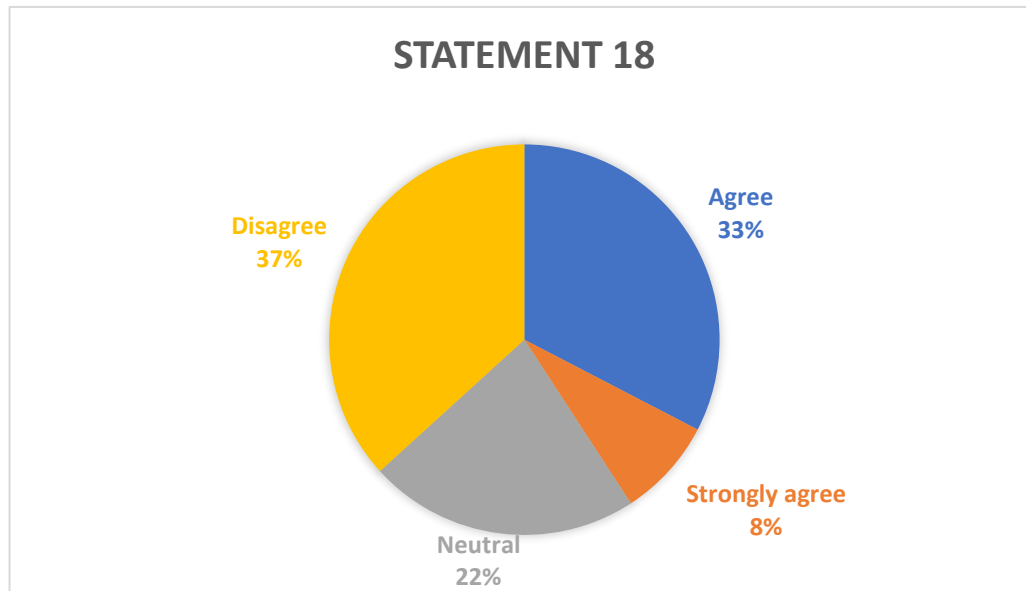


**Figure:17**

Understanding the foreign language class content is very important for the learner. A learner must understand the language or content to show a positive attitude or interest towards the target language. According to this statement, 47% of students agreed, and 4% of students strongly agreed with this statement. These students think they prefer to avoid their English classes when they fail to understand the class. 27% of students disagreed, and 1% strongly disagreed with the statement. These students have a solid positive attitude towards learning English. If they do not understand anything in their English class, they will still feel interested towards their English classes. 21% of students remained neutral.



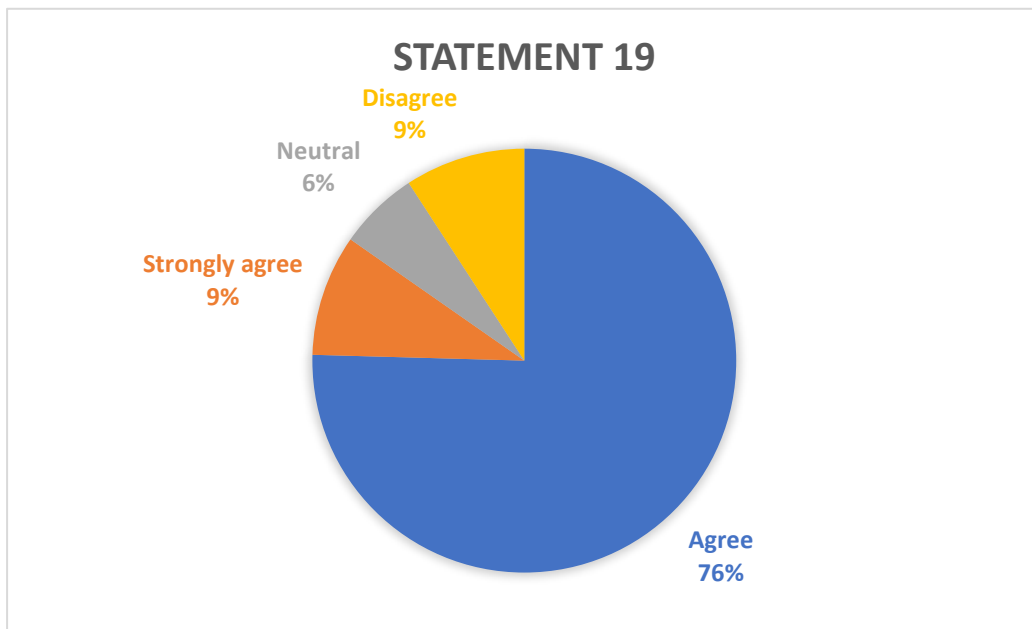
**Statement 18: I enjoy English grammar class more than English first paper class**



**Figure:18**

Fear towards learning grammar is common among students. This statement's result is also kind of the same. 37% of students disagreed with this statement that they enjoy grammar classes more than first-paper classes. 33% agreed, and 8% strongly agreed that they enjoy grammar classes more than first-paper classes. 22% of students remained neutral.

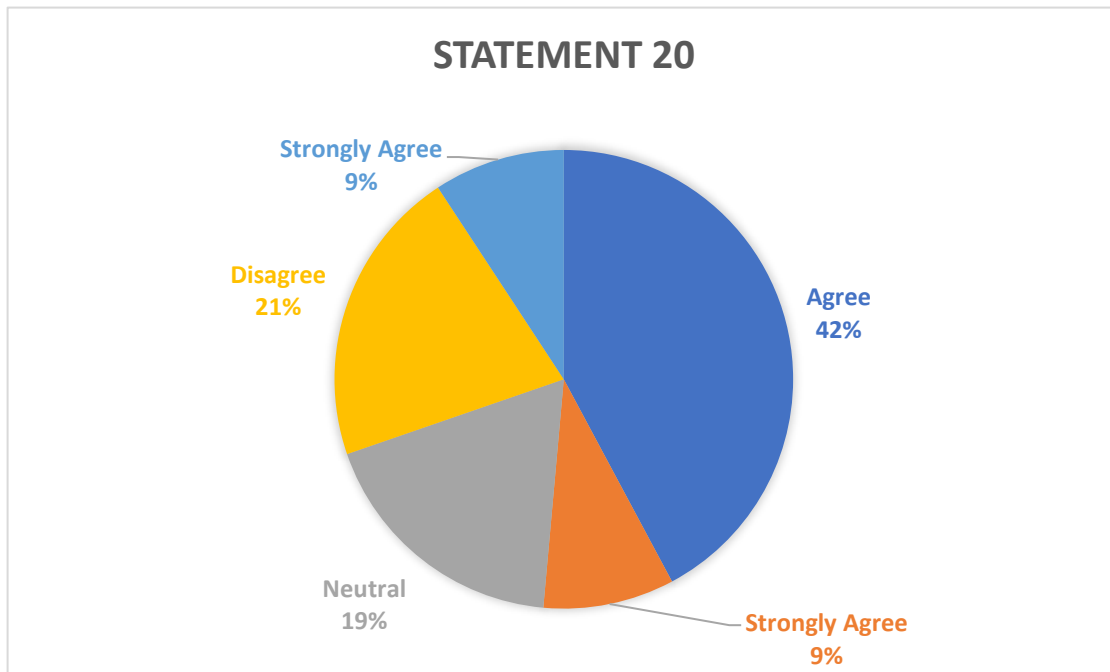
**Statement 19: I feel annoyed thinking about the many rules I need to learn to speak English.**



**Figure:19**

The biggest fear usually noticed among foreign language learners is memorizing that target languages' grammatical or structural rules. According to this statement the students of Madrasa about 76% agreed and 9% strongly agreed that they feel annoyed when they think about memorizing the rules of English. Only 9% of students disagreed, and 6% remained neutral. A positive attitude and better performance come from learners who feel fully interested and motivated for language learning. With a negative attitude often, language learning fails, and poor performance comes from the learners.

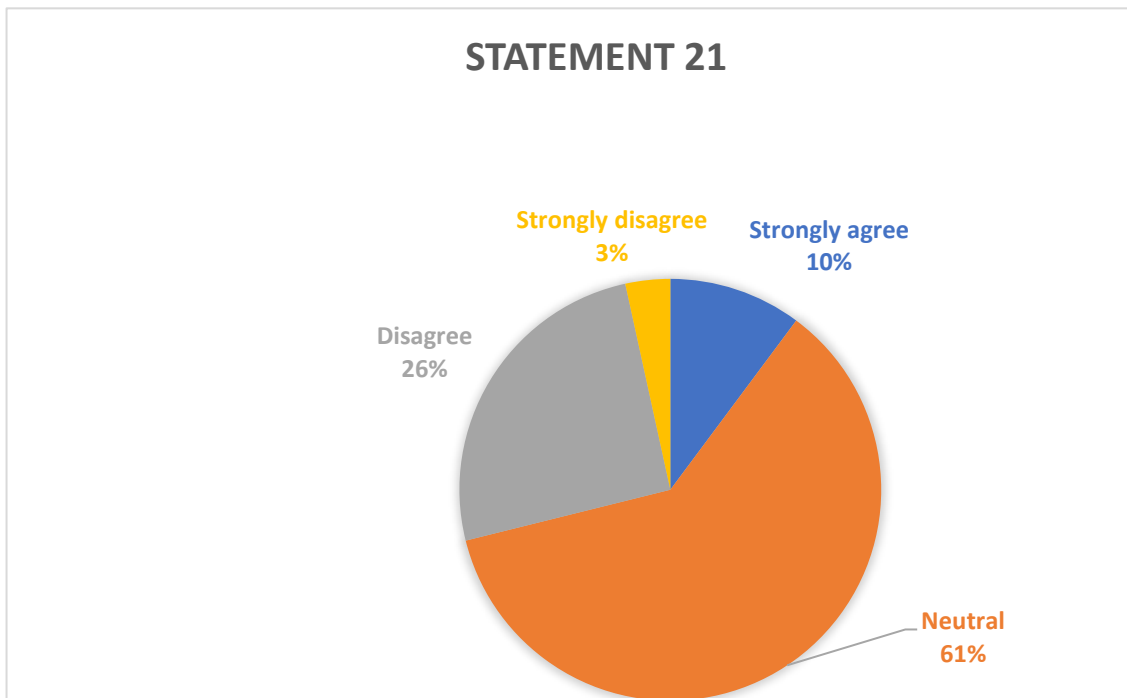
**Statement 20: I am afraid the students will laugh at me when I speak in English.**



**Figure:20**

Many students needed more confidence through this statement. About 42% of students showed speaking anxiety and agreed with this statement. 9% of students strongly agreed. 21% of students disagreed, and 19% were neutral.

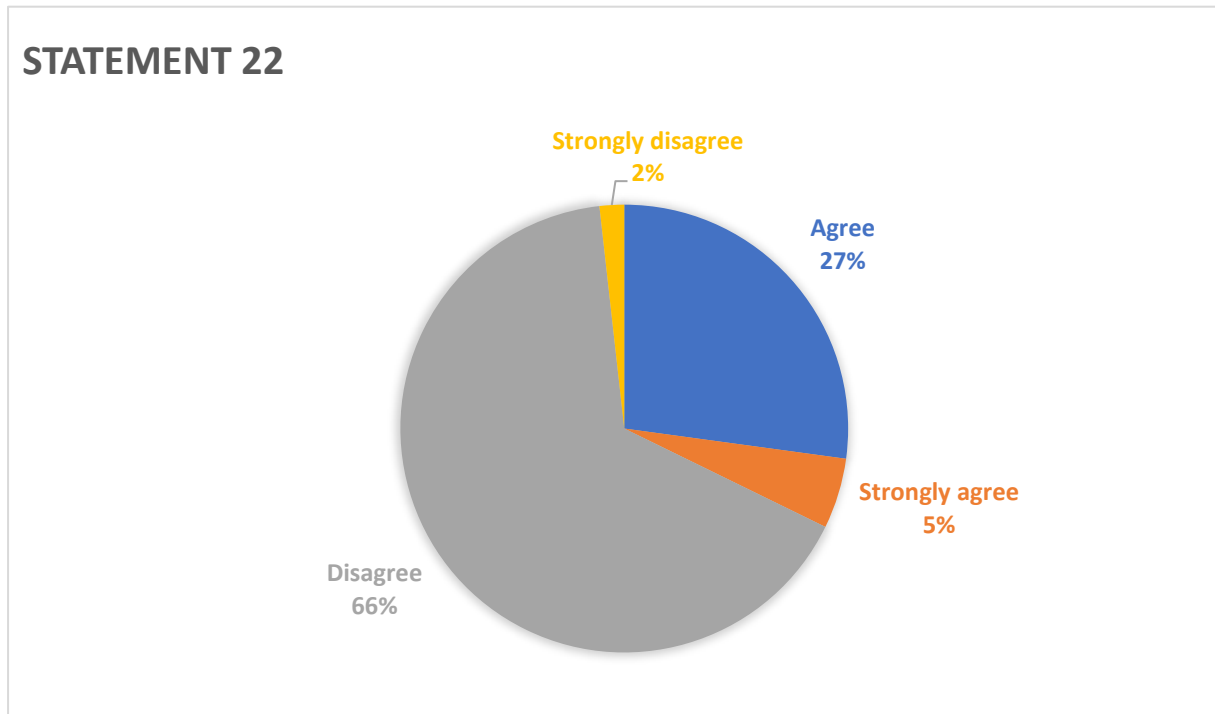
**Statement 21: I often feel like not going to my English classes.**



**Figure:21**

Most of the Madrasa students went with the option neutral in this statement. The reason was that their English teachers were present and were monitoring their answers. About 61% of students were neutral. Nobody agreed, but only 10% of students strongly agreed. 26% of students disagreed, and only 3% of students strongly disagreed.

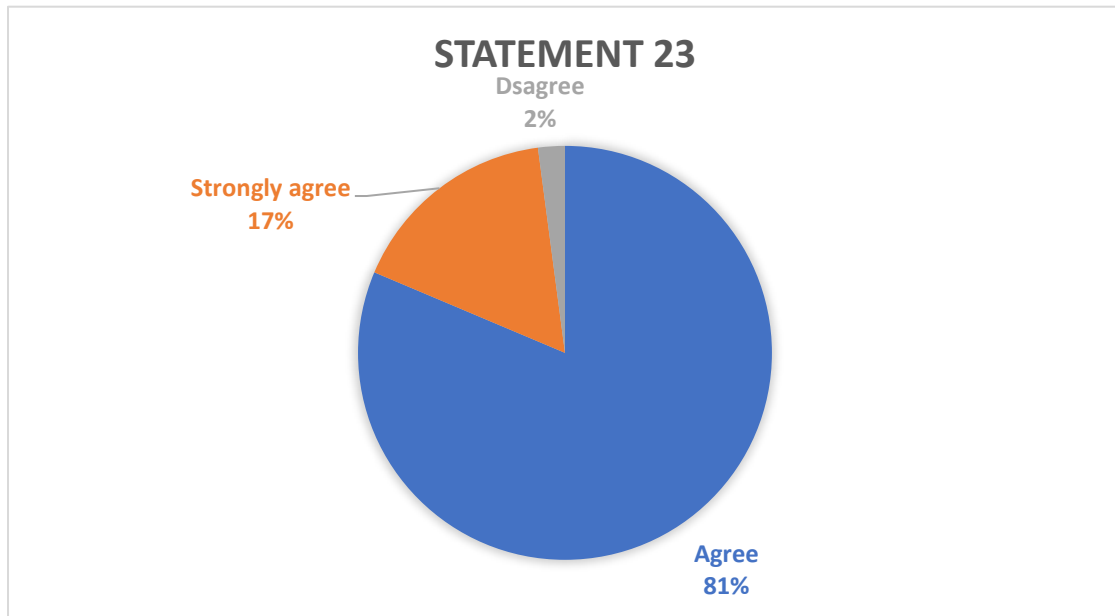
**Statement 22: I feel confident when I speak English.**



**Figure:22**

According to this data, only 27% of students felt confident speaking English, and 5% strongly agreed. Where 66% of students disagreed, they thought they lacked the confidence to speak English. 2% of students strongly disagreed. Less exposure to English and learners' anxiety is the cause of their low confidence level.

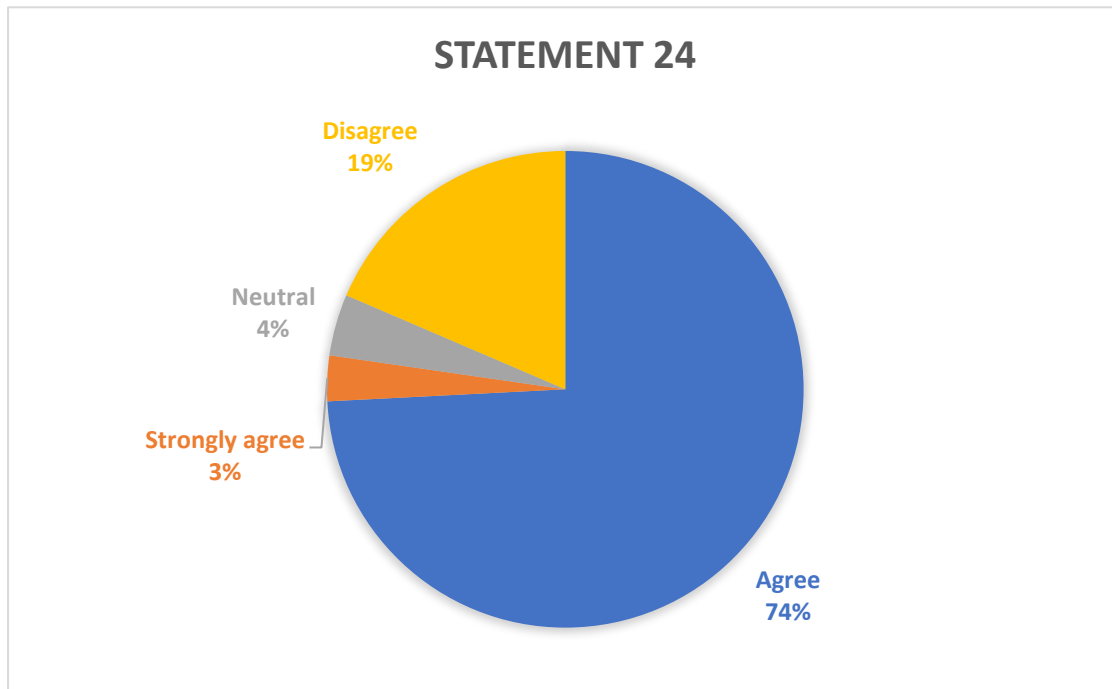
**Statement 23: I enjoy Arabic classes more than English Classes.**



**Figure:23**

This statement shows that Madrasa students prefer Arabic classes more than English ones. About 81% of students agreed they enjoy Arabic classes more than English ones. 17% of students strongly agreed, and only 2% disagreed.

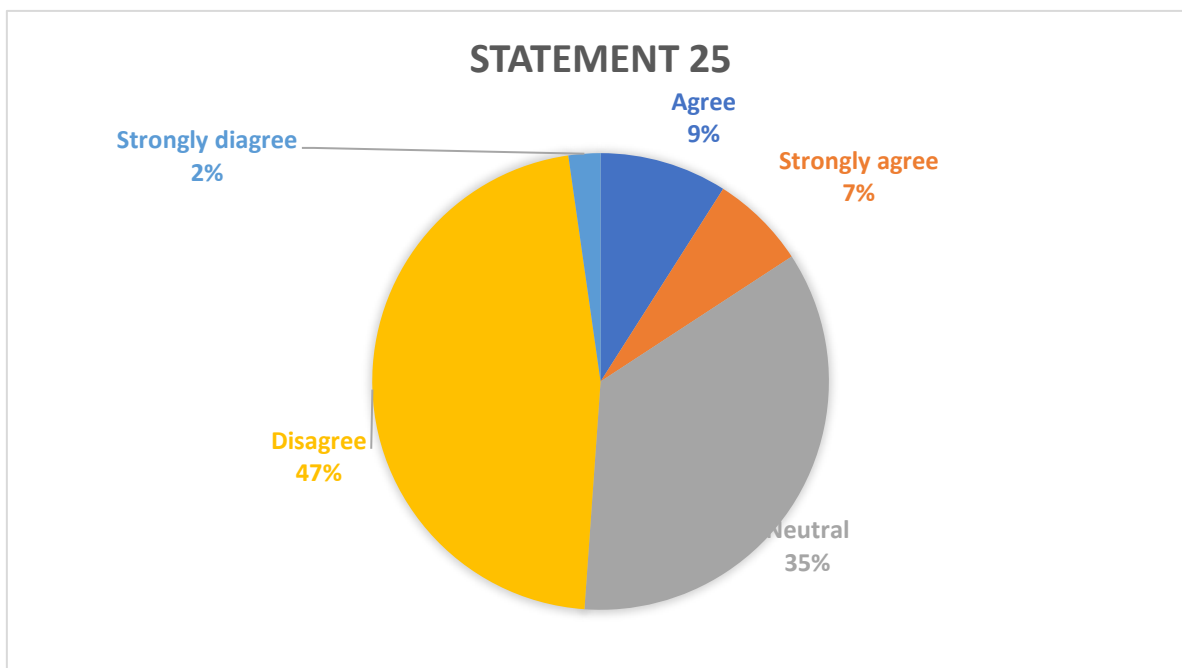
*Statement 24: I feel very relieved and relaxed when I answer correctly in English classes.*



**Figure:24**

This data from the statement was very expected. Students feel delighted when they can answer correctly in English class. About 74% of students agreed with his statement, and 3% strongly agreed. 19% of students disagreed, and 4% were neutral.

**Statement 25: Arabic compositions are easier than English compositions.**

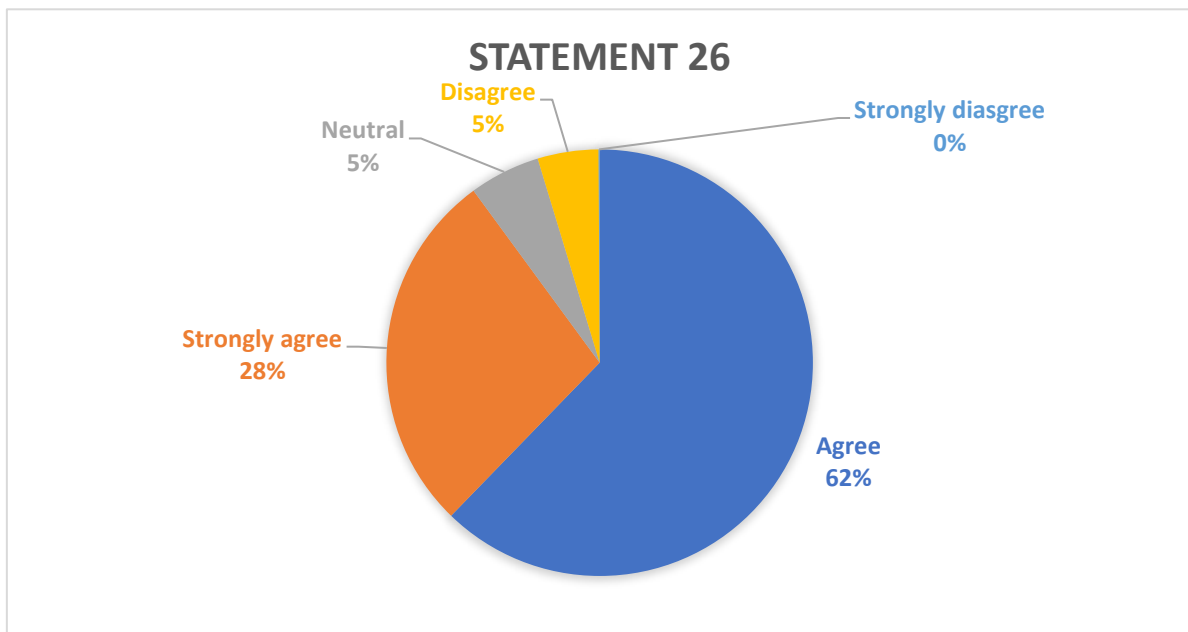


**Figure:25**

Both Arabic and English are foreign languages to Madrasa learners. Though students learn Arabic from the beginning of their Madrasa life, they still find English composition much easier than Arabic composition. According to this data, only 9% of students agreed with this statement, and 7% of students strongly agreed. 47% of students disagreed, 2% of students strongly disagreed, and 35% of students were neutral. Most of the students disagreed with the statement. Which means they are very positive towards learning English.



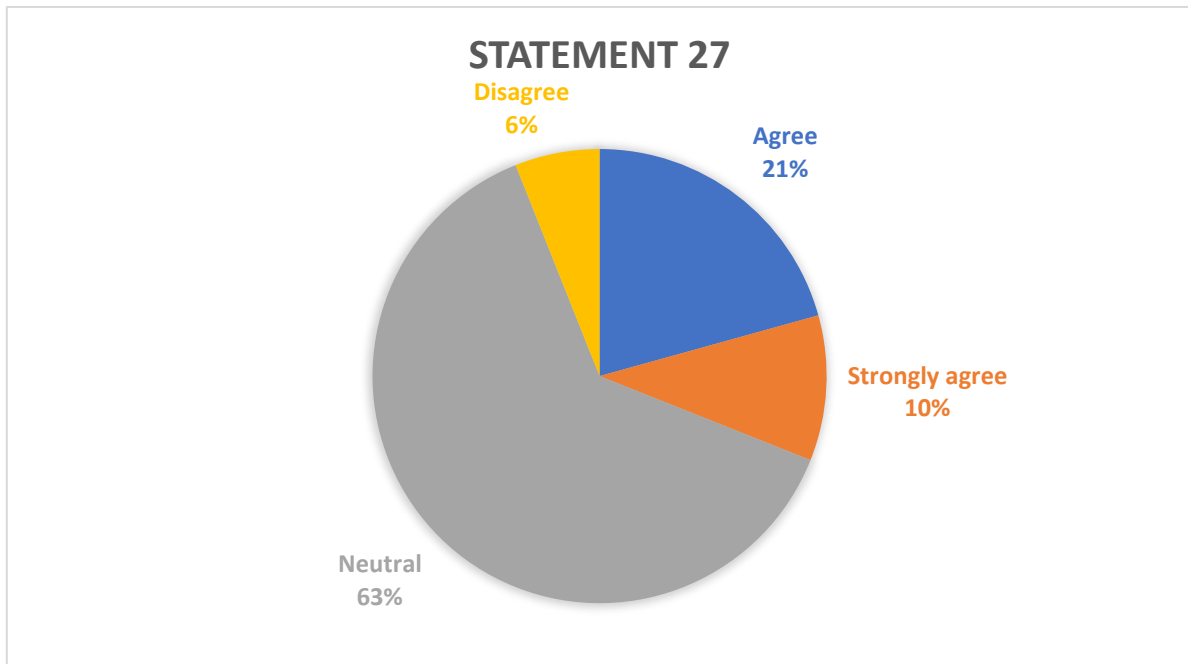
**Statement 26: When our Madrasa arranges any English debate or extra class, I feel enthusiastic.**



**Figure:26**

The students of Madrasa are enthusiastic and positive-minded towards debates in English and extra classes. About 62% of students agreed, and 28% strongly agreed with this statement. Only 5% of students disagreed, and 5% of students were neutral.

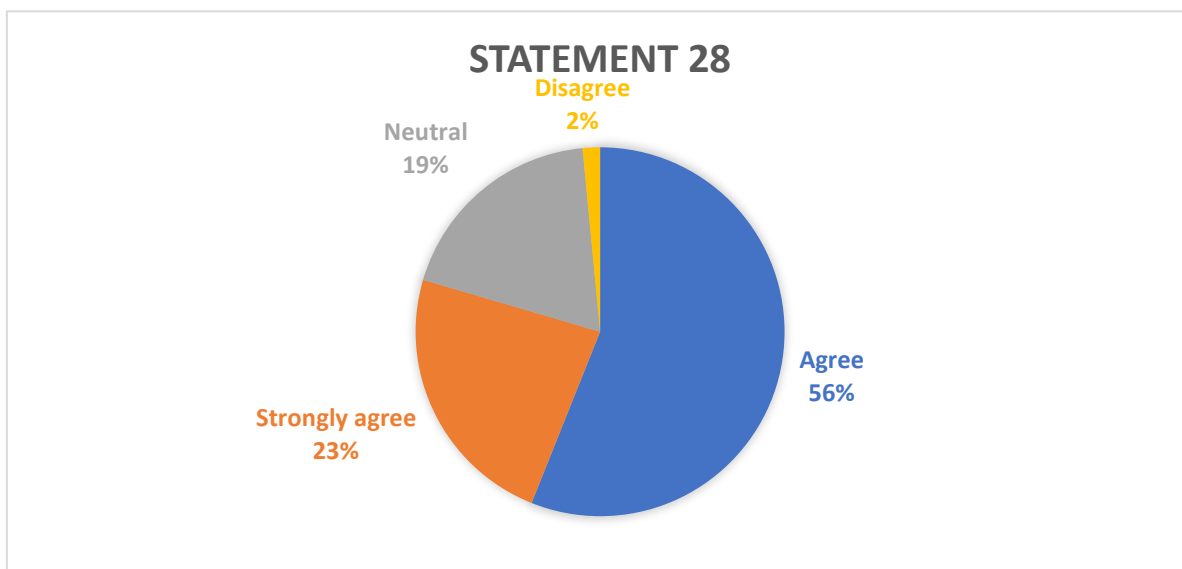
*Statement 27: I feel happy and excited when our teacher communicates in English instead of Arabic in our English classes.*



**Figure27**

Many students remained neutral with this statement. About 63% of students remained neutral, only 6% of students disagreed, 21% of students agreed, and 10% of students strongly agreed. Students who chose to agree and strongly agree option wanted to have classes where English would be the teaching medium.

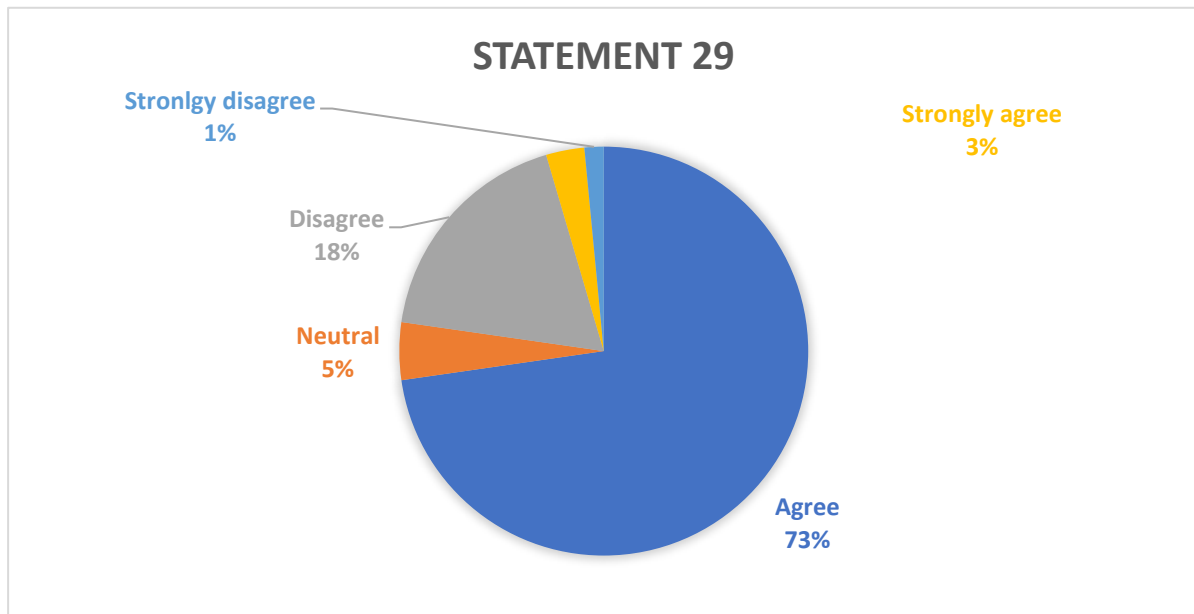
**Statement 28: Motivation from our teachers helps us to learn better English.**



**Figure:28**

Many students think a teacher's motivation can help us to learn better English. About 56% agreed, and 23% of the students strongly agreed. Only 2% of students disagreed, and 19% of students were neutral. Positive motivation is vital to the success of language learning. If it comes from the teacher while they teach a foreign language and can successfully motivate their learners, then language learning becomes more successful. The students from Madrasa also expect positive input of motivation from their teachers while learning the English language.

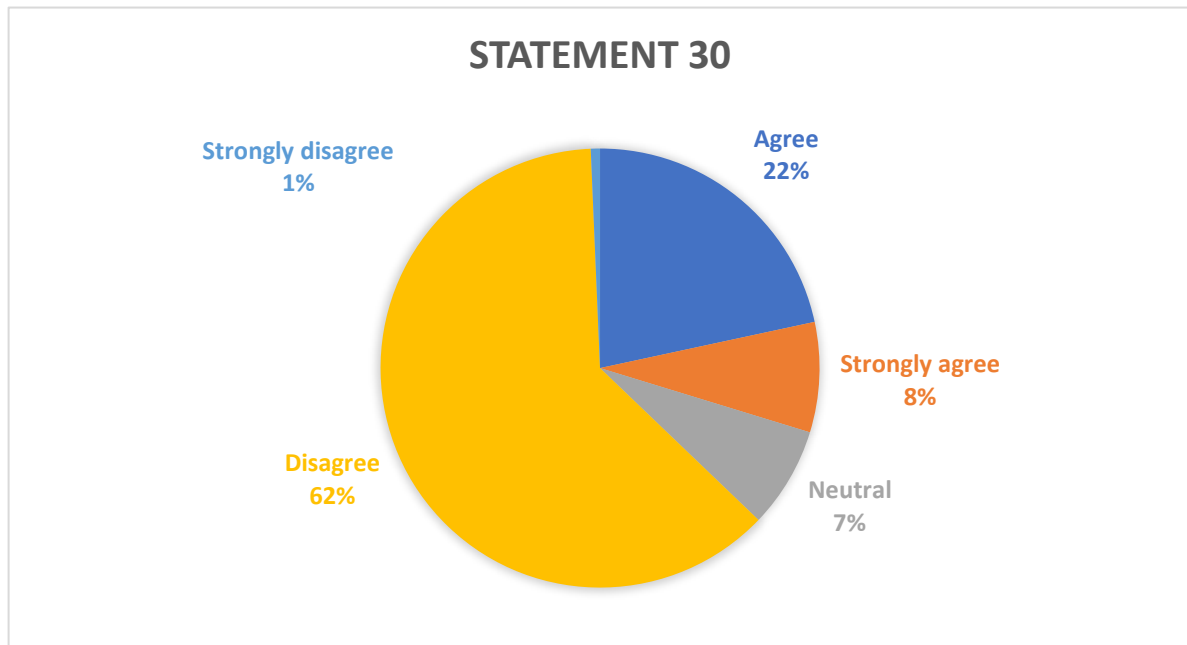
**Statement 29: I am confident enough to participate in any competition which will be in the English language with any school college other than Madrasas.**



**Figure:29**

Unlike other confident thematic statements, the students showed a better positive attitude. They are very positive about competing in competitions regarding the English language. About 73% of students agreed, and 3% strongly agreed. 18% of students disagreed, and 1% strongly disagreed. Only 5% of students were neutral with this statement.

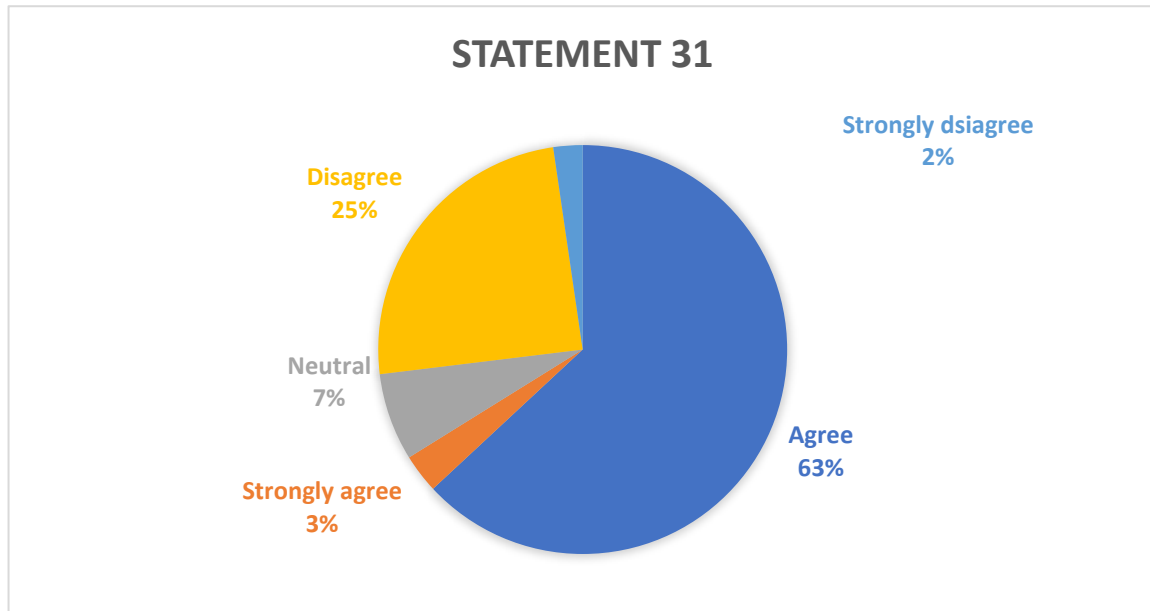
*Statement 30: Madrasa students' performance is poor in university or board exams than general college students.*



**Figure:30**

Many students disagreed with this statement. They think Madrasa students' performance is as good as the general college students. About 62% of the students disagreed with the statement, and 1% strongly disagreed. 22% of students agreed, though, and 8% strongly agreed. 7% of the students were neutral.

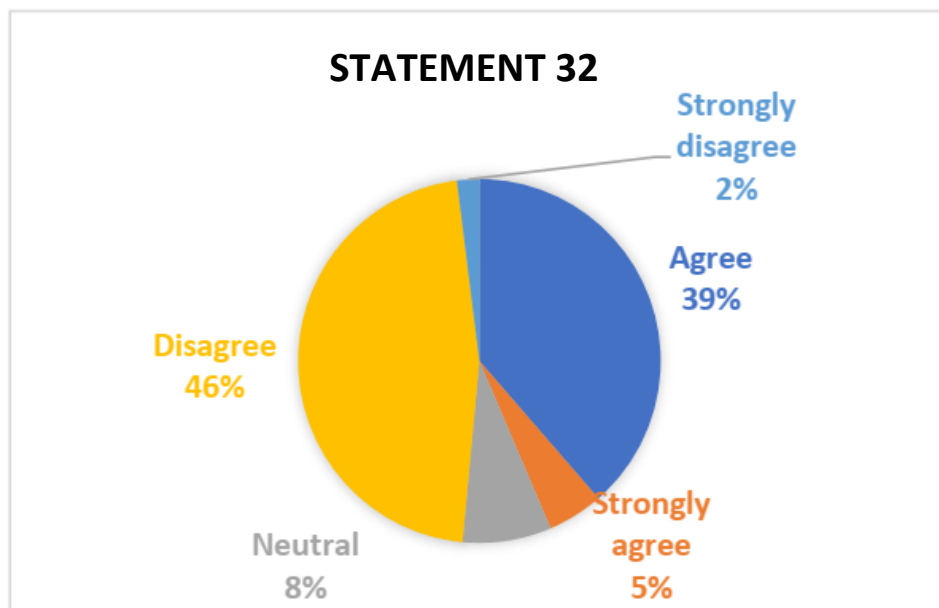
**Statement 31: I will feel nervous if I talk with any school or college student in English.**



**Figure:31**

Conversations in a foreign language and anxiety attacks are common attitudes among students. The Madrasa students stated before through the statement they would feel relaxed having a conversation in English with their Madrasa students. However, in this statement, they showed that they would be nervous if they talked in English with any school or college students. The reason could be low self-stream, anxiety, less espouser to the English language, and others. About 63% of the students agreed with the statement, 3.8% strongly agreed, and 7% were neutral. 25% of students showed confidence while disagreed with the statement, and 2% strongly disagreed.

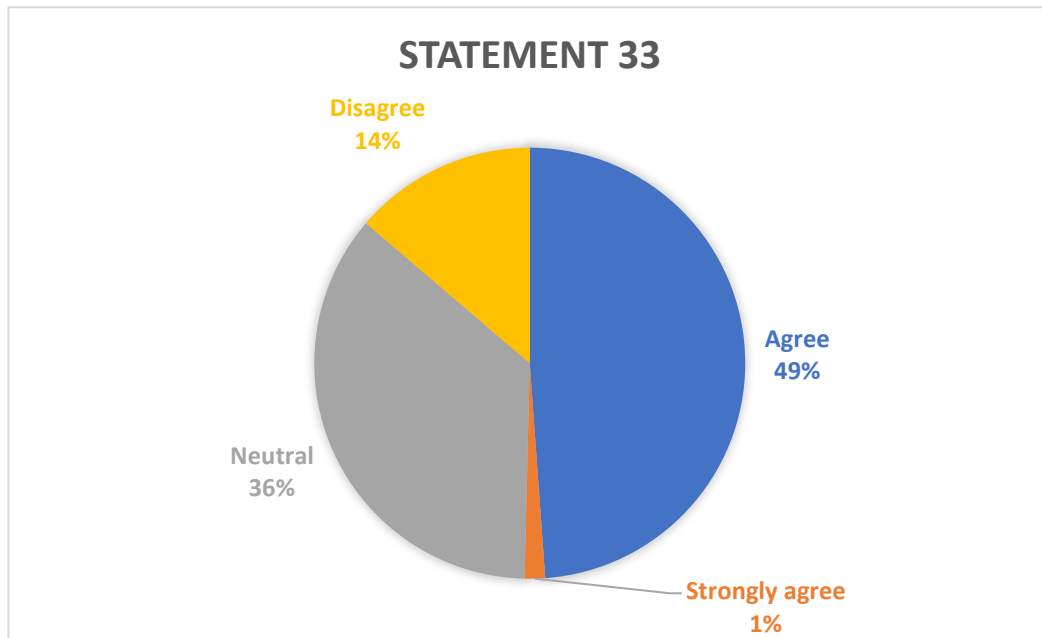
*Statement 32: Our Madrasa teaches us enough English to communicate with the outer world.*



**Figure:32**

The majority of the students think their Madrasa needs to teach more English through which they can communicate with the outer world. About 46% of students disagreed, and 2% strongly disagreed. 39% of students think their Madrasa teaches them enough English to communicate. 5% of students strongly agreed. Only 8% of students were neutral.

**Statement 33: When I encounter any task which is in English, I feel extremely nervous.**



**Figure:33**

49% of the students agreed that they feel incredibly nervous when encountering any task in English 1% of them strongly agreed. 14% of students disagreed, and 36% of them were neutral.



### **4.3 Summary of quantitative data analysis above**

From all the data analysis of the survey, it can sum up by saying this, mixed types of Attitude has been seen among the learners of different places. The most dominant Attitude is seen as “Anxiety” or “Nervousness” and then low confidence, inferior complexity, fear, panic, their feelings, which sometimes drive towards enjoyment, sometimes between their interest and non-interest emotions. Their classroom environment also affects their learning interest as we found that if they feel motivated by their English teacher, they feel more interest in learning English. Two types of fear played a role here fear of learning English and expressing their true feelings. Fear of learning English or performance while learning English is common, but among Madrasa students, fear of the rule and regulations set by their institutions also played a role here. The researcher was not allowed to collect the survey alone. One teacher was appointed as a researcher in every institution. Nervousness was another attribute that drove the learners to be anxious throughout the survey.

They know about their English learning objective very well. They think it is essential for their higher education and career besides Arabic and Bengali language. Interestingly, most are more interested in speaking or communication skills than the other three. Speaking skill-related statements and communication-related statements got “Agree” or “Strongly Agree” votes from most students. However, in the statements of the implication of this interest, the result comes out and vice versa. The gap between their interest and want of better performance in learning English and poor performance or low confidence is their anxiety, lack of confidence, fear, and panic.

Another thing that has been noticed is that they prefer deductive grammar to inductive grammar. An informal observation of their English grammar class explained the issue, and this is because they were never introduced to the inductive grammar method. All the Madrasa samples were collected from those taught in the GTM method. GTM, or the Grammar translation method, has no variation but memorizing rules by the learners and teacher-oriented classroom. So, they are used to the system. They would prefer something else to this system, however. They have high expectations from their Madrasa to teach English properly. The teaching method, style, and curriculum should be at the general stream level so they feel included in learning English and performing.

#### **4.4 Qualitative Data Analysis**

Qualitative data analysis has been conducted through Focus Group Discussion (FGD) and individual teacher interviews. The interviews were semi-structured. The questionnaire was determined by thematic analysis. Learners' enjoyment or interest was the first theme, the second theme was their English learning objective, the third was their opinion on English in the job sector, and the fourth theme was their interest in exploring cultural sites in the English language. Lastly, the interviewer asked them to introduce themselves and measure their anxiety about speaking. The target of the student questionnaire was to measure their attitude towards learning English, check on their anxiety level or types, motivational factors, and other features which can control student learning attitude. As for the teachers' questionnaire, the target was to bring out the teachers' perception of their students on learning English, their opinion about motivating students in the classroom, and the importance of English for their students' future.

## **4.5 Findings of Qualitative**

As the researcher stated before that, she wanted to collect data from all students of different social classes for this research paper to measure their thinking and attitude compatibility, the first FGD session was conducted in Chittagong city from a very big Madrasa where maximum students were from well off family whereas other sessions were from a town area and a partial rural area where maximum students were from middle class and lower middle class family.

### **Student Samples**

#### **FGD session 1**

Date : 11/10/2022

Class of participants : 8

Location : “X”, Chittagong.

Number of participants: 2

#### **1. Enjoyment in learning English:**

These two students were from Chittagong city. Both of them were male and from class 8. The first question was about their enjoyment of learning English. According to the students, both of them found English a very enjoyable subject. As for the more precise and clear answer they said, through English they can learn about outer world more. One of them said, “All Arabic subjects are same with the same topic and learning goal, but through English, we can learn about the outer world other than Islamic ideology. They were extremely excited about learning something new.” Though about skill enjoyment both had different opinions,

one of them thinks reading is the most enjoyable part among other skills while another one thinks that writing is enjoyable. So, it is a positive thing that they try to enjoy learning English.

## **2.Purposes/Needs/Expectations/Goal:**

A positive attitude is much needed for English learners since it is a foreign language classroom. These students are very decisive about their learning goals, needs, and expectations from learning English. According to them, they need to learn English to pass their exams. They want to get a better job with their better English skills because, as English is a global language, they want to communicate easily with others in the sector in English. According to one of them, “ There are various kinds of people in job sectors, and it is much easier to communicate with them if we have a good command of English .”They also know how essential it is to learn English to pursue their higher studies.

## **3. Understanding better Material diversity:**

According to the students, if they can understand English better, they can surf or explore more online or newspaper materials. Because if someone wants to read a book that is in the English language or wants to read an English newspaper, they need to know a basic level of English to understand it. The students are very much interested in exploring materials to learn English better.

## **4. Perception towards cultural boundaries:**

As English is a common and global language worldwide, the students think if they know good English, they can break cultural boundaries and explore more cultures because a person cannot know all the native languages of different countries. So, the students think English can make language differences easy, and they also believe English is necessary for them to get out of their small circle.

### **5. Their comparison between Arabic, Bengali and English language learning:**

They showed a strong stand in comparing English with Arabic and Bengali. As they stated before in the enjoyment segment, All the Arabic classes and the objectives are almost the same, and there are no varieties in learning. But learning English is fun, and they can learn many other things out of the box. As for Bengali, it is their native language and experiments with Bengali are sporadic in our country's classrooms. So, students get bored quickly. So, these Madrasa students think they like to learn English more than that from learning Arabic and Bengali.

### **6. Social status perception:**

In our country, even the Bengali language has a class. The upper-level and high-middle-class families use "Promito Bangla" for their social conversation and try to avoid the local dialect as much as possible. So, for English, as much as you can use it as communication media, people think those people are from the upper class and hold a significant position in society. These Madrasa students are like others. They also believe English can upgrade their social status, so learning English is crucial.

### **7. Observation on their English-speaking performance:**

The researcher asked the students to introduce themselves. They were very excited and introduced themselves. So, their introduction was elementary and sounded more bookish. One of their voices was trembling and he was stammering. Communicative comprehensive anxiety was evident in their voice. Still, they tried to perform well.

## **FGD Session 2**

Date : 14/11/2022.

Class of participants : 9.

Location : Y, Chandpur.

The number of participants : 5. (1 male, 4 female).

### **1. Enjoyment in Learning English:**

In Chandpur town, the Madrasa students were of mixed types in terms of gender, all from class 9. Their enjoyment perception differs from city-based students. These five students think they enjoy their English learning classes because their teacher is very capable of making the lessons easy, especially the grammar classes. Also, she can describe their task very well. Lastly, they feel very interested and positive about learning English.

### **2. Purposes/ Needs/ Expectations/ Goal:**

These five students gave exact and short answers to this question and follow-up questions. They think passing exams is not only the reason behind learning English. They want to get better jobs in the future, and they want to do better in their academic sector. Some of them think it is a positive feature of a home tutor to know good English.

### **3. Understanding better material diversity:**

They all gave a combined answer that they think they can get access to material diversity if they learn English by saying “Definitely.” They would like to learn English from different sources and materials like newspaper, TV, English songs and many more. Material diversity should be used for their English learning.

### **4. Perception about cultural boundaries:**

To explore cultural boundaries, they simply said English is a “global language.” They wanted to imply that to communicate and explore cultures they need to learn English because it is an international language.

### **5. Their comparison between Arabic, Bengali and English language learning:**

They choose a diplomatic answer here because they think English is more interesting than other subjects and feel upset if they cannot attend English classes. But they did not compare Arabic, Bengali, or English.

### **6. Social status perception:**

They gave a straightforward short answer “Yes, they do.” They needed to understand the answer appropriately.

### **7. Observation on their English-speaking performance:**

Only two female students agreed to participate in this self-introductory conversation among one male and four female students. They said they are incredibly nervous, shy, and tense whenever they think about talking in English. The male student was the first boy in the class; still, he was the most nervous. The two who participated spoke common English, like, their name, class, and hobby. Nothing exciting or new was in their conversation. Their enjoyment purpose was also different. Students from the city think that they will learn something new by learning English, while town-side students’ think their teacher makes their lesson easy and more understanding and they like to attend English class that is why they enjoy learning English.

## **4.6 Focusing Issues from Students’ Qualitative Data Findings**

### **1. Enjoyment of Interest:**

All of them enjoy learning English though students from a big city like Chittagong said they enjoy it because all their Arabic subjects are the same. They feel bored with the same kind of learning objectives. English added dimension to their learning. They feel excited when they learn English because they know they will learn something new out of the box. Out of the box, it means they feel happy they will learn something out of Arabic, something unique about various things.

Students from the village side think differently. According to them, they enjoy learning English because of their English teacher’s teaching style. Their teacher’s classes are so exciting that they feel interested in and enjoy the course. The teacher’s motivation factor worked here. Their interested skill areas are writing, reading, and speaking. Speaking is the

most exciting and popular skill in both survey and qualitative surveys. All of them want to speak good English.

## **2. Learning Objective:**

All the students were very sure about their learning goal, and all were united to this answer that they are learning English not only for their exams but also to communicate in English and want to expand their outer knowledge. Higher studies are one of the reasons for their learning objective. They also want to improve themselves in terms of their performance, and they want to perform in English in their job field.

## **3. Cultural value**

Every student wants to explore various cultures and thinks they need a good command of English. Because English is a global language, they can understand other cultures only if they can understand them, which is possible if they know English. Any answer like other learners, they are also interested in exploring cultural diversity through learning better English. Another positive thing that has been found in their answer is their positive attitude towards accepting foreign cultures and their language and literature.

## **4. Interest in their English language skill development for communication**

They are all aware of skill development. From the quantitative findings, this factor already came to light as well in qualitative findings it came to focus that they can prioritize skills according to their preference. We already learned that they are very interested in speaking because they think they can communicate with the world better and smartly through speaking.

## **5. Their thinking or attitude towards English language learning**

Most students' think that English can bring respect from people by knowing better English. By learning and performing better in English, people usually show respect, and this thinking shows the positive attitude of Madrasa students' towards learning the English language.



### **6. Their attitude observation through their instant performance end of the conversation**

End of the interview, they were asked to introduce themselves, in English. They were extremely nervous to introduce themselves and could not speak. Very few students introduced themselves with so many speaking difficulties. Students from other Madrasa showed better performance though. They were fluent in their speaking. Mainly Anxiety, fear, panic, shyness, excitement, and nervousness were present.

### **7. Comparison between city and town side Madrasa students’:**

So, the data prove that their learning goal and needs are almost the same, but there are still tiny differences between city-oriented students and town-side students.’ The city-oriented students were more confident and elaborate with their answers than the town-side students.’ They express their learning goal objectives more clearly, whereas the town-side students prefer to talk less with broken English. The city-oriented students were both males, but the male student from the town-side was timid and less confident than the city students.’ Though both have severe communicative comprehensive anxiety issues while they gave self-introductory interviews.

## **Teachers’ Sample**

### **Sample 1**

Date : 14/11/22

Participants :X, Chittagong.

#### **Q1. Are your students attentive in the English classroom?**

Ans: Yes, very much.

#### **Q.2. Do you let the students discuss the activity?**

Ans: No.

**Q.3. Are they responsive enough?**

Ans: Yes, very much.

**Q.4. Do you think they are afraid of learning English?**

Ans: Some students are very enthusiastic, but some are nervous, but they do not be afraid.

Qawmi students in our institution are very nervous in the classroom.

**Q.5. Do they enjoy grammar class more than English composition?**

Ans: Yes.

**Q.6. Do they speak English in the classroom?**

Ans: No.

**Q.7. Do you think English will help them in their academic and job sector in the future?**

Ans: Yes.

**Q.8. Are your teaching media English in the classroom?**

Ans: No.

**Q.9. Do you think English is essential than other subjects for your students?**

Ans: Yes, more than that.

**Q.10. Do you think all your students have enough confidence to learn English?**

Ans: Not all. Some have confidence, but some students have anxiety about learning English.

**Q.11. Do you help them when they feel shy to participate or do not speak in English or participate?**

Ans: Yes, I do.

## **Sample 2**

14/11/22

Participant: Y, Chandpur.

**Q.1: How attentive are your students in the English classroom?**

Ans: Not much.

**Q.2. Do you let the students discuss the activity?**

Ans: Mix.

**Q.3. Are they very responsive?**

Ans: No.

**Q.4. Do you think they are afraid about learning English?**

Ans: Yes.

**Q.5. Do they enjoy grammar class more than English composition class?**

Ans: Grammar class.

**Q.6. Do they speak English in the classroom?**

Ans: No.

**Q.7. Are your teaching media English in your classroom?**

Ans: No.

**Q.8. Do you think English will help them in their academic and career in the future?**

Ans: Yes.

**Q.9. Do you think English is essential like other subjects for your students?**

Ans: Yes.

**Q.10. Do you think your students have enough confidence to learn English?**

Ans: Yes.

**Q.11. Do you help them mentally when they feel shy or do not want to speak or participate in class?**

Ans: Yes. Definitely.

### **Sample 3**

14/11/2022

Participant: Z, Chandpur.

**Q.1. How much are your students attentive in the English classroom?**

Ans: Not that much. Front benchers are attentive, and backbenchers do not pay attention.

**Q.2. Do you let the students discuss the activity?**

Ans: No, because they don't understand them by themselves and cannot read fluently.

**Q.3. Are they very responsive?**

Ans: No.

**Q.4. Do you think they are afraid about learning English?**

Ans: It's not fear. It's anxiety and shyness.

**Q.5. Do they enjoy grammar class more than English composition class?**

Ans: Grammar class.

**Q.6. Do they speak English in the classroom?**

Ans: No.

**Q.7. Are your teaching media English in your classroom?**

Ans: No.

**Q.8. Do you think English will help them in their academic and career in the future?**

Ans: Yes, definitely.

**Q.9. Do you think English is essential like other subjects for your students?**

Ans: Yes.

**Q.10. Do you think your students have enough confidence to learn English?**

Ans: No. They do not have enough confidence.

**Q.11. Do you help them mentally when they feel shy or do not want to speak?**

or participate in class?

Ans: Yes.

**Sample 4**

Date: 14/11/2022

Participant: Z1, Chandpur.

**Q.1. How many are your students are attentive in the English classroom?**

Ans: Not much.

**Q.2. Do you let the students discuss the activity?**

Ans: No. I control the class.

**Q.3. Are they very responsive?**

Ans: No.

**Q.4. Do you think they have fear about learning English?**

Ans: yes, also they are timid.

**Q.5. Do they enjoy grammar class more than English composition class?**

Ans: Composition.

**Q.6. Do they speak English in the classroom?**

Ans: No, they do not get that chance.

**Q.7. Are your teaching media English in your classroom?**

Ans: No because the students will not understand.

**Q.8. Do you think English will help them in their academic and career in the future?**

Ans: Yes.

**Q.9. Do you think English is essential like other subjects for your students?**

Ans: Yes.

**Q.10. Do you think your students have enough confidence to learn English?**

Ans: No

**Q.11. Do you help them mentally when they feel shy or do not want to speak or participate in class?**

Ans: Yes.

#### **4.7 Focusing issues from Teachers' Qualitative Data Findings**

The participants or teachers from various Madrasa gave us mixed answers about their perception of their students. A mixed type of learners in class participation has been found in all four figures above. Only one uses CLT (Communicative Language Technique) in their class, and the remaining 3 use the GTM method. None of them uses English in the classroom as classroom communication media. None of their students speak English in the classroom as well. However, all of them are very optimistic about their learner's English learning goals. They think English is essential for their career and future. Their students feel nervous and shy in the classroom. One also stated that students from Qawmi Madrasa background lack confidence and skills, mainly in the classroom, compared to Alia Madrasa students. Regarding giving motivation to students, especially those stuck in the "Zone of Proximal," they were very positive and helped their students as much as possible.

## **Chapter 5**

### **Discussion, Conclusion and Suggestions**

#### **5.1 Discussion**

Most of the students' data showed a gap between their interest in learning the English language and their performance. Several factors are the reason behind this gap. The dominating attitudes seen here are fear, nervousness, anxiety about performing, low-level confidence, and an inferiority complex to general stream students or comparison with general stream students. The features which were focused on in the literature review section were found in the data findings.

#### **Anxiety**

Another noticeable thing is that they all want to perform very well in speaking, but when they were asked to introduce themselves, they were very nervous, shy, and so they could not introduce themselves. This happened because they were not used to speaking. Their teachers' do not use English in the classroom or speak English outside of the classroom, so their chances of exposure to English are significantly less. It also affects their performance in English learning. Those who introduced themselves stopped in one sentence repeatedly because of fear of mistakes. Communicative Comprehensive anxiety was seen largely throughout their interview time. Teachers also did not agree to give their interviews in English. Except one; the rest insisted on give their interview in their native language than

English. Some needed help to understanding the question pattern. These teachers with such qualities are teaching their students English. This is one of the reasons behind the poor performance of the learners. Students who come from Qawmi Madrasa have less confidence than Alia Madrasa students. The reason is that they do not study general subjects like Alia Madrasa students. So, they always remain behind them. We already know that learners with high anxiety have less success in language learning, and less anxiety have high success in language learning. According to a survey, their rate of anxiety level is high, and their performance is poor because of their high anxiety.

### **Effectiveness of classroom environment**

The role of classroom management is very crucial for a successful language learning program. Almost all students agreed that their English classes should be more accessible. GTM is one-sided learning. Only one Madrasa teacher said she uses CLT in her classroom, and the rest use GTM. The CLT classroom students find English more enjoyable and exciting than other institutions' students. They said their English classes are elementary and interesting because their teacher teaches them quickly. Teachers who apply this method in class keep the students from taking charge of activities or autolearning. This teaching type does not generate motivation or interest in learning the language. This is why students agreed with the statement that sometimes they do not feel like going to English classes. Except for one, the rest answered that their students need to be more active learners. The researcher found an answer by saying they try to make active learners with some method or technique. The training of Madrasa teachers in English language teaching should be made compulsory. With experience in teaching and knowledge of methods or techniques, it is easier to manage an interactive classroom.



**Role of Materials:**

According to the data, most students thought they need material diversity for their language learning. For learning English, various sources are used in the general stream. Nowadays, the Internet has been used as a tool for learning English, and students can get help for their assignments from the Internet quickly. In Madrasa, exploring the Internet or other sources is very rare. The village-side students primarily depend on textbooks and guidebooks for learning English. So, a big-scale knowledge gap remains in their skill development.

**Motivation**

Motivation in language learning is crucial to the success of language learning. With motivation, one can successfully learn a foreign language. Almost all the students believe that if they get motivation from their teacher, they will be able to understand the language more accurately and efficiently. For extrinsic motivation in the classroom, teachers can help their students in various ways. The teachers who gave the interview believe motivation can enable learners to motivate their students in their classrooms.

**The attitude of teachers and students towards learning the English language:**

The teachers' perspective on learning English for the future of their students is very positive. They all think English is essential for their students, especially for their higher studies and job field. Another point we have found is cultural value. Exploring different cultures nowadays has become a trend among the young generation. They feel interested in other countries and their culture. The English language is the main bridge of this culture exploring.

So, they are very optimistic about learning the language to explore different cultures.

Students show an expectation of more use of English from their Madrasas. From the survey, it has been clear that maximum students want their classes to be conducted in English, but from qualitative data, we have found that none of them (teachers) teach their courses in English, and not even their students speak in English in the classroom. The gap is here about implication. Since the students have a keen interest in learning English, they want a more accurate and effective teaching methods from their authorities in their classroom. Many students expressed that their Madrasa needs to improve their English teaching way to teach more effective English. It must be the lack of quality English education they provide to their students. The attitude of Madrasa learners is overall positive towards the English language. However, anxiety, panic attacks, nervousness, learning environment, proper material choice, and other aspects create obstacles between their positive attitude towards learning English and their performance.

### **Miscellaneous findings**

The Madrasa students showed signs of inferiority complex to general stream students. According to data, many students think their performance could be better than general stream students. The comparison came from more than just society and the education system but also from the Madrasa students, comparing them with the general stream students as per the data we found. The survey result showed that from a very early stage, the Madrasa students compare their performance with general stream students. They also know that the general stream students have better English exposure than them. Also, they think general stream students perform much better in admission tests and competitions than themselves. So, their confidence level reaches the bottom line regarding any challenge or competition matter. In other word they suffer from an inferiority complex with general stream students.

## 5.2 Conclusion and Suggestions

Anxiety, motivation, fear, nervousness, and positive attitudes were seen in Madrasa students' attitude towards English language learning. Teachers were also very positive about teaching and their students' learning English. In a learning situation, teachers can help with the anxiety, fear, and nervousness students often face while learning a foreign language or English. Suppose teachers engage their students more in active tasks rather than GTM-based tasks. In that case, students will get more exposure to the English language, their anxiety level will decrease, and language learning will succeed. Less anxiety and other attitudes like fear, nervousness, and panic attacks will increase positive English learning. Students think that motivation is essential for their language learning. If they get the proper motivation from their teacher and Madrasa stakeholders, their performance will be better, just like other general streams. Teachers are also very aware of motivational factors.

In most cases, positive motivation comes from the teachers to the learners. So, teachers should give more effort into providing positive motivation while teaching language. A positive attitude also helps remove anxiety or fear from learners' minds. The classroom environment plays a vital role in the successful language-learning journey. The motivation and positive attitude of the facilitator can change the classroom environment and make language learning more effective. Teachers should research more or study more about effective classroom implications. Teachers can make the classroom livelier and student-friendly. From the survey, we found that one class said their teacher is very student-friendly, which is why they like their grammar classes. So, students always show a positive attitude in a positive environment or students' friendly classroom. Madrasa students showed interest in material diversity. They want more experiments with their learning material. They wanted to depend on something other than their textbook. Teachers and stakeholders need to

experiment more with their teaching material and adapt activities and tasks from online and other sources to improve their students' performance in learning English.

Teachers should work on their students' inferiority complex. Because this issue among the Madrasa students are growing gradually without warning. If the authority or the teachers cannot find any solution for them the learners' going to suffer in a long run with their job sector and academic career. Teachers' can motivate them and make them understand that they are equally competent, and they can also do a better performance in English language just like the general stream students. So, teachers should show their students they believe in them and they are concern about their growth in English language learning.

All the findings indicate the positive attitude of learners towards English Language learning in the Bangladeshi Madrasa context. The learners are highly motivated with much optimistic perception for their future studies and career build-up. The problem in their attitudes is their anxiety attacks during activities, class performance, and communication in English. As a suggestion, changing their activity implication in the classroom is now essential in Madrasa classes. Teachers should enhance the chance of English exposure to students. English classes should be taken in English, and teachers should ask the students to practice English as communication media with their peers and teachers. This can have a huge impact on the attitude of students. Their confidence can get high from low if they regularly practice English and all skills in their classroom. Their anxiety, nervousness, and panic attacks will break down once they perform in front of others. Madrasa sectors must improve their materials, activity design, and other educational tools they regularly use in the classroom. As the data showed, the students want better performance in their Madrasa in teaching English. There should be a compulsory teacher training program, especially for Madrasa educators, to

improve their teaching and let them know more about teaching methods and techniques. It is high time to imply CLT in the Madrassa classroom and make it a student-centric classroom. Teachers should be more friendly to create a more learner-friendly environment.

At last, if these suggestions to the Madrasa authority can follow, they will be able to remove the learning gap between learners' interest or attitudes and their performance. It is high time for the Madrasa authorities to take steps to revise the whole English teaching system and fill in the gaps according to the needs of the students.

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## Appendix

### FGD Questions:

Q.1. Do you enjoy your English classes?

F.Q. Why do you enjoy it?

F.Q. Which part do you enjoy among reading, writing, speaking and listening?

Q.2. Are you learning English only to pass your exams?

F.Q. What other expectations do you have from English other than passing exams?

F.Q. Why do you think it is necessary for jobs? /Why do you think it is not necessary?

Q.3. Will learning English gives you access to resources to enrich your skill, like surfing the internet, books, and journals?

Q.4. Do you think by learning English, you can understand or learn well about other countries?

Q.5. Do you find interest in learning English like Arabic and Bengali?

Q.6. Do you think people who know English better get more respect from people?

Q.7. Now, can you give me your intro in English?

Yes.	Why not?
	What did you think when I asked you about the introduction?