

Impact of Krashen's Affective Filters on English Speaking Skills of
Aliya Madrasah Students in *Dakhil* and *Alim* Level

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the
requirements for the degree of Bachelor of Arts in English

Department of English and Humanities

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which 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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Abstract

This research looks into the matter of teaching and learning process of English speaking in madrasahs in Bangladesh. While doing so, it tries to relate Stephen Krashen's hypothesis on Affective filters from his monitor model theory. And, tries to look into how the affective filters- motivation, anxiety and self-confidence are effecting madrasah students' English speaking skills. With a concentration on looking into those particular factors and analysing their effects on a madrasah student's mind-set while learning and practicing spoken English inside their classrooms, it also tries to find out the reasons behind the existence of those factors. Through surveys, interviews of teachers and students, this research hopes to address the said topics, unearthing important details regarding teaching and learning English, especially spoken English in Bangladeshi madrasahs. Lastly, some realistic suggestions for mitigating issues found out through the research, as suggested by those interviewed is also added herewith.

Keywords: Madrasah; Motivation; Anxiety; Self-Confidence; Affective Filter Hypothesis; Spoken English in Bangladesh

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List of Acronyms

FLCAS	Foreign Language Classroom Anxiety Scale
SLA	Second Language Acquisition
PSC	Primary School Certificate
JSC	Junior School Certificate
SSC	Secondary School Certificate
HSC	Higher Secondary Certificate
BMEB	Bangladesh Madrasah Education Board
MOE	Ministry of Education
MPO	Monthly Pay Order
NCTB	National Curriculum and Textbook Board
LAD	Language Acquisition Device
FLA	Foreign Language Acquisition
ESL	English as Second Language
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
EFT	English for Today
ACTFL	American Council on the Teaching of Foreign Languages

Chapter-01: Introduction

The government of Bangladesh has made English a mandatory subject to be studied at the schools from the very introductory stage of their formal years i.e. from the first grade. However, English had never been declared to be the second state language, although a large number of the state's internal and almost all the external issues are being conducted in English. Surprisingly, the national board of education of Bangladesh never declared English as a foreign language to be studied at schools formally, either. As a result, the learning and teaching process of English as a subject as well as a language in schools and other similar educational institutions remain functioning without any hard and fast set of rules and regulations. This situation is only aggravated by the fact that three different streams of education is present and running parallel to one another from top to the bottom of the system.

This chapter provides an overall introduction to the paper by giving a background of the issue and specifies the problem statement. Thereby, also sets a few research questions around which the research will revolve. Besides all these, this chapter also briefly talks about the significance and the shortcomings of the study.

1.1 A general overview of different streams of education in Bangladesh

The current structure of the system of education in Bangladesh is being divided operationally in two sectors- the affairs of educational institutions up to grade 5 or class 5 is under the ministry of primary and mass education. And, all affairs of education concerning of over the fifth grade or class is controlled by the ministry of education. Under both the ministries, in all stages of the formal education sector, are present three different mediums of education. These mediums are

mostly divided based on what curriculum it follows. For instance, the most traditional or most widespread one being the Bangla medium, follows the curriculum set by the ministry of education and require the students to sit for public exams like the PSC, JSC, SSC and HSC. The stark opposite of this stream of education is English medium schools which are privately owned and operated educational institutions that never follows the Bangladeshi government endorsed syllabus or curriculum but follows those of Oxford or Cambridge instead. Most important certificates of accomplishments, academically, are given out after the students complete their O levels and A levels. The third and in context of this paper, the most important one of the streams of studies is called Madrasa stream of education.

The word “Madrasah” directly translates to “A college for Islamic studies”. In fact, this is what madrasas are well known all over the world for. The concept of modern day madrasas came into play back in the days of the prophet Muhammad (pbuh). Back then there was no formal institution for education and therefore, the mosques and other religious establishments took care of a person’s formal education. However, the first ever madrasah is known to have existed in Iran in the tenth centuries and the ideas of such institutions were then implemented in Spain and West Africa and eventually spread throughout the entire Muslim world. (Emad. 2009). Emad (2009) also specifies how ever since madrasas have been the primary source of cultivation of Islamic thoughts, ideas and lifestyle and how these institutions also taught different branches of science, philosophy, governance and administrations etc.

Given below is a chart specifying the different stages and streams of education in Bangladesh along with the stages or degrees provided by the madrasahs along with their equivalence with more traditional degrees.

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH													
Age	Grade												
26+													
25+	XX						Ph. D(Engr)	Ph.D(Medical)					
24+	XIX			Ph. D	PostMBBS Dipl					Ph. D (Education)			
23+	XVIII		M.Phil	M.Phil(Medical)									
22+	XVII		MA/ MSc/ MCom/ MSS/ MBA	LLM	M B S BDS	MSc(Engr)	MSc.(Agr)		MBA	M.Ed & M A(Edn)	MFA	MA(LSc)	
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB(Hons)		BSc.Eng BSc.Agr BSc.Text BSc.Leath	BSc.Eng	BSc (Tech.Edn)	BBA	B.Ed Dip.Ed & BP ED	Dip.(LSc)		Kami
20+	XV		Bachelor (Pass)							BFA			
19+	XIV						Diploma (Engineering)				Diploma in Nursing	Fazil	
18+	XIII								HSC Voc, C in Ag	C in Edu.	Pre-Degree BFA	Diploma in Comm	Alim
17+	XII	Secondary	Examination				HSC						
16+	XI		HIGHER SECONDARY EDUCATION										
e15+	X		Examination		SSC	TRADE Certificate/ SSC Vocational		ARTISAN COURSE e.g. CERAMICS				Dakhil	
14+	IX		SECONDARY EDUCATION										
13+	VIII		JUNIOR SECONDARY EDUCATION										
12+	VII												
11+	VI												
10+	V		PRIMARY EDUCATION										
9+	IV												
8+	III												
7+	II												
6+	I												
5+			PRE-PRI MARY EDUCATION										
4+													
3+													

Table 1: Education structure of Bangladesh, showing equivalence of madrasah education and general stream of education. (Haolader, 2011).

1.2 Madrasah education in Bangladesh

Though madrasahs have been in Bangladesh before our independence, they were never well-categorised nor supervised by the government or any other central institutions back then. And, even after the independence, for a long time, madrasahs operated on their own for a long time. (Anzar, 2003). All madrasahs are not same to this day, though, as they are primarily divided into two distinct categories- *Aliya* and *Qowmi*. *Qowmi* madrasahs only are concerned with studies centred on Islam and its philosophies and laws and the studies of Quran, hadith, their translations etc. and have always been against the idea of adding traditional subjects like Bangla, English, science, mathematics etc. into their curriculum. According to researchers like Al-Hasani et al. (2017), *Qowmi* madrasahs are not well-designed and provide poor quality of education since most of what they teach are not relevant to the need of the modern world and are mostly

concerned with their own religious ideologies and beliefs. Their education system is divided into 5 main levels- *Ibtidiyah* (Primary), *Mutawassitah* (Secondary), *Sanobiyah Uliya* (Higher Secondary), *Fazilat* (Graduate) and *Taqmil* or *Daurah* (Postgraduate). (Al-Hasani et al., 2017). Though they were ever resistant at the prospect of changing their policies, in the face of the pressure exerted by the government with a view to reforming their education system, they were bound to accept some changes lately. In 2006, they finally started teaching English but they do so only till class 8 or *Mutawassitah* level.(Begum, 2017). Since this paper aims to find out relations between Krashen's affective factors among madrasah students as they learn English and how it affects them, especially the students of class 9-10 and 11-12, and since *Qowmi* madrasahs do not teach English beyond class 8, *Qowmi* madrasahs are not focused on in this study. Instead, therefore, the entire study focuses on students of Aliya madrasahs and their students and the way they perceive English speaking.

The second stream of madrasah education is known as *Aliya* madrasahs. These madrasahs are much different in both what they teach and how they are regulated and run. Unlike the *Qowmi* madrasahs which run pretty much on their own, *Aliya* madrasahs are mostly government owned and many are under government MPO. (hasan, 2019). And, according to Al-Hasani et al. (2017), they are also controlled by the MOE (ministry of Education) of the government of the country and are controlled through the BMEB (Bangladesh Madrasah Education Board). And, they also mentioned that 60% of the Aliya madrasah curriculum consist of traditional subjects such as Bangla, English, Science, Mathematics etc. And, unlike *Qowmi* madrasahs, their curriculum does not restrict the study of such subjects to any particular levels either. Meaning, up till *Alim* level, they have to study all the subjects as designed by a government curriculum too. Their levels of

education are somewhat similar to those of *Qowmi*, however. The levels are- *Ibtedayee* (primary), *Dakhil* (middle or secondary), *Alim* (higher secondary), *Fazil* (Undergraduate and pass course) and *Kamil* (Postgraduate). Among these, not all the stages or levels take the same time nor are they all controlled by the BMEB either. According to the official website of the Madrasah Education Board, the *Ibtedayee* level of both *Qowmi* and *Aliya* are supervised by the Primary Education Board of the government and the rest of the levels of *Aliya* madrasahs i.e., *Dakhil*, *Alim*, *Fazil* and *Kamil* are supervised by the BMEB. ("সরকারি মাদ্রাসা-ই-আলিয়া | GOVT. MADRASAH-E-ALIA", 2020).

Given below is a list of the numbers of all *Aliya* Madrasahs in Bangladesh as per the government reports shown in Amin (2013).

Type of madrasah	Units
<i>Ibtedayee</i>	6,869
<i>Dakhil</i>	9,322
<i>Alim</i>	2,799
<i>Fazil</i>	1,256
<i>Kamil</i>	200
Total	20,446

Table 2: Total number of Aliya Madrasahs in Bangladesh (Amin, 2013).

The syllabus of the *Dakhil* board examination consists of 200 marks among the total marks of 1400. The 200 marks are divided into two separate parts or papers- the first paper and the second paper. According to Ali (2014), First paper is taught following the instructions and the textbook provided by the government called “English For Today: for class 9-10”. Similarly, the “English

For Today” book is taught in *Alim* level too, only that it is called “English For Today: for class 11-12”. (Ali, 2014). Much similarly, the Alim exam now consists of 200 marks of English written tests too, with 100 marks allocated for both the first paper and the second paper alike. Both the syllabus of the books and the books themselves madrasahs follow, in terms of English at least, are designed and written by NCTB (national Curriculum and Textbook Board). (Ali, 2014).

1.3 Problem Statement

Mentions of madrasah students being poor in English speaking is often seen in print media and academic journals. But, no research so far addresses the issue on a detailed level as to look deep into the reasons causing the students to pass out from madrasahs with such poor skillset. Also, a major cause behind a large number of students being unemployed after completing studies in madrasahs is also often blamed on their poor spoken skills especially in English ("Three of four madrasa students remain jobless", 2018). Therefore, it is high time a research was done to look into factors preventing their learning and provided adequate reasons behind existence of such factors.

1.4 Research Questions

1. What is the overall condition of motivation, anxiety and self-confidence of madrasah students in terms of speaking?
2. If the presence of affective filters are high in case of anxiety and low in case of the other two, how is it affecting their learning and speaking skills?
3. What are some of the possible reasons behind existence of these filters among madrasah students?

1.5 Significance of the study

The study will shed light on the overall condition of the madrasah students in terms of listening and speaking and reveal the process of their learning the communicative aspects of learning language especially English. Also, their level of proficiency in terms of speaking and listening will be tested and commented upon as well. Moreover, the source of their motivation in learning a language other than their need to do so for the sake of passing exams are tested by interviews and surveys. Furthermore, whether the students of madrasa are effected by the affective filter hypothesis as proposed by Stephen Krashen is also looked into and discussed. All these aspects of this study will, hopefully, establish a ground for the future researches in relevant fields.

Chapter 2: Literature Review

2.1 Affective Filters

Affective filters is a hypothesis first introduced by linguist Stephen Krashen (1982) as a part of a theory of second language acquisition- the sociocultural theory. Under this theory, five main hypotheses were widely discussed- -Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis. (Krashen, 1982). The fifth and the last of the hypotheses, the affective filter hypothesis is widely known for dealing with the emotional aspects of the effects of second language acquisition. As a language learner is an individual as well as a part of a group, much depends on how the learner feels about the whole learning process. (Martos, 2004). According to her, the affective domain is the domain through which learners become aware of their environment as well as learn to respond to that environment with feelings, based on which they later learn to act. Therefore, this particular hypothesis plays a crucial role in identifying seemingly non-empirical factors that affect any individual's second language acquisition.

According to Stephen Krashen, the affective filter hypothesis states how the three factors that he had mentioned relates to the process of second language acquisition. He also draws reference from Dulay and Burt (1977) as he mentions that the idea of affective filters was proposed by them. (as cited in Krashen, 1982). And also points that works done in this area i.e. in the area of SLA and affective factors are always consistent with the idea. Besides, he also points in the book *Principles and Practice in Second Language Acquisition* (1982) that the Affective Filter hypothesis captures the relationship between affective variables. Moreover, he also states that affective filters effect a learner's language acquisition as the strength or level of the filters dictate

over how much learning actually happens. And, in the same book, he also introduces us with the three core filters or factors that directly affect language acquisition the most. They are- motivation, anxiety and self-confidence. (Krashen, 1982)

Xiaoyan Du (2009), in “The Affective Filter in Second Language Teaching” also reflects much on the affective filters mentioned above and their functionalities in details. According to him, “People with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device.” (Du, 2009). Here, the term language acquisition device or LAD for short, refers to the idea proposed by Noam Chomsky in the early 1960’s. According to Chomsky, LAD is a built-in unit within any human brain that helps us learn human languages. It is for the presence of LAD, he argues, that no other creature other than humans can learn any language. (Chomsky, 1965). The idea of LAD being connected to Krashen’s affective filters is primarily on the basis that since all language learning happen in LAD, and since the filters affect language learning one way or another, ultimately the filters are affecting the language learning happening inside LAD. When the effect of these filters are high, less input gets into the LAD, resulting in less learning and similarly, the lesser the degree of existence of these affective filters in the learner’s mind, the more information gets into LAD, resulting in more learning. (Rishel & Miller, 2018) And, the input Du talks of here is also another reference to yet another hypothesis proposed by Krashen alongside the Affective Filter Hypothesis, as a part of his language acquisition theory. According to the input hypothesis, we learn a language when the input that we get from language used by others around us are in some way, above our level i.e. when we get input that is already not present in our schemata. Krashen expresses the idea as “i+1”, where “i” refers to the information a learner already known about the target language while “+1” refers to the information he or she is to get from the

environment, novel to the learner. Therefore, for Krashen, the overall context as well as the extra-linguistic setup is of utmost importance for any real learning to happen, especially in case of language learning. (Krashen. 1982). And, about the high and low affective filter level, Hui Ni (2012) in “The Effects of Affective Factors in SLA and Pedagogical Implications” provides ample explanation. According to him, high affective filter level points to the fact that when a learner is having high amount of anxiety, low motivation in learning, low self-confidence etc. i.e. if his or her affective filters are all or some present and that too in high amount in his or her mind, then the amount of input the brain can accept and process is drastically reduced. Similarly, if the amount of affective filters is low i.e. if self-confidence and motivation is high, anxiety is low and so on then much more input will get in the brain and the input or information will get better chance at being processed properly. (Ni, 2012).

2.2 Motivation

The first and foremost of these affective filters is motivation. Definition of motivation most likely varies in different academic fields. However, according to Kleinginna and Kleinginna (1981), “motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behaviour and give it a direction.” (As cited in Hutt, 2011). According to H. Brown (2001, P. 34), motivation means the choices one makes as of what goals to pursue as well as the efforts and struggles he or she devotes to that specific pursuit. Drawing reference to Brown’s way of defining motivation, Du (2009) opines, “So the motivation of SLA refers to the desire and impetus of the acquirers.” By definition therefore, motivation plays a crucial role in learning not only a second language such as English in case of Bangladesh but also in learning anything new in general.

Du therefore says that out of all the affective filters as well as factors in learning a new language, motivation is a crucial one, if not the most important one. Drawing reference from both Gardner and Krashen, he further states regarding motivation that both of them points out the presence of two kinds of motivation- integrative and instrumental motivation. The former is expressed by the motivation that a learner feels towards the particular target language because they feel the genuine interest in learning it and feels a need to participate in a social life in that language. And, he differentiates the later by adding that instrumental motivation refers to the kind of motivation that is goal or objective- oriented. Meaning, this is the motivation a learner feels while learning a language as they want to accomplish certain specific goals with that knowledge or ability such as passing exams, getting citizenship, going overseas, travelling, getting promotion etc.

furthermore, he also draws the conclusion after this explanation that the first of the two kinds mentioned is positive for SLA whereas the second one is undoubtedly negative for the purpose.

On the importance of motivation in terms of SLA, Krashen himself states in *Principles and Practice in Second Language Acquisition* (1982, p-31) that learners with higher motivation usually always do better in terms of performance. Such is usually the case, but not necessarily always.

As for the types of motivation, Sucaromana (2013, p-142) states that there are two kinds of motivation. Intrinsic and extrinsic. Intrinsic motivation, as Sucaromana shows, referring to the works of numerous other scholars, is the kind of motivation that one feels as they are to do something for themselves, it is ““doing something because it is inherently interesting or enjoyable.” Whereas extrinsic motivation is “doing something because it leads to a separable outcome.” Moreover, Shourafa (2012) has discussed a four step way in which motivation potentially plays a role in SLA. He states that motivation firstly uplifts the learner’s spirit of

learning and increases his or her energy. Secondly, it gives a learner a specific direction i.e. drives him or her in a certain way to attain goals. Thirdly, it increases persistence. If motivation is high then learners are less likely to quit if anything goes wrong momentarily. They are more likely to try over and over again in case of failure. And lastly, it dictates over the strategies and cognitive processes learners employ while learning and increases likelihood of them looking for help if they are stuck on their own.

2.3 Anxiety

Anxiety is another of Krashen's affective filters that affect acquisition of any language directly much like motivation. Although much like motivation it plays a role on how the learner perceives the language they are acquiring, it has a different kind of effect on the learners mind when compared to that of motivation. Martos (2004) defines it as a general feeling of tension that students experience while being in an SLA classroom, especially when they are new students of the language they are trying to learn. According to Javed et al. (2013), anxiety is a natural psychological state that cannot be controlled, containing the element or feeling of fear. (as cited in Ariyanti, 2016). Since fear is one of the most primal and strongest of emotions embedded within human minds since they are born, anxiety affects all kinds of learning especially in case of SLA. And, naturally, it effects those who are still learning a new language more as opposed to those who have gained a significant level of competence in the same matter. In addition, it works as an affective filter even more so when it comes to speaking. Since spoken words are not amendable, new learners always stay anxious of losing their face value in front of others when it comes to speaking the language they are learning in front of even their instructors. Besides, there is the fear of losing acceptance and being laughed at too. (Aryanti, 2016). Among all the affective filters, anxiety in terms of SLA or FLA stands as the highest when it comes to

availability among learners. In this context, Arnold (2000, p-59) says that language anxiety a factor which ranks very high in terms of influencing any language learning. He further stresses on this point by stating that regardless of the setting of the learning being formal, like learning language inside a classroom or informal, like learning language on the streets, the role of anxiety remains the same. (as cited in Ni, 2012, p-02).

In the paper published in 2009 on the affective filters on language acquisition, the writer, Xiaoyan Du states that there are three basic kinds of language anxiety especially when it comes to learning a foreign language in a classroom. The first of the three types is called communicative apprehension. It is, as the name suggests, a kind of anxiety that learners have when they are to communicate with others in the target language. And, Du claims that one out of five i.e. twenty percent of the total learners suffer from this anxiety while learning. The second kind is called test anxiety. This is also, as the name suggests, the anxiety or fear of tests. Among learners, an anxiety around being evaluated is only normal to exist. However, for a myriad of reasons such as lack of adequate preparations, lack of self-confidence, negative experiences in or after the exams in previous times etc., this kind of anxiety is usually developed within the minds of learners. And lastly, the fear of negative evaluation is also a type of anxiety that affects students from concentrating the tasks at hand and hamper their overall SLA process.

Three more kinds of anxiety are discussed by Ellis (1994) as he categorises them as state anxiety, situation specific anxiety and trait anxiety. Among them, Ellis says, situation specific anxiety is the one most relatable and relevant in case of SLA. This kind of anxiety refers to situations when people find anxiety in doing anything specific especially something involving speaking such as public speeches, interactions, evaluations, presentations or even class participations. Moreover, Ellis also states that what learners of a new language face when it comes to performance is

mostly language anxiety which is by itself a kind of situation specific anxiety after all. Luckily, he also states that this anxiety usually always subsides as the learners keep on practicing and gaining more competence. In this regard, Liu (2013) also reflects on the matter of language anxiety among learners as he states that this kind of anxiety is indeed common among the learners and more specifically, is comparatively more common in language classes where speaking is being practiced as opposed to in classes other three skills i.e. writing, reading and listening are being practiced.

Regarding the effects of anxiety on learning, Stephen Krashen in his *book Principles and Practice in Second Language Acquisition* states, “Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.” (Krashen, 1982, p-31). According to Brown (2000) however, language anxiety never affects a learner while learning their mother tongue, mostly since they are not actively aware of the learning process. But, when it comes to learning a second or a foreign language, the learners are well aware of the process and also are able to monitor and compare themselves against their peers and even against their teachers. Hence, language anxiety kicks in and their learning is affected. (HasibUllah, 2016, p-11).

Apart from this, it is seen that language anxiety never leads to an improved condition or result of learning among SL learners. In fact, learning is hampered to a great extent by this. Nimayat (2013) says, “When language learners become highly anxious, acquisition of a second language is unlikely to be successful.” Besides, Nimayat also sheds light on how a learner is likely to develop fear and dislike to the target language which is also likely to give raise to reluctance to learn that particular language altogether in the future. And the effect of that, also, can even make

that person grow dislike towards the culture and the people who use that target language too. Therefore, the matter of language anxiety as an affective filter is not to be taken lightly at all.

2.4 Self-confidence

Another affective filter that directly dictates SLA especially in case of speaking is the learner's self-confidence. According to Brown (2000, p-145), self-confidence or self-image is "general assessment one makes of one's own worth or value over time and over different situations." (as cited in Park and Lee, p-197). The notion that the issue of self-confidence can be related to SLA and crucial for language-based skills especially speaking was first introduced by Clement in 1980. (Xu, 2015, p-245). Xu (2015) implies that the amount of confidence a learner has about him/herself is essential for keeping them intrinsically motivated. On the other hand, he also shows how confidence is connected with anxiety. This interrelation between the affective filters indicate how, if one of the filters is present in high or too low amount in the learner's mind, the other filters are bound to go up or down automatically.

A similar kind of inter relation between the filters is also shown by Clermont (1980) as he states how living in a multicultural environment, with speakers of the target language staying within a close proximity of the learner is likely to increase his or her motivation to learn the language well and that in turn will force them to communicate and practice more. As a result, anxiety will drastically reduce especially in terms of speaking and this will ultimately boost their self-confidence. (as cited in Xu, 2015, p-248). Regarding the importance and effective use of self-confidence, Heyde's (1970) study is also notable as it shows an experiment done on American students of French and how alleviated confidence eventually marked an improvement in their oral abilities in French. (as cited in Park and Lee, p-198). And, about the importance of self-confidence on learning any second language, Stephen Krashen (1982) says, "Performers with

self-confidence and a good self-image tend to do better in second language acquisition.”

Moreover, Park and Lee’s study (2005) shows that the higher one’s confidence in their own abilities, the better linguistic performance and in specific oral performances get. Al-Hebaish (2012) also proves the same through his study and indicates that a higher confidence level always results in better speaking performance in L2 acquisition.

2.5 Importance of teaching speaking

A common complain of students of ESL is, according to Balasree, Malarvezh and Jothi (2017) that they learn English either as a subject only or as a language in school but after years of such learning, they are unable to speak properly in the language. This is a major issue because, according to them, speaking is the most important skill a person needs to acquire properly while learning any new language. And, a pre-requisite for learning speaking well is listening so that is a must to be taught in language classes to complete one’s linguistic ability. And, according to Underwood (1989, p-01), teaching speaking is an absolute must to students, for any sort of communication purposes. Mercer, Wegerif and Dawes (1999) has gone a bit further to show that there is a direct relationship between a learner’s spoken ability and his or her overall language earning as well as their cognitive improvement. (as cited in Dawes, 2015). Khan (2017) also seems to support this notion as he expresses a number of reasons behind the importance of teaching the skill of speaking in the most effective and efficient manner to learners of ESL. According to him, learners and students who learn a new language by learning how to speak in a candid manner without having to worry about grammatical corrections and errors in his or her speech has been proven to be overall better learners as far as communicative abilities in that language goes. He further argues that by speaking is the skill, out of the four basic ones, by practicing which a strong grip over the target language can be gained. (Khan, 2017).

Celce-Murcia and Olshtain(2000) points out in relevance to the importance of English that apart from the most useful and important skill among the four basic skill, speaking also happens to be the hardest skill for a learner to pick up. (as cited in Rao, 2018). However, Khan (2017) has also expressed his concerns over the fact that it becomes much tougher for any learner to effectively learn English speaking if the instructor in charge is not good enough at it himself. In this regard, he has shown that the amount of proficiency a student is to acquire while speaking comes from both daily practices as well as from the confidence and absence of anxiety that the teacher showcases while speaking or teaching in class, in front of the student. A similar opinion is expressed by Dawes (2015) as well as he also stretches over how important it is for the instructor to show as little presence of anxiety and as much presence of confidence while in an ESL classroom. In a relevant note, Beare (2018) opines that all students and teachers alike should always practice speaking in English inside an ESL classroom and this should be followed very strictly and should be made a mandatory rule, only exception to which should be if students are too young or find the lessons to be too difficult. (Beare, 2018).

Further focus on the importance and use of teaching speaking ability in an ESL classroom is expressed by Rao (2018) as he goes into explaining how English is a lingua franca and therefore, a basic medium of communication in the century we are living in. mentioning sectors like IT, electronics, hard sciences and all other academic fields, he specifies why learning to speak in English helps pursue further education for any student. And, to develop a functional speaking skill for any student, he speaks of the teacher's role as well. He stretches on how the teachers should focus on their own confidence when they are speaking in front of the students and also mentions that they need to focus not only on being grammatically correct while speaking but also should show students the need of being fluent by being fluent in speaking himself. Also, teachers

need to be a role model as of how to choose right words and sentences, watch out for the intonation while speaking and on using richer vocabulary too. (Rao, 2018. P-287-290.)

2.6 Teaching of English speaking in madrasahs

First of all, for a long time after a stable system or framework for a second language teaching has been implemented, no formal declaration was made as of whether it was to be regarded and perceived as a formal second language or just a foreign language. Mostly because of this, the teaching methods that teachers all over the country widely followed used to be GTM and therefore, much of the education was centred on acquiring the skill of writing and reading. (Rahman, 2012). But, since the early 2000's, a change in the overall policy was inducted and as a part of that, CLT was declared to be the standard method of teaching English in Bangladeshi schools and colleges including the madrasahs. Therefore, for two decades now, Bangladesh has been formally following CLT method with an enhanced focus on speaking. (Rasheed, 2011). However, Rasheed (2011) also states that even though CLT has widely been used supposedly and even though the new textbooks of English language are written following a CLT style, the quality of the students' education in terms of speaking never really saw much light. In most researches, researchers claim that even though CLT is, in constitution the main method of teaching, GTM remains the method in practice regardless. In this regard, Kabir (2014, p-17) elaborates how most of the times classes start with the instructors taking students' attendance followed by checking previously assigned home tasks. After which, they move on with GTM based lessons, followed by yet more homework.

The blame behind the failure to properly implement a properly functioning model of language teaching in CLT and thereby focusing on speaking and listening in Bangladeshi schools can be

manifold. Researchers over time have shown different opinions and reasons from different perspectives. For instance, Kabir (2014), drawing reference from Selim and Tasneem (2011) states that the teachers barely ever feel the necessity of teaching and practicing speaking and listening inside the classrooms since they can easily get away without doing so. (Kabir, 2014, p-06). And Ali (2014, p-36) has put the blame on the textbooks generally issued to teach English language to students from class 1 to 12, including the equivalent classes of madrasahs. However, it is also seen that, almost half of the total lessons in the EFT books contain some exercise focusing on speaking skills (Rahman, Rahman and Begum, 2015). The reason behind speaking skills being poor among students despite all these efforts, Rahman, Rahman and Begum argue, is that not enough time nor is attention usually given to those lessons or study materials, mostly leaving those items untouched. However, more importantly, the researchers imply in their paper is that one crucial element of the overall language teaching being the elimination of affective filters from the student's minds and the teachers in Bangladesh being, for the most part, completely unaware of this fact contributes hugely to the failure of the students' speaking performance. And, through their research, the researchers also pinpointed that a majority of the students are reluctant to participate in any kinds of speaking activities within or outside the classrooms for their fear of being criticised and being laughed at by others.

This indicates to the previously reviewed literature regarding two affective filters- self-confidence and anxiety. Affirming this, Bhattacharjee (2013, p-16) also says that from the students' part, fear and lack of confidence is the first and foremost of the problems when it comes to speaking. He also illustrates how, in the rural areas especially, fear regarding English speaking is at its peak since English there is seen as an alien subject to study. In this context, he also brings up the data that this category of student's mind-set covers a total of almost 70% of

Bangladesh's entire student body, population wise. Therefore, the presence of affective filters hampering Bangladeshi students' speaking performance is proved.

Sadly, the madrasahs, with their deviancy from traditional "Bangla medium" education, does not differ much in teaching English to its students, at least in the speaking front. Haque (2019) states in his research paper, "In *Aliya* Madrasah, English language education briefly focuses on English grammar and rote-memorization for examinations. This simultaneous process has made the students of *Alia* Madrasah to just familiarize with English language education rather than actually learning it." (Haque, 2019, p-09). Meaning, the *Aliya* madrasahs are ultimately following the same old GTM method which focuses the least on developing communicative competence. Here, an argument can be raised over the fact that there are two kinds of madrasahs in Bangladesh- *Alia* madrasah and *Qawmi* madrasah. And, just by looking at data published based on researches conducted on *Aliya* madrasahs a general picture cannot be surmised.

However, it also remains a fact that, between the two mentioned streams of madrasahs, *Aliya* is the one on par with the government's policies and where regular audits and supervisions take place. *Qawmi* is, on the other hand, the stream over which little grip has been established formally. (Al-Hasani et al., 2017). According to Al-Hasani et al. (2017, p-02).

However, following the trail of shame put on the *Qawmi* stream by previously conducted researches does not give an overall view of the failure either. Because, even though the *Aliya* stream follows government regulations in terms of teaching English, speaking remains a skill they tend to ignore in classrooms. (Islam and Shuchi, 2012). According to Islam and Shuchi (2012, p-35), since the examination policy never asks the teachers to test learner's oral linguistic competence in public or terminal exams, they simply choose not to do it at all. This practice has, in turn, lowered the motivation of the students. And the fact that they barely practice English

speaking in classrooms since they are not evaluated based on their ability to do so, they develop an anxiety when they are forced to communicate in English. And this also affects their self-confidence. Hence, by following the government regulations, too, they are facing problems regarding English speaking teaching. And, the affective filters are kicking in eventually and hampering overall learning.

Educational qualification of madrasah teachers are a major concern in the regard of the process of teaching speaking to students. Because, as shown through the research of Golam and Kusakabe (2018), only 4% of the teachers in madrasahs have an M.Ed. degree. And worse even, a huge portion of teachers do not have a B.Ed. nor a M.Ed. degree, making madrasahs the worst stream of education in the region, teachers qualification-wise. Their research sheds light on the matter of speaking directly by showing the fact that a total of 20% time is rarely spent after teaching speaking in classes, marking both speaking and listening the most neglected skills taught in madrasahs. Another problematic part shared by the researchers is the fact that 76% of the madrasah teachers never get any training in teaching English, especially in teaching speaking based lessons to their students, ultimately making it almost impossible for them to effectively carry out classes on English speaking. (Golam & Kasukabe, 2018).

In addition, Salma and Nehal (2017) adds that madrasah classrooms never focus much on getting the students to speak at all. Mostly all the classes are teacher-oriented. Students are mostly seen to be in the role of silent listeners. And, feedbacks and questions from students are rare too. This all makes an opportunity to practice speaking inside classrooms even narrower. A report published from Asian Development Bank in 2018 also agrees much in its results and findings with this data specifying the need for strict reforming in teaching policies and strategies of madrasahs. Also, the report shares much in common with the works of Golam and Kasukabe

(2018) mentioned before as it also stretches on how poorly trained madrasah teachers are.

Moreover, this report illustrates that a dangerous rate of students are dropouts every year from madrasahs, the highest rate being in *Dakhil* level. ("People's Republic of Bangladesh: Capacity Development for Madrasah Education", 2018)

An important input in the regard of teaching speaking skills in madrasah classrooms is shared in yet another research by Golam and Kasukabe (2019) and that is a general lack of interest on the ground that it might, in some ways, affect the religious sentiment and spirit. Though it remains an issue not much spoken of, it might effect on the mind-set of teachers and students alike and might have some part in invalidating the importance of learning spoken English in madrasahs. To make matters worse for both the stream of madrasahs, a profound lack of well-trained teachers has been reported for quite some time now by quite a number of researchers. For instance, Hasan (2005) expresses concern over the fact that teachers fail to make lessons interesting and for that, among many other reasons, 59% madrasah students do not find any interest in studying English at all. Besides, his paper also reveals that 68% of madrasah teachers themselves admit to the fact that all four skills of English language learning are not being focused on the same way in their classrooms, with an increased ignorance to speaking and listening teaching. On top of that, 82% students of both urban and rural madrasahs complain that English is not being taught in a proper way in their classes. (Hasan, 2005, as cited in Ruman and Bhuiyan, 2015). Apart from Hasan's research, Islam and Shuchi's research (2012) also reflects on the fact that a leading cause behind the poor performance in English speaking of madrasah students is that speaking is widely ignored in their classrooms, among factors such as poorly planned syllabus and lesson plans, poorly trained teachers, resource constraints etc.

Chapter 3: Methodology

This chapter discusses in details the methodologies used in conducting the researches for this paper. This chapter suitcases the research design, the theoretical framework for those researches, the settings used for interviews, surveys and observations and the instruments used in data collection. It also encompasses the procedure to taking the interviews, surveys and classroom observations as well as expresses the problems and issues faced by the researcher while collecting the necessary data for his research.

And, through all these steps, the researcher tries to find out the effect of Krashen's affective filters especially motivation, anxiety and self-confidence on the peaking ability of students of madrasah in Bangladesh especially in *Alim* and *Dakhil* level.

3.1 Research Design

The researcher collected both qualitative and quantitative data as it gives him a more comprehensive understanding of the matter. Quantitative data was collected by conducting a survey among the students. And, qualitative data was collected through individual interviews of students and teachers alike. The surveys were mainly based upon a platform where the participants were given some statements as questions and the options were to be marked in a five-point likert scale and the questions were all cantered around specific themes. Also, interviews were conducted as participants came voluntarily, without any restraints or constrictions from neither their own nor on the madrasahs' part. They had the opportunity to think as much as they wanted to before finally answering since there was no time constraints either.

3.2 Sampling

Two separate questionnaires were designed and given to the participants. The first questionnaire, containing 31 questions got in total 78 responses. The second one, asking them about their opinion on their own speaking skills as well as 9 other questions to look for some motivating factors behind their learning spoken English. This questionnaire was answered by 72 people in total. Responses came from both male and female students. Besides, all the students who participated were *Alim* or *Dakhil* level students. Apart from that the teachers who were interviewed also taught in different *Aliya* madrasahs, teaching English. As for the interview sessions, a total of 6 students were interviewed individually and personally. And, 4 madrasah teachers who teach English in *Dakhil* and *Alim* level were selected to be interviewed. One of the teachers interviewed were Mr. Kutub Uddin who is the madrasah super of Shukpatuli Dakhil Madrasah, with much teaching experience in English in both *Dakhil* as well as in *Alim* level. Another of the teachers was Mr Kamal, an English instructor (asst. teacher) at the Abbasia Kamil Madrasah with teaching experience in madrasahs as well as in regular Bangla medium schools. Mrs. Nilufar Yasmin was interviewed as she is a lecturer at Monirambari Balika Alim Madrasah which also happens to be a madrasah for female students only and she also teaches in both *Dakhil* and *Alim* level. The fourth teacher who the researcher talked with was Mr. Anik (pseudonym). He teaches at Katlasen Kaderia Kamil Madrasah in classes upto *Dakhil* level. It is to be noted that not all the names of the teachers who were interviewed for this research were given pseudonyms, the only exception being the last teacher mentioned. Names of institutions they teach in are kept real. However, the names of students are pseudonyms since most insisted it to be so.

In total 6 students were interviewed, all of whom were students of various *Aliya* madrasahs.

Anwar and Tanjim study in the Krishnapur Alia madrasah. Anwar studies in class 10 whereas

Tanjim is an Alim candidate this year. Robi and Kibria both are students at Katlasen Kaderia Kamil Madrasah and Bashar is a student at Madrasah, also studying in class 11 which counts as Alim. Lastly, Ershad is an ex-student who passed obtained his *Alim* degree from Abbasia Kamil Madrasah and has recently graduated from Kushtia Islamic University. Besides, not all the teachers and students who were interviewed teach or study in madrasahs situated in urban areas either as two of the instructors interviewed, along with two students too were from madrasahs situated in rural areas. In this manner, the study focuses not only on the centre of madrasah education but also explores some periphery as well, giving the research a bit more diversity as well as provides a more collective image of the whole system.

3.3 Settings

First of all, both the surveys were conducted online through Google forms where the participants were fully at liberty to fill out the forms as they saw fit at their own leisure. Apart from this, teachers were interviewed in person in a semi-formal setting. Because, the research was conducted in the time when COVID-19 was in full swing in Bangladesh and because of that, all institutions were closed for a long time. So, researcher had to contact the teachers as well as the studies personally, go to their homes and collect the data. The questions asked to the teachers were also semi-structured in nature but some were them were in fact structure. But, most questions were opinion based and broad, elaborative questions where teachers had to do most of the talking. However, there were some structured, close-ended questions as well. And, the settings for the meeting, interviews and questioning style of the teachers also match those used in interviewing the students.

3.4 Instrumentation

As mentioned earlier, to collect quantitative data worth showing in charts and numbers in order to find a correlation between the existing level of motivation, anxiety and confidence of madrasah students in terms of learning English academically, likert scale based questionnaire was prepared. Two different sets of questionnaires were produced and handed out to the students to be filled out by them by simply putting in a tick mark on the five-point likert chart scale. The first instrument for survey was a questionnaire consisting of 10 questions in total. Out of them, the first nine are simple multiple-choice like questions which were to be filled up on the basis of how much the students agreed with the questions or statements. These questions were compiled by the researcher in order to measure their level of motivation when it comes to learning English overall as a language. And, in that questionnaire, the last question was the participant's personal opinion about himself or herself regarding their language proficiency.

The second instrument also happened to be another questionnaire consisting of 31 questions in total, to test the participants' level of language as well as test anxiety alongside their self-confidence when it comes to spoken English. This questionnaire is known as FLCAS (Foreign Language Classroom Anxiety Scale), developed by Horwitz, Horwitz & Cope (1986). (as cited in Matsuda & Gobel, 2004). This particular five-point likert chart based questionnaire originally contains 33 questions in total but the version used here is the one proposed by Matsuda and Gobel (2004) which had 31 questions. All of these questions are useful, more or less, to test out a participant's language, spoken, listening and last but not the least, test anxiety level. (Matsuda and Gobel, 2004). Apart from these, according to Zaman (2017), this instrument also tests a participant or student's fear for negative feedback too. Out of the total 33 questions, 8 of them (question no. 1, 9, 14, 18, 24, 27, 29, 32) consist of questions to determine if the student suffers from communication anxiety. 9 of the questions are to determine students' level of anxiety or

fear related to being negatively evaluated by instructors and peers (question no. 3, 7, 13, 15, 20, 23, 25, 31, 33). And, lastly, 5 of the total questions are there to test a student's test related anxiety (Question no. 2, 8, 10, 19, 21). (Zaman, 2017).

The students and participants were asked to fill out the questionnaires to their own personal opinions as to how much they agreed or disagreed with the given statements. For their convenience, an option of neither agreeing nor disagreeing was also included in the five-point chart too. After the data was collected, it was all processed in Google form built-in programme that processed raw data and represented them through 360 degree pie charts using different colours designated for different options of the likert scale.

3.5 Data collection and analysis Procedure

The data collection procedure followed qualitative and quantitative method since both the kinds of data was collected. Qualitative data came from the interviews and conversations regarding the topic that the researchers had with teachers and students whereas quantitative data came from the surveys taken.

The researcher initially planned on collecting data through survey questionnaires by visiting madrasahs formally and then giving participants the hard copies of the questionnaire. However, as mentioned already, because of the virus outbreak, collecting data in person from so many students was not possible. So, researcher first approached the teachers and asked for their help in spreading the questionnaire among their students who had regular access to the internet and also had a good command over English language, at least in reading. The reason to this being that several questions especially those used in the FLCAS questionnaire contained some complex sentences that the researcher anticipated some participants might have problems understanding.

Upon doing so, responses were collected through the said forms online by students and those data serve as the quantitative data collected for this research.

As for the teachers, they had complete freedom as to whether they wanted to talk to the researcher. The researcher called them up first, asking for permission to visit them and talk about various issues concerning spoken English teaching practises in madrasahs. After they had agreed, the interviews were conducted. The same goes for the 6 students who were interviewed for the purpose of this research too. The volunteer students as well as the teachers were not asked any close-ended questions like the researcher used while collecting quantitative data. Instead, they were asked mostly semi-structured questions, centred on mainly the study of English as a subject in madrasahs. Apart from this, they were also asked some open ended questions, mostly demanding their opinions regarding the present condition of English being studied as a subject as well as a language in their respective institutions. Though the interviewees volunteered, they were notified of the visit of the researcher beforehand and were approached formally prior to and at the time of the interviews.

Even though the data collection followed qualitative and quantitative methods, the research itself is primarily and largely qualitative. Because, the bulk of data actually comes not from the surveys themselves but from the interviews. Besides, the surveys are merely tools for researcher to connect the dot between the existences of Krashen's affective filters in the minds of madrasah students. The researcher then used the qualitative data to explain how those filters might be affecting their overall competence in spoken English. Therefore, all the analysis will follow qualitative data analysis method, exploring into the phenomenon in question with the help of quantitative data and qualitative data alike.

3.6 Challenges Encountered

There were quite a number of challenges and problems that the researcher faced while collecting the data. Firstly, the researcher found it hard to talk to some of the instructors as well as students because of some cultural differences. Secondly, the widespread pandemic COVID-19 spreading like wildfire across the world made the government shut down all educational institutions including madrasahs. This made it impossible to observe some English classes being conducted in some Aliya madrasahs, which the researcher was much looking forward to. Also, the virus outbreak also made it quite difficult to move according to one's will, making the process of collecting data through interviews a difficult task. Even though surveys had a large number of participants because of the help of the teachers, finding the teachers who would not hesitate to talk for the purpose of a research was a bit difficult, much of which was because all institutions were closed throughout the entire time the research was conducted. Lastly, getting information from government official websites were harder than anticipated since the websites are not designed nor maintained properly.

Chapter 4: Findings

In the questionnaire dealing with the factor of motivation, a question asking the students' opinions regarding their own English speaking skills was added. As a response, they had to choose from four options- Beginner, Intermediate, and Professional and lastly, advanced. The result or summary of their responses is shown below in a pie chart.

72 responses

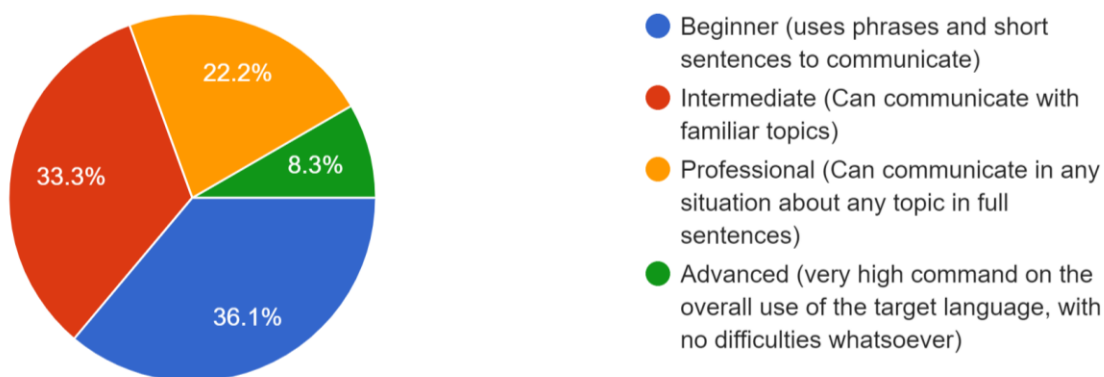


Figure 1: Students skill level

In response to this question, 36.1% i.e. 26 students recognised themselves as a beginner level English speaker. 33.3% i.e. 24 identified themselves as intermediate level speakers. And, 16 students (22.2%) categorised themselves as Professional level English speakers while only 6 students (8.3%) categorised themselves as advanced speakers.

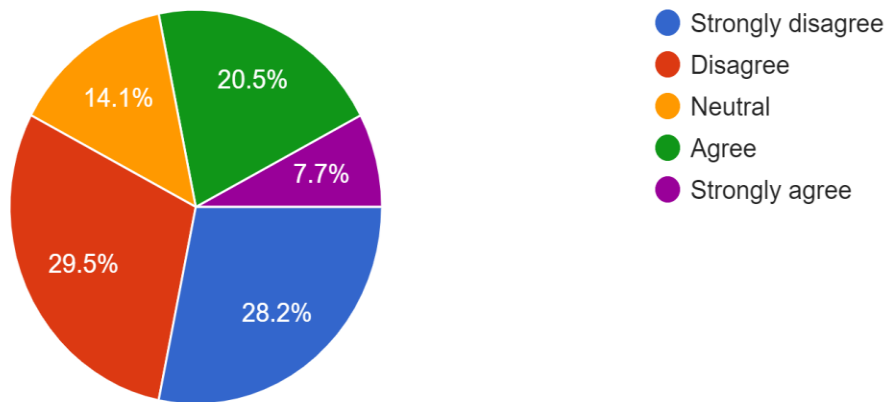
4.1 Survey 1: Anxiety and self-confidence

In total 78 responses were collected on the questionnaire of FLCAS that tested the students' language anxiety, fear and test anxiety as well as confidence regarding studying English as a

foreign language inside the classrooms. Survey was taken online through a Google form. The questions are given below, followed by their corresponding answers, represented through a pie chart. And, the number of responses belonging to each option available to the students are also given.

Figure 2: I don't worry about making mistakes in English class

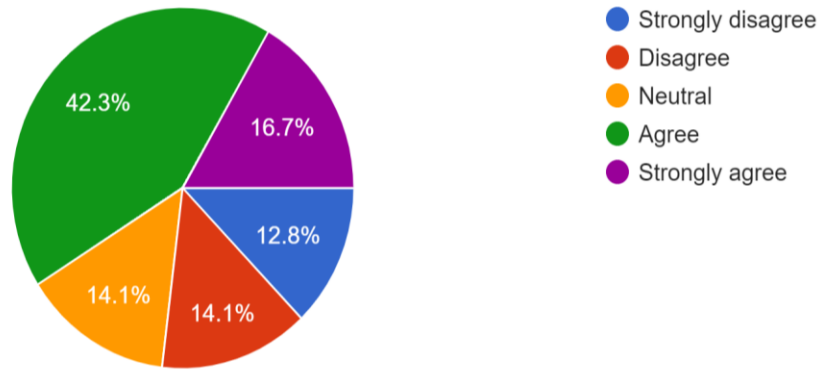
78 responses



In response to this statement, 16 students answered “agreed”, 6 (7.7%) answered “strongly disagree”, 11 students (14.1%) answered “neutral”, 23 students (29.5%) answered “disagree” and 22 of them (28.2%) answered “strongly disagree”.

Figure 2: I tremble when I know that I'm going to be called on in English class

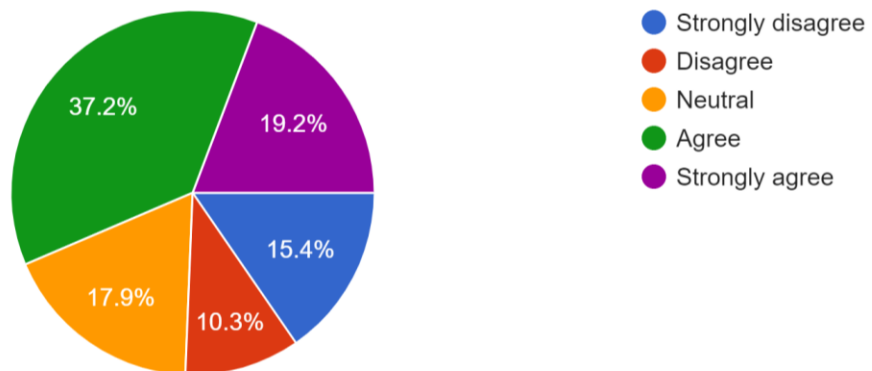
78 responses



In response to this statement, 33 students (42.3%) answered “agreed”, 13 students (16.7%) answered “strongly agree”, 11 students (14.1%) answered “neutral”, 11 students (14.1%) answered “disagree” and 10 of them (12.8%) answered “strongly disagree”.

Figure 3: It frightens me when I don't understand what the teacher is saying in English

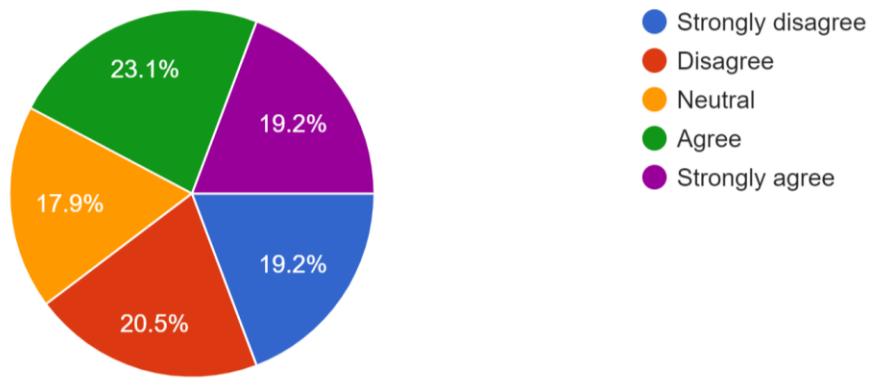
78 responses



In response to this statement, 29 students (37.2%) answered “agree”, 15 students (19.2%) answered “strongly agree”, 14 students (17.9%) answered “neutral”, 8 students (10.3%) answered “disagree” and 12 of them (15.4%) answered “strongly disagree”.

Figure 4: I am usually at ease during tests in my English class

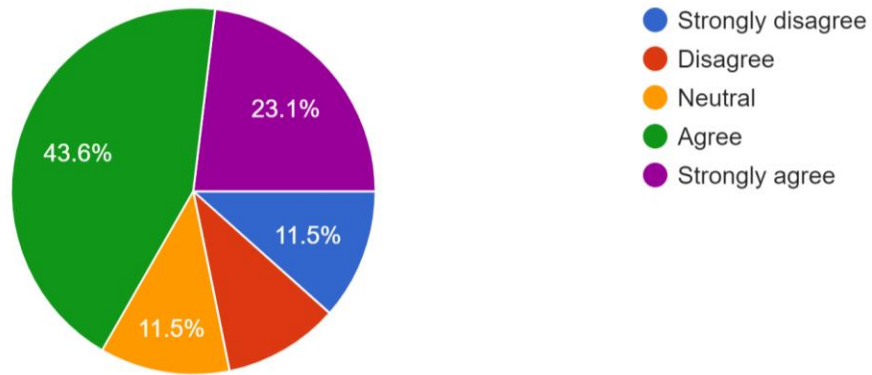
78 responses



In response to this statement, 18 students (23.1%) answered “agree”, 15 students (19.2%) answered “strongly agree”, 14 students (17.9%) answered “neutral”, 16 students (20.5%) answered “disagree” and 15 of them (19.2%) answered “strongly disagree”.

Figure 5: I start to panic when I have to speak without preparation in English class

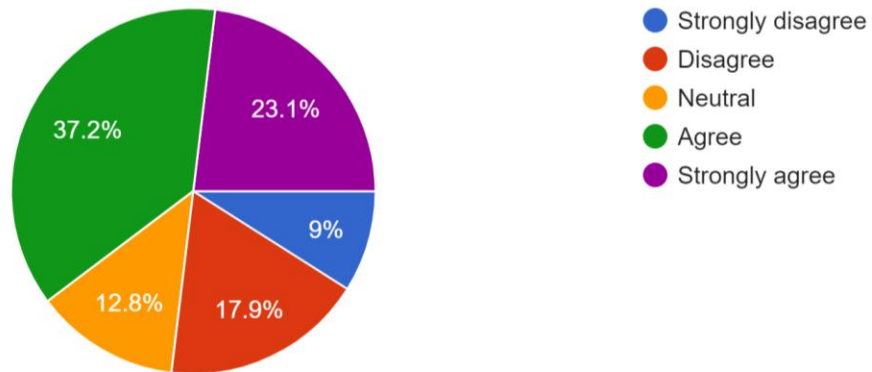
78 responses



In response to this statement, 34 students (43.6%) answered “agree”, 18 students (23.1%) answered “strongly agree”, 9 students (11.5%) answered “neutral”, 8 students (10.3%) answered “disagree” and 9 of them (11.5%) answered “strongly disagree”.

Figure 6: In English class, I can get so nervous I forget things I know

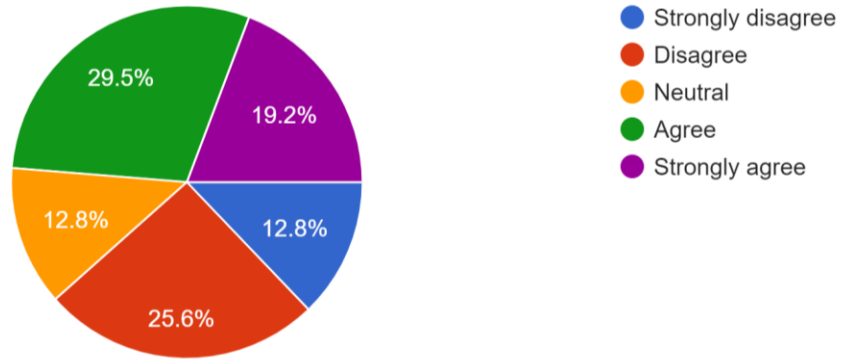
78 responses



In response to this statement, 29 students (37.2%) answered “agree”, 18 students (23.1%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 14 students (17.9%) answered “disagree” and 7 of them (9%) answered “strongly disagree”.

Figure 7: It embarrasses me to volunteer answers in my English class

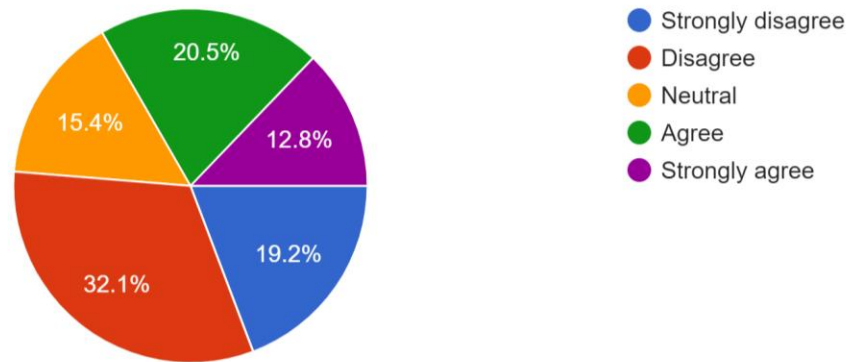
78 responses



In response to this statement, 23 students (29.5%) answered “agree”, 15 students (19.2%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 20 students (25.6%) answered “disagree” and 10 of them (12.8%) answered “strongly disagree”.

Figure 8: I would not be nervous speaking English with native speakers

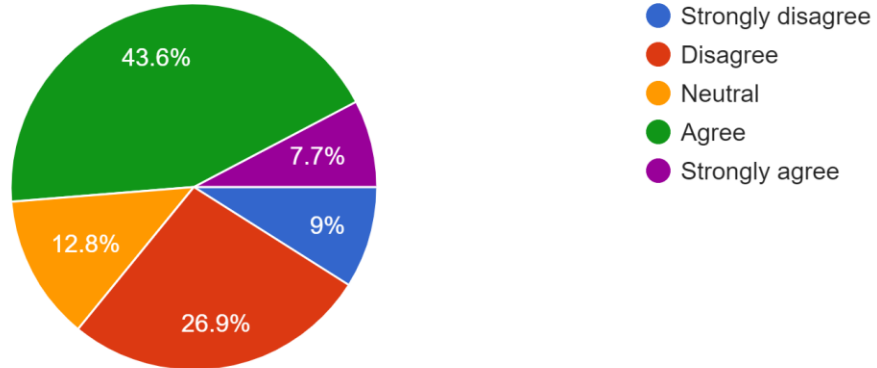
78 responses



In response to this statement, 16 students (20.5%) answered “agree”, 10 students (12.8%) answered “strongly agree”, 12 students (15.4%) answered “neutral”, 25 students (32.1%) answered “disagree” and 15 of them (19.2%) answered “strongly disagree”.

Figure 9: Even if I am well prepared for English class, I feel anxious about it

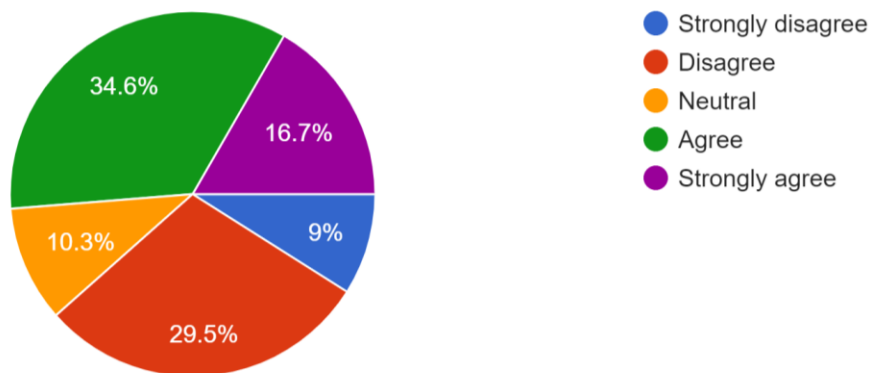
78 responses



In response to this statement, 34 students (43.6%) answered “agree”, 6 students (7.7%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 21 students (26.9%) answered “disagree” and 7 of them (9%) answered “strongly disagree”.

Figure 10: I am afraid that my English teacher is ready to correct every mistake I make

78 responses

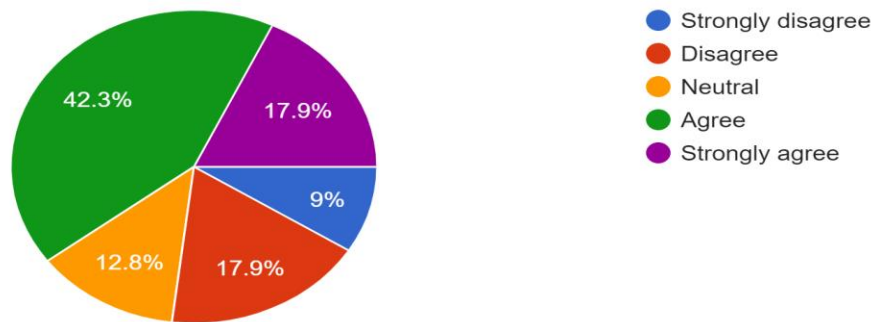


In response to this statement, 27 students (34.6%) answered “agree”, 13 students (16.7%)

answered “strongly agree”, 8 students (10.3%) answered “neutral”, 23 students (29.5%) answered “disagree” and 8 of them (9%) answered “strongly disagree”.

Figure 11: I can feel my heart pounding when I am going to be called on in my English class

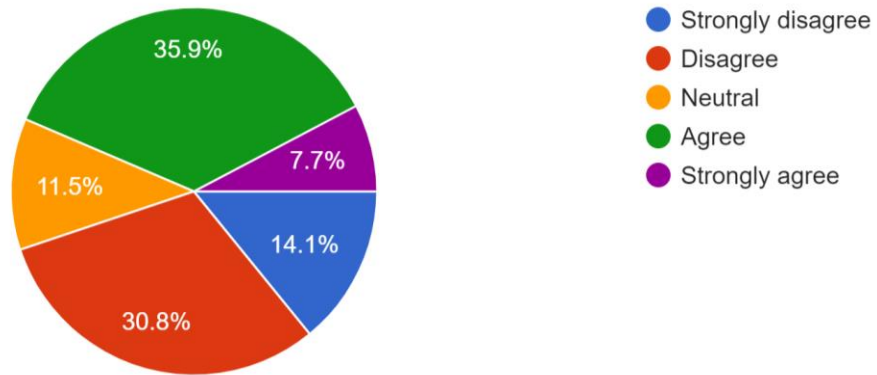
I can feel my heart pounding when I am going to be called on in my English class
78 responses



In response to this statement, 33 students (42.3%) answered “agree”, 14 students (17.9%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 14 students (17.9%) answered “disagree” and 7 of them (9%) answered “strongly disagree”.

Figure 12: I don't feel pressure to prepare very well for English

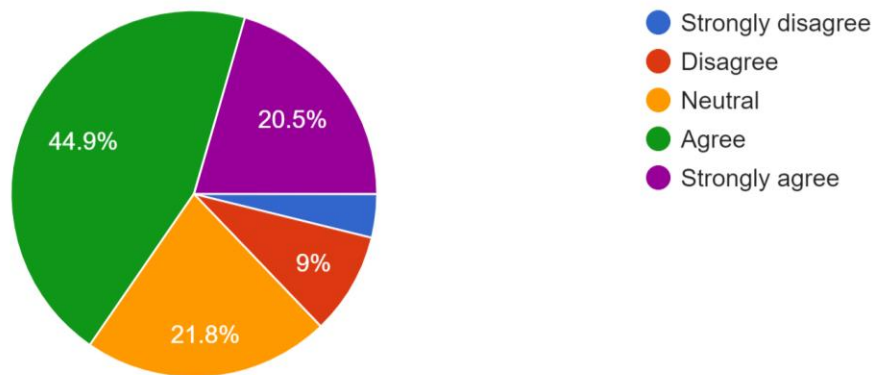
78 responses



In response to this statement, 28 students (35.9%) answered “agree”, 6 students (7.7%) answered “strongly agree”, 9 students (11.5%) answered “neutral”, 24 students (30.8%) answered “disagree” and 11 of them (14.1%) answered “strongly disagree”.

Figure 13: *I feel very self-conscious about speaking English in front of other students*

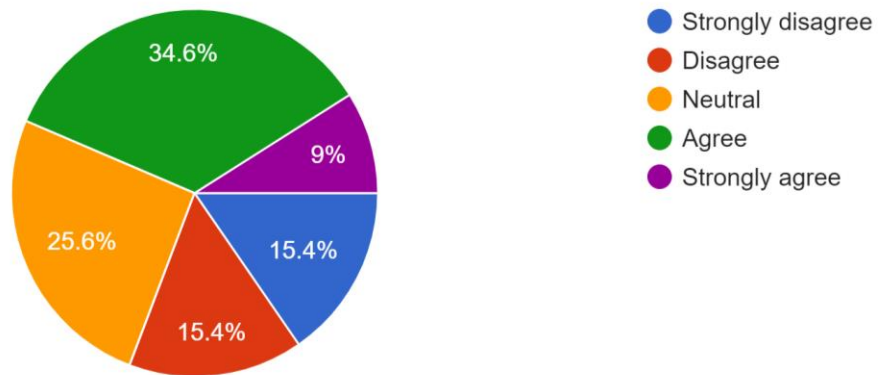
78 responses



In response to this statement, 35 students (44.9%) answered “agree”, 16 students (20.5%) answered “strongly agree”, 17 students (21.8%) answered “neutral”, 7 students (9%) answered “disagree” and 3 of them (3.8%) answered “strongly disagree”.

Figure 14: I feel more tense and nervous in my English class than in my other classes

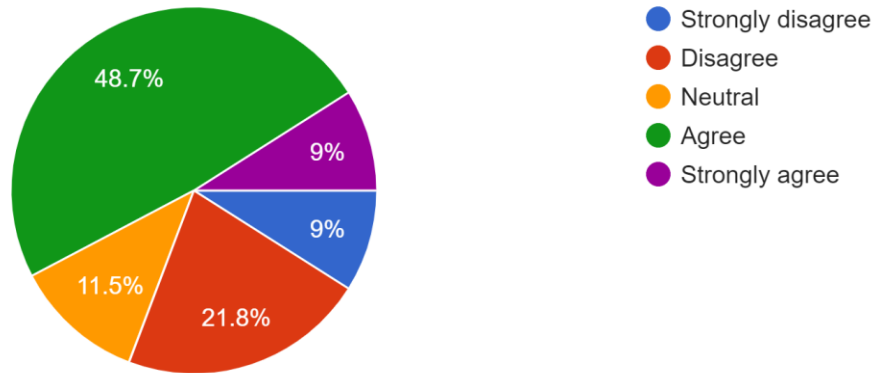
78 responses



In response to this statement, 27 students (34.6%) answered “agree”, 7 students (9%) answered “strongly agree”, 20 students (25.6%) answered “neutral”, 12 students (15.4%) answered “disagree” and 12 of them (15.4%) answered “strongly disagree”.

Figure 15: I get nervous and confused when I am speaking in my English class

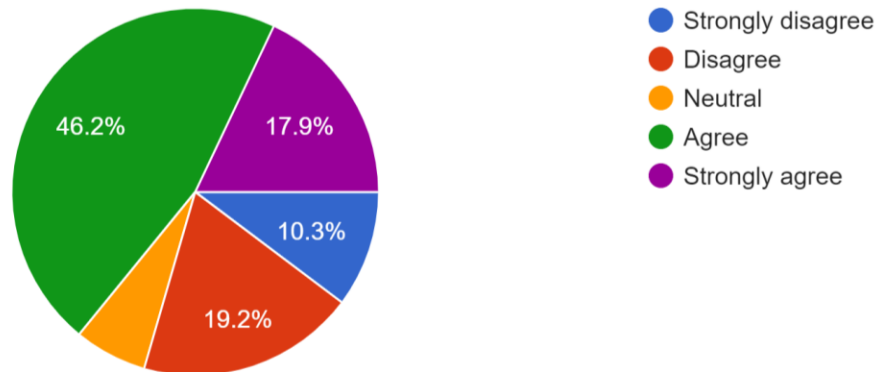
78 responses



In response to this statement, 38 students (48.7%) answered “agree”, 7 students (9%) answered “strongly agree”, 9 students (11.5%) answered “neutral”, 17 students (21.8%) answered “disagree” and 7 of them (9%) answered “strongly disagree”.

Figure 16: I get nervous when I don't understand every word the English teacher says

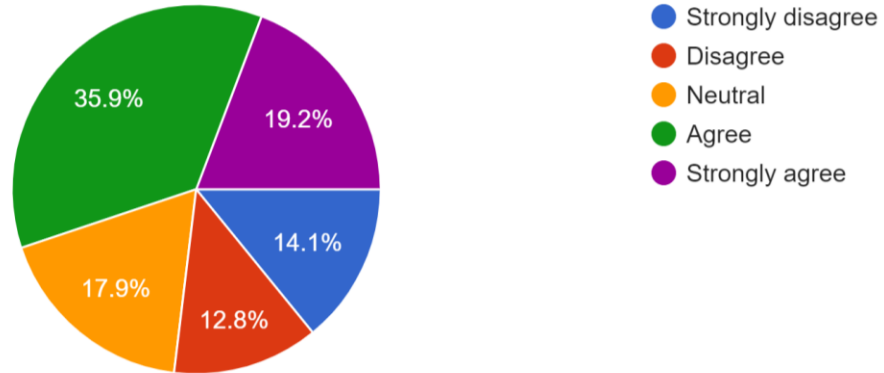
78 responses



In response to this statement, 36 students (46.2%) answered “agree”, 14 students (17.9%) answered “strongly agree”, 5 students (6.4%) answered “neutral”, 15 students (19.2%) answered “disagree” and 8 of them (10.3%) answered “strongly disagree”.

Figure 17: I feel overwhelmed by the number of rules you have to learn to speak English

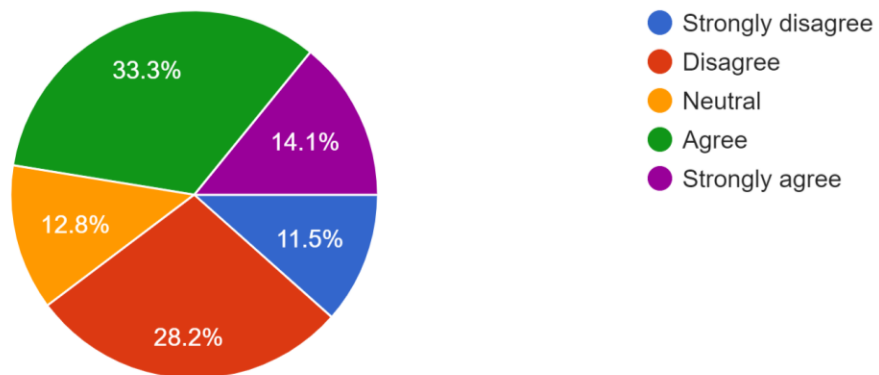
78 responses



In response to this statement, 28 students (35.9%) answered “agree”, 25 students (19.2%) answered “strongly agree”, 14 students (17.9%) answered “neutral”, 10 students (12.8%) answered “disagree” and 11 of them (14.1%) answered “strongly disagree”.

Figure 18: English class moves so quickly I worry about getting left behind

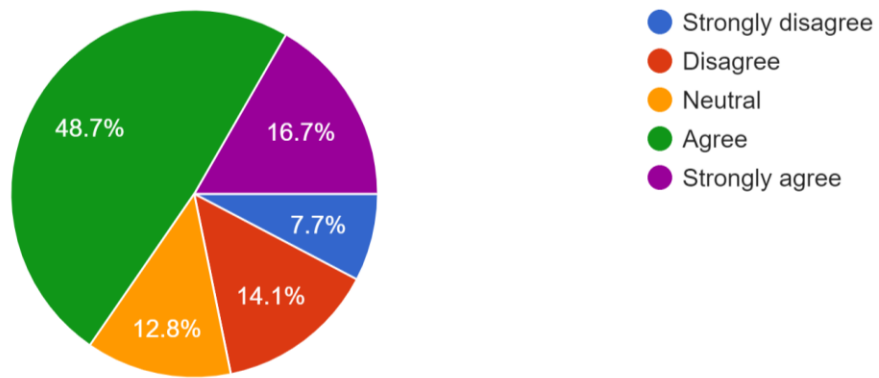
78 responses



In response to this statement, 26 students (33.3%) answered “agree”, 11 students (14.1%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 22 students (28.2%) answered “disagree” and 9 of them (11.5%) answered “strongly disagree”.

Figure 19: I get nervous when the English teacher asks questions which I haven't prepared in advance

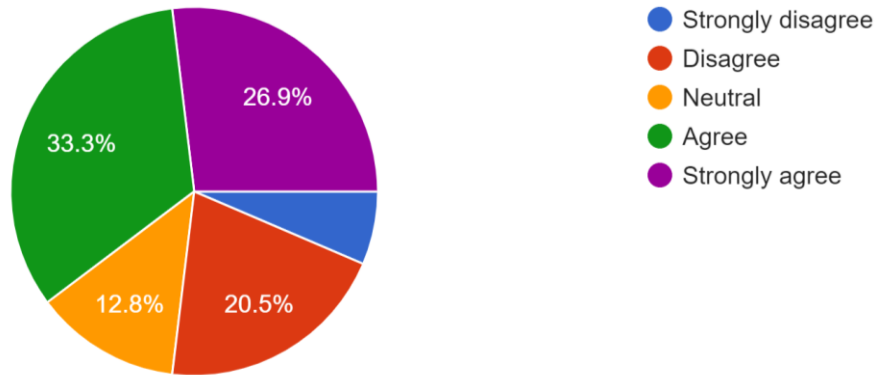
78 responses



In response to this statement, 38 students (48.7%) answered “agree”, 13 students (16.7%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 11 students (14.1%) answered “disagree” and 6 of them (7.7%) answered “strongly disagree”.

Figure 20: I am afraid that the other students will laugh at me when I speak English

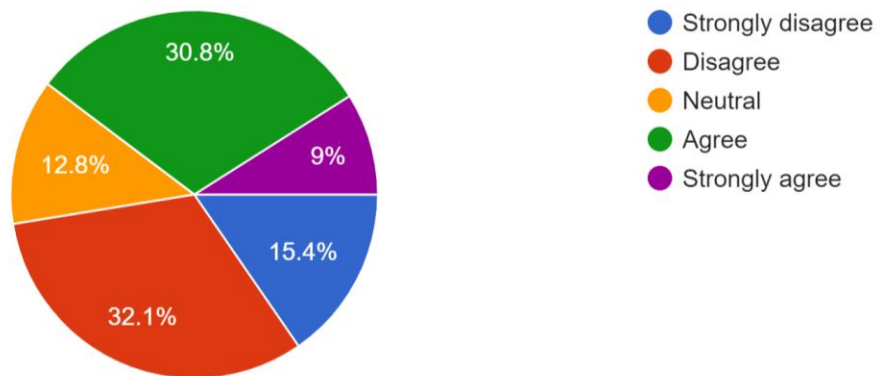
78 responses



In response to this statement, 26 students (33.3%) answered “agree”, 21 students (26.9%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 16 students (20.5%) answered “disagree” and 5 of them (6.4%) answered “strongly disagree”.

Figure 21: The more I study for an English test, the more confused I get

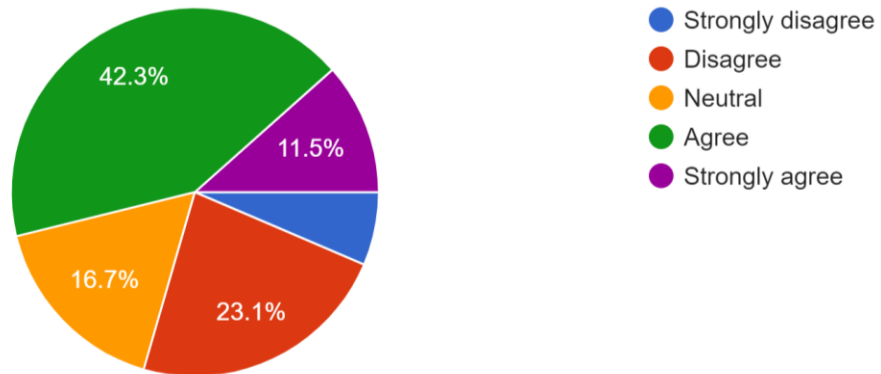
78 responses



In response to this statement, 24 students (30.8%) answered “agree”, 7 students (9%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 25 students (32.1%) answered “disagree” and 12 of them (15.4%) answered “strongly disagree”.

Figure 22: *I never feel quite sure of myself when I am speaking in English*

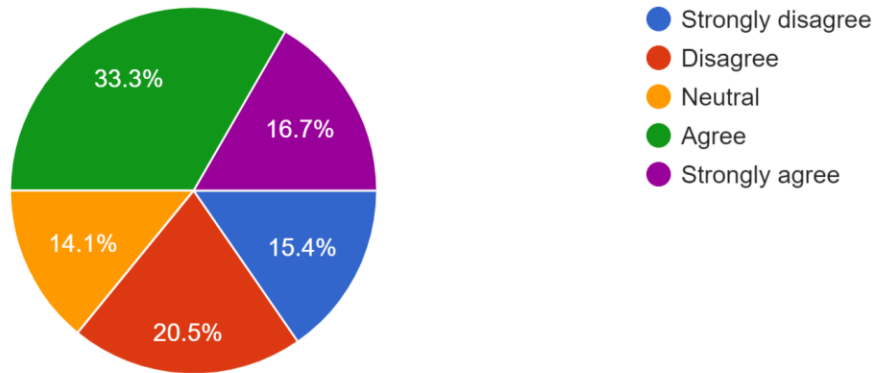
78 responses



In response to this statement, 33 students (42.3%) answered “agree”, 9 students (11%) answered “strongly agree”, 13 students (16.7%) answered “neutral”, 18 students (23.1%) answered “disagree” and 5 of them (6.4%) answered “strongly disagree”.

Figure 23: *It wouldn't bother me at all to take more English classes*

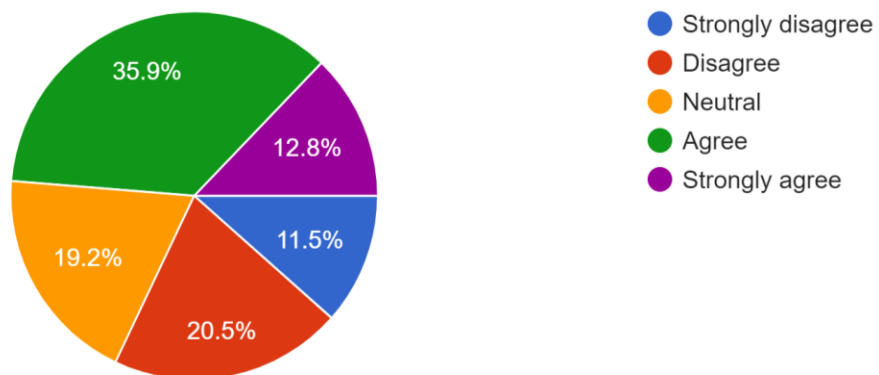
78 responses



In response to this statement, 26 students (33.3%) answered “agree”, 13 students (16.7%) answered “strongly agree”, 11 students (14.1%) answered “neutral”, 16 students (20.5%) answered “disagree” and 12 of them (15.4%) answered “strongly disagree”.

Figure 24: During English class, I find myself thinking about things that have nothing to do with the course

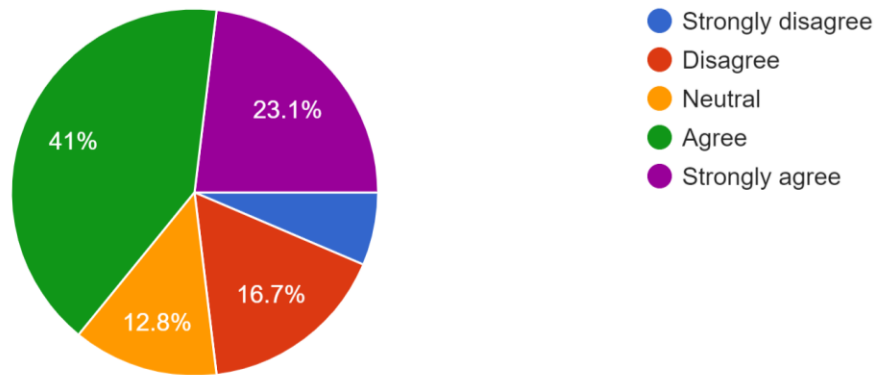
78 responses



In response to this statement, 28 students (35.9%) answered “agree”, 10 students (12.8%) answered “strongly agree”, 15 students (19.2%) answered “neutral”, 16 students (20.5%) answered “disagree” and 9 of them (11.5%) answered “strongly disagree”.

Figure 25: I keep thinking that the other students are better at English than I am

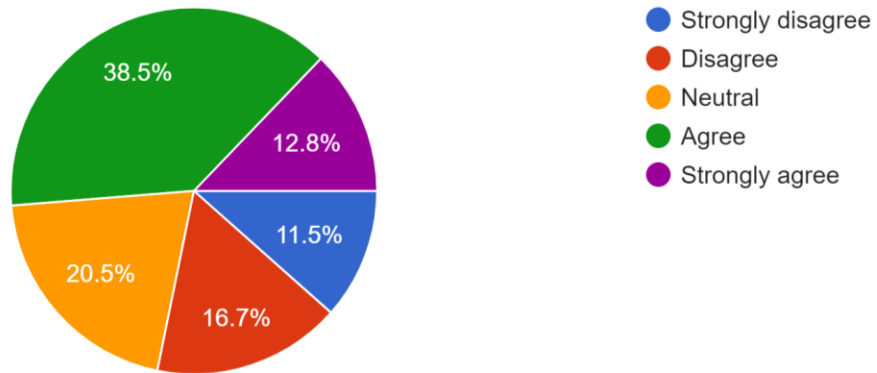
78 responses



In response to this statement, 32 students (41%) answered “agree”, 18 students (23.1%) answered “strongly agree”, 10 students (12.8%) answered “neutral”, 13 students (16.7%) answered “disagree” and 5 of them (6.4%) answered “strongly disagree”.

Figure 26: I worry about the consequences of failing my English course

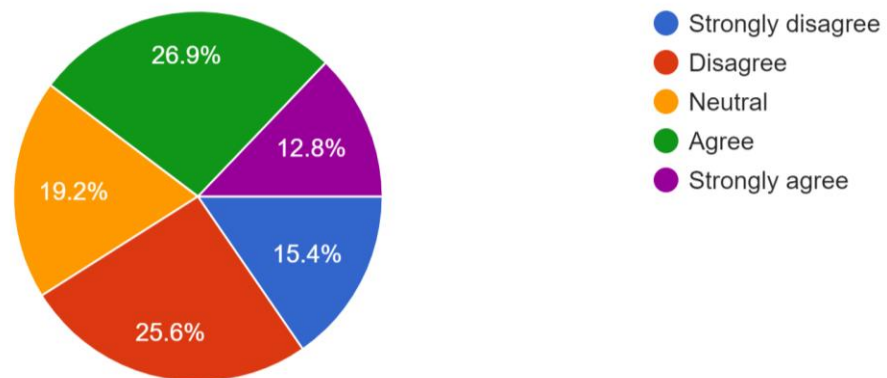
78 responses



In response to this statement, 30 students (38.5%) answered “agree”, 10 students (12.8%) answered “strongly agree”, 16 students (20.5%) answered “neutral”, 13 students (16.7%) answered “disagree” and 9 of them (11.5%) answered “strongly disagree”.

Figure 27: I often feel like not going to my English class

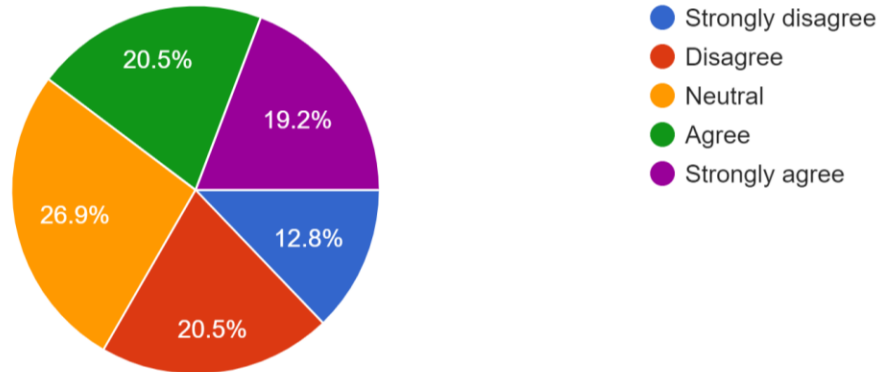
78 responses



In response to this statement, 21 students (26.9%) answered “agree”, 10 students (12.8%) answered “strongly agree”, 15 students (19.2%) answered “neutral”, 20 students (25.6%) answered “disagree” and 12 of them (15.4%) answered “strongly disagree”.

Figure 28: I feel confident when I speak in English class

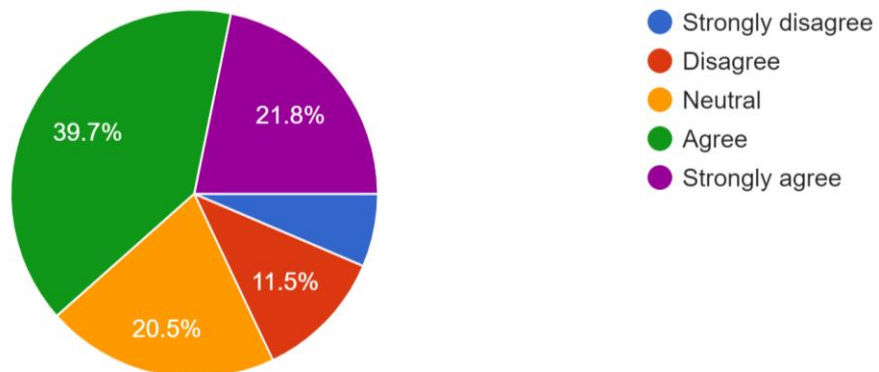
78 responses



In response to this statement, 16 students (20.5%) answered “agree”, 15 students (19.2%) answered “strongly agree”, 21 students (26.9%) answered “neutral”, 16 students (20.5%) answered “disagree” and 10 of them (12.8%) answered “strongly disagree”.

Figure 29: I always feel that the other students speak English better than I do

78 responses

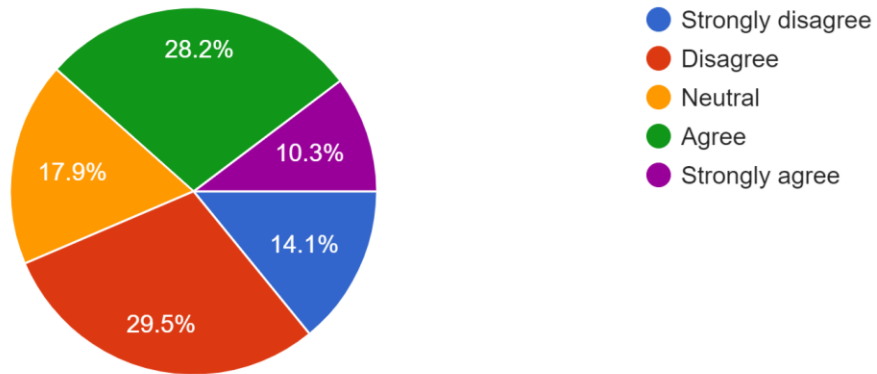


In response to this statement, 31 students (39.7%) answered “agree”, 17 students (21.8%)

answered “strongly agree”, 16 students (20.5%) answered “neutral”, 9 students (11.5%) answered “disagree” and 5 of them (6.4%) answered “strongly disagree”.

Figure 30: When I’m on my way to English class, I feel very sure and relaxed

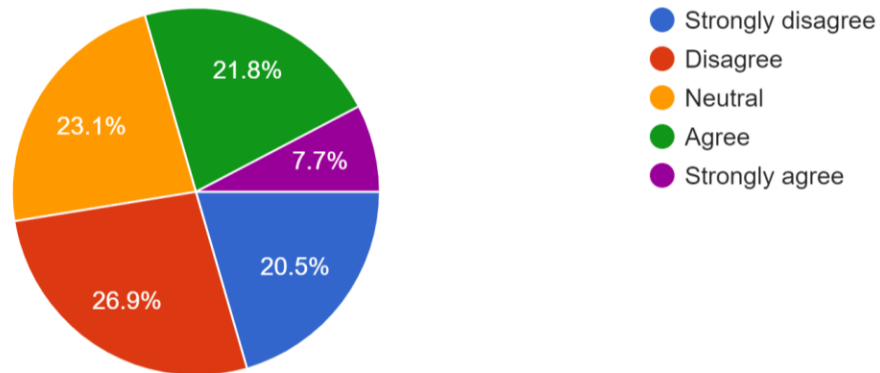
78 responses



In response to this statement, 22 students (28.2%) answered “agree”, 8 students (10.3%) answered “strongly agree”, 14 students (17.9%) answered “neutral”, 23 students (29.5%) answered “disagree” and 11 of them (14.1%) answered “strongly disagree”.

Figure 30: I would probably feel comfortable around native speakers of English

78 responses



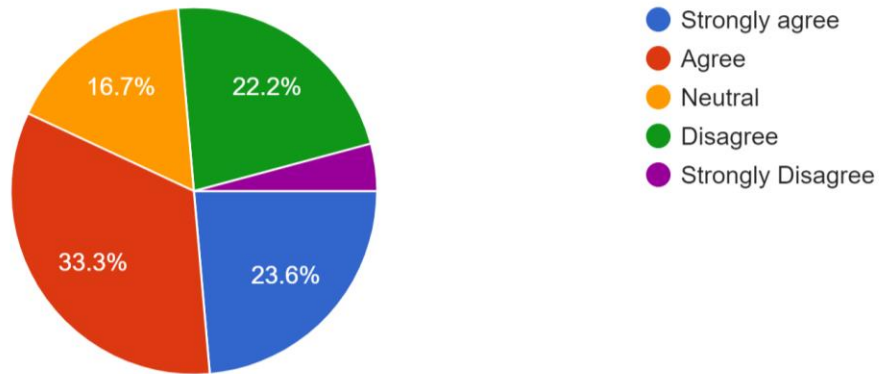
In response to this statement, 17 students (21.8%) answered “agree”, 6 students (7.7%) answered “strongly agree”, 18 students (23.1%) answered “neutral”, 21 students (26.9%) answered “disagree” and 16 of them (20.5%) answered “strongly disagree”.

4.2 Survey 02: Motivation

A questionnaire containing a total of 10 questions were sent to the students of madrasahs. And, in total 72 responses were received. This survey aims to find out what drives the students of madrasahs. It focuses on motivating factors behind English as a foreign language such as the prospect of earning more and getting better jobs in the future, going abroad for living s well as for higher studies, for academic purposes and for cultural literacy etc. this survey, much like the previously illustrated one, was taken through a Google form online and also contained a question that collected the students’ responses about their opinion regarding their own language proficiency in English. This questionnaire also gave students a multiple choice platform based on a five-point likert scale like the previously stated FLCAS survey.

Figure 31: I am learning English only because I am required to academically

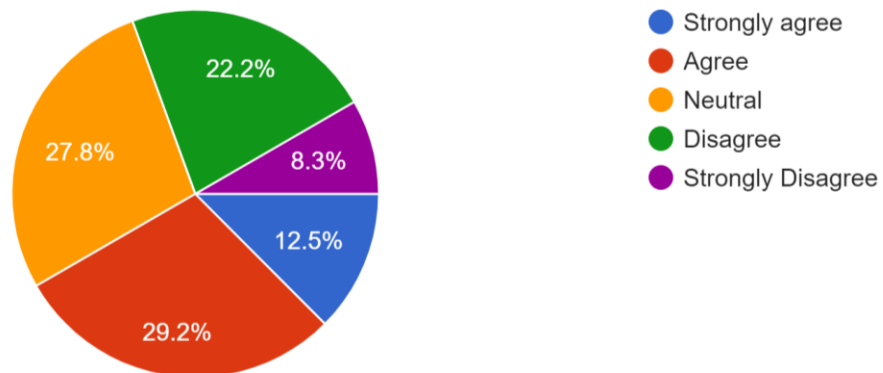
72 responses



In response to this statement, 24 students (33.3%) answered “agree”, 17 students (23.6%) answered “strongly agree”, 12 students (16.7%) answered “neutral”, 16 students (22.2%) answered “disagree” and 3 of them (4.2%) answered “strongly disagree”.

Figure 32: English will improve my chances of getting a good job in the future

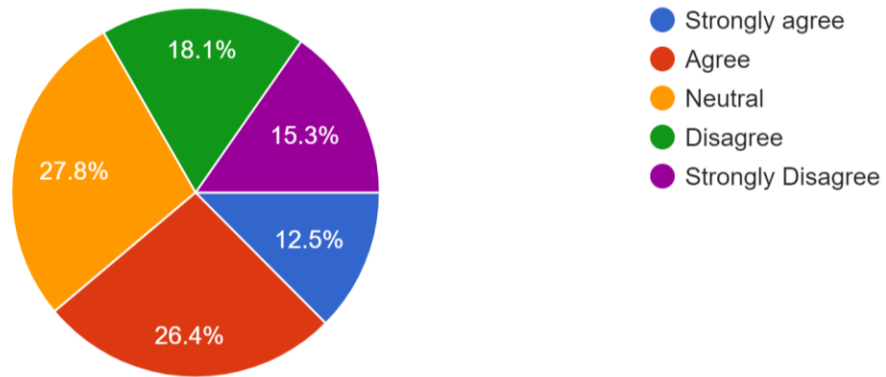
72 responses



In response to this statement, 21 students (29.2%) answered “agree”, 9 students (12.5%) answered “strongly agree”, 20 students (27.8%) answered “neutral”, 16 students (22.2%) answered “disagree” and 6 of them (8.3%) answered “strongly disagree”.

Figure 33: I am learning English to get high paying jobs

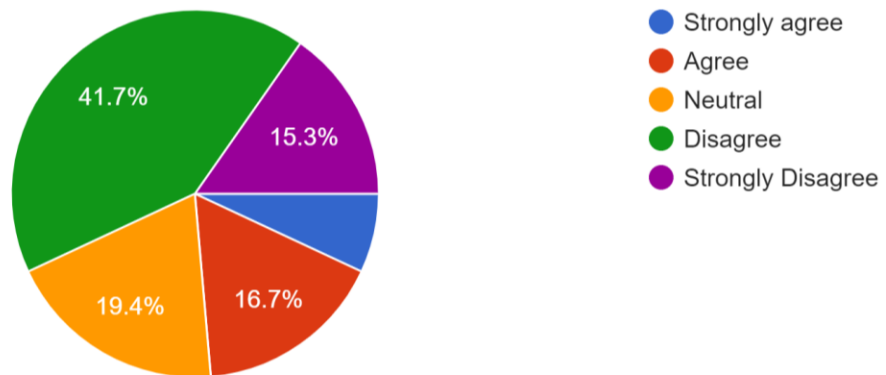
72 responses



In response to this statement, 19 students (26.4%) answered “agree”, 9 students (12.5%) answered “strongly agree”, 20 students (27.8%) answered “neutral”, 13 students (18.1%) answered “disagree” and 11 of them (15.3%) answered “strongly disagree”.

Figure 34: I am learning English to better understand other cultures

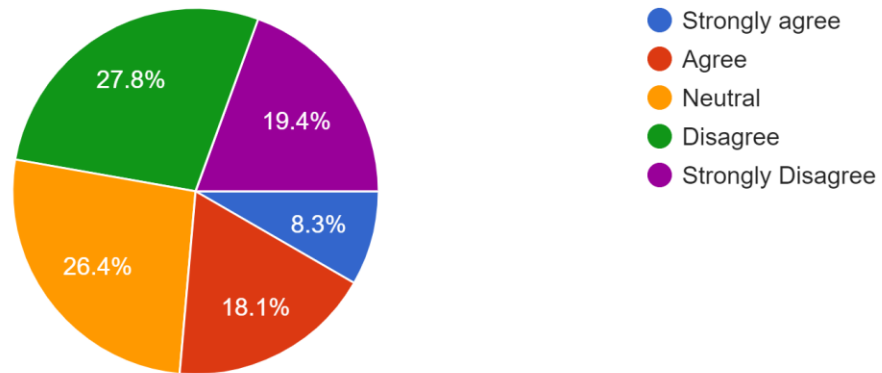
72 responses



In response to this statement, 12 students (16.7%) answered “agree”, 5 students (6.9%) answered “strongly agree”, 14 students (19.4%) answered “neutral”, 30 students (41.7%) answered “disagree” and 11 of them (15.3%) answered “strongly disagree”.

Figure 34: I am Learning English so that I get access to resources to enrich my skills (e.g. internet, books, journals etc.)

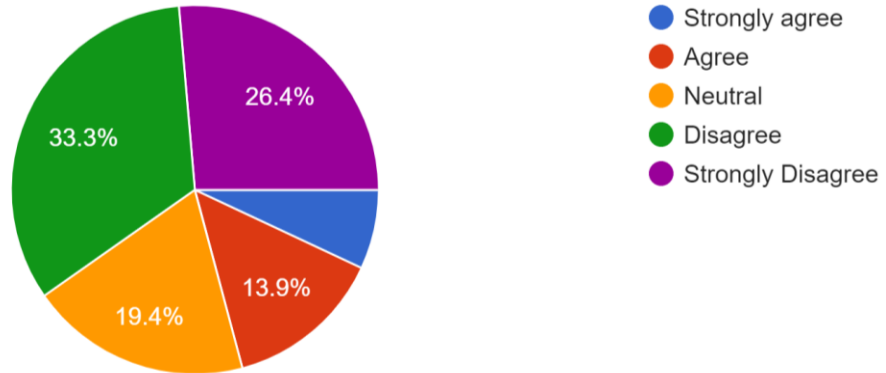
72 responses



In response to this statement, 13 students (18.1%) answered “agree”, 6 students (8.3%) answered “strongly agree”, 19 students (26.4%) answered “neutral”, 20 students (27.8%) answered “disagree” and 14 of them (19.4%) answered “strongly disagree”.

Figure 35: I enjoy learning English and find it interesting

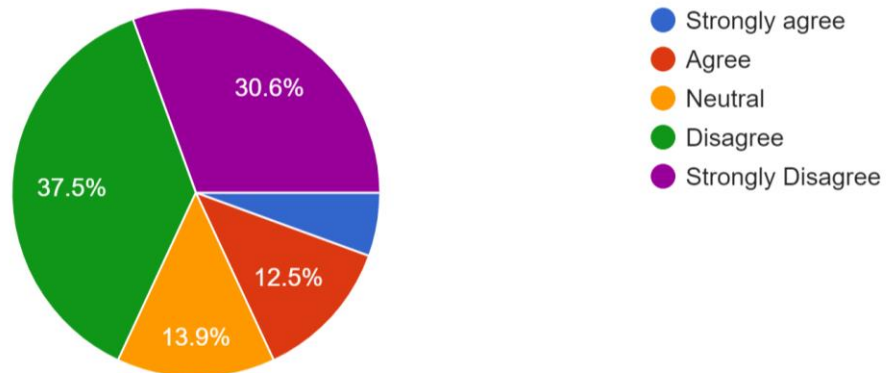
72 responses



In response to this statement, 10 students (13.9%) answered “agree”, 5 students (6.9%) answered “strongly agree”, 14 students (19.4%) answered “neutral”, 24 students (33.3%) answered “disagree” and 19 of them (26.4%) answered “strongly disagree”.

Figure 36: I am learning English since I plan to live abroad in the future

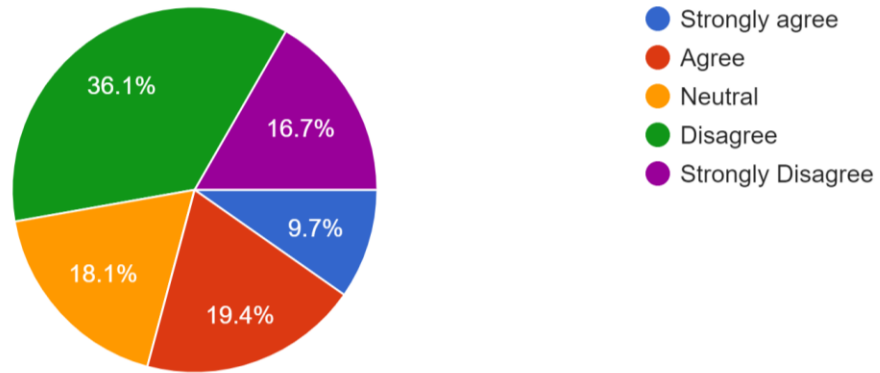
72 responses



In response to this statement, 9 students (12.5%) answered “agree”, 4 students (5.6%) answered “strongly agree”, 10 students (13.9%) answered “neutral”, 27 students (37.5%) answered “disagree” and 22 of them (30.6%) answered “strongly disagree”.

Figure 37: I am learning English since I want to pursue higher education abroad in the future

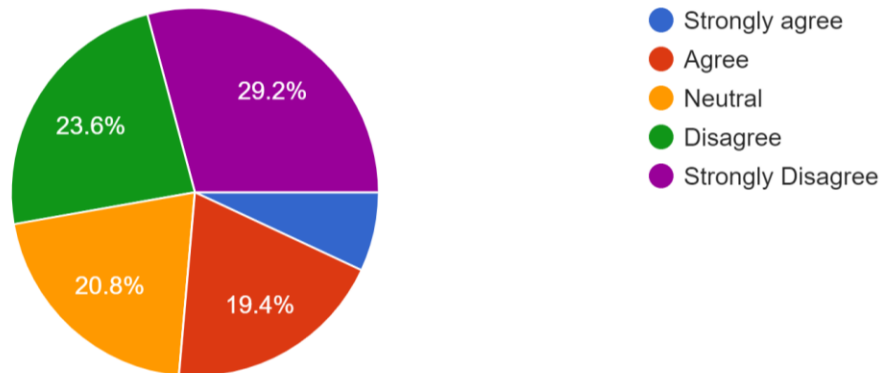
72 responses



In response to this statement, 14 students (19.4%) answered “agree”, 7 students (9.7%) answered “strongly agree”, 13 students (18.1%) answered “neutral”, 26 students (36.1%) answered “disagree” and 12 of them (16.7%) answered “strongly disagree”.

Figure 38: Learning English to get a more prestigious identity in the society

72 responses



In response to this statement, 14 students (19.4%) answered “agree”, 5 students (6.9%) answered “strongly agree”, 15 students (20.8%) answered “neutral”, 17 students (23.6%) answered “disagree” and 21 of them (29.2%) answered “strongly disagree”.

4.3 Findings from teachers' interviews

Firstly, the teachers all seem to agree on the fact regarding the proficiency level of their students in madrasahs when it comes to speaking in English. According to teachers, students are mostly beginners in terms of speaking. They can, in an average, speak a couple of sentences at a stress without giving a major pause. And, students mostly stay in the beginner level as they take admission in class 9 i.e. as they begin their journey as *Dakhil* students. And, at that time they are barely able to express themselves in English properly without stammering in every few sentences. Their level of understanding and processing what their instructors say in English is also limited at that time. But as they proceed towards their *Alim* classes i.e. in the next two years their English speaking skill as well as other three skills see some improvements. But, as a teacher points, that progress is not something to be counted on since they rarely ever acquire enough skills to gain a professional proficiency level in speaking even after completing *Alim* level. Most of the cases it is seen that students start their *Dakhil* years with a proficiency of beginner level in terms of speaking and by the time they end their *Alim* years only a few ever reach intermediate level of speaking fluency and overall proficiency. However, most of them still remain relatively weak in speaking and remain in the beginner level even as they graduate from madrasahs with an *Alim* degree.

Secondly, their motivation level also seems to be low from what the teachers have informed. Students are involved in various speaking activities by the teachers all on their own. Because of various restraints in the system of education the students in English academically in madrasahs as well as in any other medium of education in Bangladesh, the government policies and regulations affect teaching and practicing English speaking in madrasahs in every phase, especially in *Alim* level. It is important to mention it here since the system of education and the textbooks end up dictating over the study methods of the students and hamper their learning to

speak in English. Since the students are teachers are compelled to test the students' proficiency in English by only looking into their writing and reading skills to some extent in the exams, students, too, take the opportunity and focus mostly on these two skills since that is all they would ever need to pass their exams. As a result, learning faces a bottleneck that keeps authentic learning and skill development at a distance from the students.

Besides, the students' main motivation being passing the exams and getting a certificate in the longer run, they end up following a more sure-fit way of rote learning and memorizing whatever teachers mark as important for the terminal exams in their respective institutions as well as in the public examinations. As an effect of this practice, few students ever approach learning English overall, not just English speaking as a mere academic subject that they take simply out of duty and not out of interest. Neither do they approach it with the mentality of learning a new language. Therefore, motivating factors behind their language speaking largely remains limited within getting enough marks to pass *Dakhil* and *Alim* exams. Albeit teachers agree that there are students who want to learn genuinely, the number of such students in a class numbers far fewer than that need to be in order to make a change. Moreover, students speaking in English among themselves is quite uncommon.

Classes and other academic communication that happen between the teachers and their students largely is conducted in Bangla, not in English even inside the English classes. The reason for this remains, according to the teachers, multiple factors such as not getting exposure to spoken English on a regular basis from the teachers themselves, no IT facilities, incompetence in planning and execution of NCTB in designing materials, students' general lack of interest and awareness etc. Furthermore, classes especially English classes are mostly syllabus oriented. Meaning, for a general lack of focus on speaking and listening in the syllabus and in exam

schemes, barely any focus is ever given in speaking. Besides, the overwhelming presence of teacher talk time in the classes prevent students from communicating much inside the classroom, giving them little chance at speaking in English with their instructors. Therefore, a lack of opportunity is present which prevents them from ever practicing their verbal communication skills in English, resulting in poor speaking performance.

Thirdly, in the anxiety front, madrasah students are not much better either. They are outright afraid to even try to speak in English most of the times. According to a teacher, most students develop a sense of fear in their early ages towards English which eventually is set in their mind as a fixed phenomenon. They develop this sense because of myriad reasons among which alienation from English as a medium of communication, absence of English language based contests in their entertainment circle, an adverse mentality towards the rules of English language etc. ultimately make them see English language as a whole as something of an alien status. Therefore, their anxiety comes automatically when asked to speak in English in most cases. Apart from the few case in which students actually want to come out of their anxiety by trying to speak in English with their teachers, the rest of the class which actually makes up of more than three-fourth of the entire student population of the class shows disinterest and eventually the teacher is forced to retreat to Bangla as the medium of communication, maintaining the problematic situation for students in the long run.

Anxiety affects students in more ways than just preventing them from talking to other students and their instructors. Because of high anxiety, students ignore the English classes, both the first paper as well as the second paper either by staying absent in considerable numbers or by not paying attention properly to instructors in case they are present. When asked if students regularly attend classes, teachers regretfully say that they do not. In fact, attendance rate remains low in

most Aliya madrasahs and a hundred percent attendance in English classes remains a rarity. The only exception, according to them is residential madrasahs where students have to stay within the premises of their madrasahs. Attendance rate at the time of the examinations are, however, reach its peak as almost all the students try to be present and attend the exams to the best of their ability. This shows that even though the students have anxiety attending English cases on a regular basis and are not a big fan of communicating in English, they have very low amount of test anxiety. It is a good and a harmful side of the whole picture. Good because they have little to no test anxiety and bad since they have anxiety in speaking and performing in class so much that they try to avoid classes if they can. Of course, the teachers add, not all students avoid classes at all times, but there always is a number of them that do. And, since madrasahs never had any policy regarding classroom attendance nor allocated any marks on it, students who skip classes deliberately are rarely ever seen facing any penalties for doing so.

Anxiety and confidence level of students in average in Aliya madrasahs reside side by side and yet in an inverse relation from each other. Because, while teachers agree that anxiety is usually high among students when it comes to speaking, self-confidence is usually low. Confidence level is so low in fact that students, when forced to speak in English by their teachers, rather sit silent without communicating at all than speak in English. However, an interesting fact is that their anxiety and lack of interest as well as lack of confidence is mostly seen in case of speaking. They are definitely more proficient in reading and writing than in speaking. This does not signify that their writing and reading skills are in advance or professional level but simply denotes that they are relatively better at writing than in speaking. Teachers draw reference from their own experiences in teaching that in writing based assessments and tests, their students carry good marks, most of which is true in case of the public examinations where a big number of students

get “A+” in English. Though the number does not match that of usual schools, it is not to be ignored either.

The interviews revealed a lot about the affective filters and their effects on madrasah students. Also, these interviews reveal the actual conditions of madrasah classrooms and point out to a number of factors that are underlying and usually not foreseen but adds to why the affective filters are nested so heavily in students of madrasahs especially when it comes to speaking in English. Such as- the students’ socio-cultural backgrounds as well as their parents’. Moreover, students’ point of view towards education as a whole also dictates over the amount of language anxiety and confidence and motivation they have in learning to speak properly in English.

4.4 Interview with the students

Interviews with the students were less formal and more like an exchange of opinions that helped look deeper into what drives them in speaking as well as what drives them away from it. To begin with, students themselves are aware of the importance of learning English as well as the possibilities that are unlocked to them if they are good at speaking in English. They, however, also admit to having been reluctant in learning it despite knowing its uses and advantages. From their interviews, motivation in learning speaking is seen to be lower than their motivation in learning and practicing writing and reading. Their reason behind such situation is that they will never need to be good at speaking in order to do good results in *Dakhil* or *Alim* examinations. So they just decide to ignore speaking in English with their teachers and even among themselves. However, students do not want to take the blame all on them and press some charges on the teachers too, convicting them of not taking initiatives in educating their students enough in spoken English. Though they are aware of the fact that teachers too have to follow the syllabus and curriculum and therefore are under a lot of pressure to complete the syllabus in time and so

only have to focus on teaching reading and writing. But, their opinion is that students are weak in spoken English simply because they never get to practice it for long inside or outside their language classrooms. Since teachers and their respective madrasahs are not taking the initiatives to teach them spoken English, little effort comes from them too, to learn it by themselves. Students taking the larger share of the blame on themselves, though, sheds light on motivation more than the other two affective factors.

Madrasah students have two different foreign languages to learn simultaneously- Arabic and English. Evidently from the interviews, students are keener to learn Arabic than English. And according to them, their career objectives and goals also demand a better understanding and proficiency over spoken Arabic than on spoken English. This does not mean that madrasah students outright ignore English for the entire time they are students, however. Rather, as one student points, they end up learning simply as much as they are required to, for whatever function they need it. Further on this topic is discussed in the discussion and analysis section. According to another student, though, teachers are not at fault at all. It is ultimately the students who do not show interest and listen to teachers as they are told to communicate in English. And since the practice sessions never actually take place because of the massive disinterest on majority of the students' part, existing anxiety never gets a chance to be gotten rid of. Consequently, confidence is not built up either.

On part of the anxiety, students feel anxiety the most while they are asked to speak in front to their teachers since they feel like he or she is always ready to give instant feedback and are ready to rebuke them at any chance they get. But their anxiety is less while communicating among themselves in English. Apart from that, all the 6 students interviewed show different levels of

anxiety over speaking. But, they all agreed on the fact that in any given classroom, majority of students simply choose not to speak because of overwhelming anxiety and lack of confidence.

Nervousness is their main problem when told to perform any oral task in front of others, be it inside or outside the classes. Spoken based course works are quite rare in madrasahs in general.

And, what little of such activities or group activities actually do take place are mostly for subjects such as Bengali, social science etc. interestingly, Arabic spoken presentations are common but the same in English never usually takes place. So far, therefore, a general lack of exposure and practice opportunity seems to be the reason behind their anxiety.

As for self-confidence, two of the students claimed to be quite free about it, meaning they never feared speaking out, be it a bit grammatically wrong and their pronunciation a bit different than what should be. But the other four did admit to not being as confident.

While speaking, majority of students therefore felt like they were making some mistake and that mentality eventually made them stammer and come to abrupt stops. A proof of their speaking anxiety and lack of confidence can be spotted even in the way they gave interviews. Because, interviews were conducted in person and when the researcher wanted to take interviews in English, none of the students agreed to it. And when asked if they ever volunteered answers in English classes, 4 of them replied in the negative while the other two replied in affirmative. This also shows high anxiety or lack of confidence, if not both.

Resonating with a point brought out by teachers in other interviews, the topic of feeling overwhelmed by the number of rules to watch out for while speaking constantly is also a reason behind their high anxiety. Monitoring their own speaking performance, they feel compelled to be correct in every grammatical aspect if possible and prioritise accuracy over fluency and pronunciation. As a result, anxiety builds up as they start to speak. Moreover, they also admit to

have a tendency to feel anxious and less confident in their ability when they hear someone say something in English that they do not quite understand. Besides, a common feeling is also observed that they do not always feel comfortable in English classes for factors such as a feeling of everyone being better at speaking than themselves. Also, because of motivation being rare in practicing spoken English and also because of factors hitherto expressed, they often doze off in English classes and pay less attention in the process which in the longer run hamper overall language learning.

Chapter 5: Discussion and analysis

5.1 Proficiency level in speaking

From the surveys, we see that most of the participants (36.1%) think their speaking skill is in beginner level. Their number fares to a total of 26. According to the ACTFL scale ("ACTFL PROFICIENCY GUIDELINES 2012", 2012), their level is novice i.e., they can only communicate in broken, grammatically incorrect sentences and their vocabulary stock is pretty low. 33.3% or 24 students think they are in Intermediate level, which indicates that they are able to converse in simple sentences about familiar or well-known topics. 22.5% i.e. 16 students identify themselves as professional speakers, which can be considered as Intermediate high according to the said guideline and lastly, only 8.3% or 6 consider their own speaking skill to be in Advanced level, which stands for native-like proficiency and fluency in speaking. Although this is their own opinion about their speaking proficiency and fluency, little can be said from these numbers alone. It merely indicates to an overall estimation or approximate idea about their speaking skills in general. However, it might indicate towards their self-confidence since despite being students of *Dakhil* and *Alim*, after studying English for at least 8-9 years, a large number identified themselves as beginner and at best, intermediate level speakers.

From the teacher's interviews, validity of the data can be backed. Because, according to all of the teachers the researcher has talked with, agree on the fact that their students' skillset when it comes to speaking is poor. It is usually utterly poor in among the students who are newly admitted into class 9 in the beginning of their *Dakhil* years. But, as one teacher points, they do get a bit better with time as they get promoted into class 10. But, their level of proficiency roughly remains the same when it comes to speaking because of many reasons. As for the *Alim* level students, situation does not seem to be any better either since teachers only can speak for

their students' abilities in reading and writing because they do not usually take tests on English speaking. Besides, since English classes are mostly taken in Bangla both because of the lack of students' motivation to speak in English and also because of there being little need for students to even learn English speaking properly since they are not likely to need it anywhere in order to pass their board exams. This the teachers also confirm by saying that their main focus when it comes to learning any of the four basic English skills is passing *Dakhil* and *Alim* board exams with an acceptable grade. The teachers, in explaining the situation with the students' speaking skills, illustrated on their lack of vocabulary as well as knowledge of grammar alongside their lack of fluency.

5.2 Anxiety in English classes

Moving on to the results gathered from the first survey questionnaire, things start to take shape as we see an increased amount of anxiety among students especially in spoken English. Because, in question no. 01, 02, 06, 11, 14, 18, 23, 24, 27 and 30 are centred around one's anxiety and insecurity in an English class. And, not all of these questions were directly concerned with speaking in their English classes either. For instance, the first question asks if one did not fear making mistake in English classes in general. The second one asks about nervousness if being called on in English class, not necessarily for speaking. The sixth question asks if one forgets things they know in English classes. Because of the varied nature of the mentioned items, answers received through the survey in these questions are not linear so as to indicate a gradual increase or decrease in the participants' anxiety concerning English classes in general. From the responses of question number 01, we see that in total only 22 participants either agreed or strongly agreed whereas 45 participants (in total 57.5%) disagreed and strongly disagreed. From these answers it seems as if most of the students were afraid of making mistakes which seems

only normal. The notion or impression developed from the first question's responses match much to those of the second question's since here, too, most of the participants, 46 to be exact, agreed or strongly disagreed in saying that they fear if they know they are to be called on in English class. Another similarity in a similar item's responses (question no. 11) shows that in total 47 students strongly agree and agree to the fact that their hearts pounding if called on in English classes. Besides, question no. 18 asked if participants feared being left behind in English classes and most participants, 47.4%, agreed and strongly agreed. While responding to question no. 24, where they were asked if they remained absent minded in English classes, 48.7% replied affirmative while 32% replied negative. In response to question no. 30 which asked if they felt sure and relaxed while going to English classes, a total of 43.6% participants answered in negative while a total of 38.5% answered in the positive. So far, these statistics give the notion that madrasah students are indeed uncomfortable and anxious at the prospect of studying English as a whole.

Aliya madrasah students who have been interviewed were asked about their anxiety in English classes. Their responses varied much since each individual feels language anxiety in different ways, depending on different factors present to individuals. (Mandokhail, Khan & Malghani, 2018). But, what varied in their responses were not the fact that some felt anxiety and some did not. Rather, all felt some anxiety, be it speaking in English classes themselves or just attending the classes regularly. One of the students, Tanjim, replied that the main reason behind his anxiety was that their instructor is a bit strict and often forces his students to speak a sentence or two in English in his classes. Anwar on the other hand replied that he usually never felt any more anxiety in English classes than in any other class. So, overall, anxiety is triggered by certain activities such as public and peer speaking in English. However, on the question whether they

remain absent minded in English classes, all students agree on different scales. Some admitted it to be their daily phenomenon in English classes while others did it occasionally and not always intentionally. When asked why, their replies mostly were centred around their lack of motivation and lack of interest on the lessons as well as boredom on grammatical items and lessons. This issue is addressed by Tridinanti (2018) as, by drawing reference to Astuti (2018), the researcher shows that boredom and lack of interest and absent-mindedness in ESL classes can often be a reason behind Lerner's problems in speaking since, as they are not paying attention, cannot later on remember words and their pronunciation. (as cited in Tridinanti, 2018).

However, responses to question no. 14, 23, and 27 indicates otherwise. Because, question no. 14 asks if anxiety was more in English classes when compared to every other class. To this, even though 43.6% participants replied affirmative, 30.8% replied negative while the other 25.6% remained neutral. This shows that even though most of the participants agree about the anxiety in English classes, their number fares to not even half the number of total participants. More importantly, responses to question no. 23 asked if participants would not mind taking more English classes. To this question, half the participants answered positive. Meaning, half the participants do not mind attending classes actually. Moreover, responses to question no. 27 show that a total of 41% participants do not feel like missing classes often whereas 39.7% do. This particular statistics also show that madrasah students do not necessarily dislike attending English classes and so, problems lie with not English class itself but with its contents and activities. However, anxiety remains a factor for students while attending classes because in response to question no. 09, when asked if they felt anxious even if they had prepared well, a whopping 43.6% students agreed. And, another 7.7% strongly agreed, giving the total affirmative replies a percentage of 51.3%. Furthermore, a fear of failure seems to be prevalent among participants'

minds since in response to question no. 26, when asked if they feared failure in English courses, again more than half replied affirmative. Therefore, we cannot rule out the possibility that an anxiety is attached with the very idea of learning English, not just spoken English. Since the idea of being anxious of failure comes up, taking a look at the results of the participants' test anxiety is also necessary.

In the questionnaire, question no. 04 asked participants whether they were at ease during English tests. To that, most participants are not necessarily against the idea of attending English exams specifically since the amount of participants who strongly agreed and strongly disagreed are the same, both amounting at 19.2% and the total affirmative and negative responses are also almost the same. Therefore, no objective conclusion can be made from this data only. However, during interview, a teacher, Mr Abdul Mannan did mention that even though students were quite reluctant to attend regular classes, tests usually were different. During tests, few students would miss coming to madrasahs. This particular piece of information is tied more to motivation than with anxiety and will be discussed in details while going over the analysis of the questionnaire on motivation.

5.3 Anxiety in English speaking

Judging from the survey results, what gets students' anxiety up and their fear going, then, is neither classes themselves necessarily, nor tests. Rather, in terms of speaking, the main anxiety lies within the very task of speaking itself. Because, in the survey, question no. 05, 13, 15, 19, 20, 22 etc. were designed to see one's anxiety while speaking in English inside the classrooms. Unfortunately, all of these questions show responses with a majority of participants replying in the affirmative with most of the times the replies consisting of more than half students agreeing

or strongly agreeing to being shy or anxious or fearful while speaking in front of their teachers and classmates alike.

To be more specific, question no. 05 asks if they felt anxious if told to speak without preparation, 43.6% agreed and 23.1% strongly agreed while only a few students disagreed. Question no. 19 asked a similar question with the exception that it is focused on replying to questions participants had not prepared for in advance asked by their teachers. Here, 48.7% agreed while 16.7% strongly agreed, making speaking in front of their teachers one of the most anxiety- invoking experiences mentioned in the survey. In response to question no. 13 which asks if they felt anxious speaking in front of their peers, 44.9% agreed and 20.5% strongly agreed which marks anxiety speaking in public scenarios one of the key sources to their anxiety in speaking overall. Furthermore, responses to question no. 15 also focuses on confusion and nervousness while speaking in classes where a majority again agreed. Question no. 20 and 22 also sees an overwhelming number of replies to be positive to anxiety in speaking, especially question no. 20. Here, 33.3% agreed and 26.9% strongly agreed that they often felt their peers would laugh at them if they were to speak in class.

Above mentioned findings from the survey also matches much of the data from the interviews taken from both teachers and students. Teachers confirm that an overwhelming number of students never actually dare speak in English simply from their fear of making mistakes while speaking. Students also agree to this by saying that no matter if they are talking about a familiar topic or not, in the back of their minds there is always a doubt regarding their accuracy. This accuracy is mostly concerned with grammatical accuracy and not with fluency nor richness of vocabulary nor about expressing themselves fully. A reason for this is, as a student, Robi, points that they never really see much expression in their teacher's face while he or she is listening to

them speak unless there is a major grammatical error in their speech. Also, they have more anxiety in terms of speaking as opposed to writing and reading since apart from their teacher, few students are good or fluent in speaking in class. However, anxiety still is triggered once they are told to speak in classes because of the fact that while speaking, an immediate reaction is visible in the audience's face.

However, teachers had a bit of a different take on the reason behind this particular kind of anxiety. According to an *Alim* level teacher, Mr Abdul Mannan, since students have been attending classes from the very beginning in English that strictly focused on grammatical accuracy, thanks to the wide use of GTM method, grammatical accuracy is the main focal point while evaluating students from the teacher's part. In this regard, Ano (2003) argues by saying that even though grammatical accuracy is necessary, when learners are in novice level in speaking skill, instructors should rather focus on meaning and on developing fluency first.

Though the teacher agrees that this is a key reason for building up their anxiety while speaking since in order to be grammatically accurate all the time, they need to be monitoring their own speech all the time which ultimately both slows down their speed and fluency of speaking, affect their own self-confidence as well as make the speakers nervous as they not only have to focus on remembering what they were to say but on how to say it, fearing rebuke from teachers and ridicule from peers.

Mr Kutub Uddin, the only principal interviewed, however, says that the problems of being anxious and nervous and thereby being afraid of speaking in front of peers and teachers occur not only in English classes but also frequently in Arabic. Since even *Aliya* madrasahs are mostly concerned with studies of subjects such as Arabic grammar, translation, hadith, literature etc. alongside "general" subjects like English, teachers also have to teach Arabic speaking. And, a

usual concern for teachers is to get students to speak in classes freely in the target language both with peers and with teachers so they can work on their confidence, fluency and get rid of the anxiety. But, responses remain somewhat low and so does self-confidence, increasing language anxiety exponentially.

This problem of students being reluctant to speak in an EFL class is not an uncommon one, as Lendecky (2013) shows. According to him, it happens in classrooms all over the world no matter what the target language. In fact, drawing reference to Hamouda (2013), he also mentions that a widespread reasons for doing so are much related to the ones discussed above- shyness, fear of speaking target language, fear of being laughed at by peers and fear of being judged and reprimanded by the teachers. (as cited in Lendecky, 2013). To get around this problem, too, many researchers and scholars have conducted many a research projects and many have likewise come up with some effective suggestions. Such as, Jones (2007) states that a student-centred classroom will most likely solve such issues since most participations then has to come from students, making them communicate more. Brown (2007) argues that incorporating pair works and group works in classroom regular activities especially in speaking and classes are likely to be helpful too. And, Scriverener (1994) suggests using drama of various kinds in order to capture better attention from students, deciding them into small groups and making them act out in front of the class to get rid of anxiety and fear of speaking.

5.4 Issues with self-confidence

Moreover, this survey also marks that most students actually have low self-confidence apart from having relatively high anxiety in learning English especially in learning spoken English. This can be visible if looked into question no. 29. It shows that 61.5 percent of the participants feel that they are worse at speaking than their classmates. Answers to the question no. 25 also

indicates the same since it also shows that 64.1 percent participants feel that they are worse at English overall when compared to their peers. This statistics directly refers to a general lack of confidence if we look at the majority of students marking themselves as insecure to talk as we have seen earlier, especially in a public setting and from responses of this question here too. A lack of confidence is evident here not only because a majority feels like they are not as good as their peers. Even though they know that inside the classrooms, their peers are rarely more accurate and fluent than themselves (as seen in analysis of questions focusing on speaking anxiety in survey) they still feel the anxiety.

Confidence is as important was the other two factors or affective filters that can build or destroy a learner's potential in learning any language properly. What makes this particular filter a bit different from the rest, however, is that, as Brown and Yule (1983, p-25) puts it, because of the fact that students who suffer from low confidence receive least help from teachers. Besides, it is most difficult for teachers to help such students too. Besides, Ni (2012) also asserts that students with low confidence often also are seen projecting increased anxiety, hampering their growth.

Problem is, from both teachers' interviews and students' interviews it was found that most students in an English class in madrasahs project low confidence and extreme shyness also when asked to speak in the target language in front of teachers and their peers, much of what is also evident from the results of many items or questions in the questionnaire already discussed.

However, teachers do agree especially Mrs Nilufar Yasmin, that there are students who are keen to learn and are likely to participate in conversations with their teachers in class, regardless of their limitations when it comes to speaking skills and are not shy so as not to speak up their minds. However, they also agree on the fact that in no classroom such students are great in number. For instance, Mrs Nilufar Yasmin says that she teaches in an *Aliya* madrasah for

females where she takes English classes both in Dakhil and Alim level. And, in her classes there are usually 40 students. Among them, no more than 10 actually show little or no restraint and high confidence. The rest are, as previously discussed, reluctant to participate and if asked questions in English, prefer to answer in Bangla. This kind of behaviour from the majority in a class ultimately break the spirit of the ones projecting interest. Ultimately the teacher cannot keep up communicating in English throughout the entire period either. A student, Bashar, during the interviews also agreed to this problem as he spoke about how most students are not confident enough and therefore choose not to speak using the target language at all. And, more regrettably, he says that those who do show courage to speak in English in class are often mocked by those who do not after the classes are over.

This lack of confidence and presence of anxiety in speaking is also revealing in the results of question no. 08 as it shows that 51.3% participants would feel anxious if they were to talk to a native English speaker. And, another demonstration similar to this is seen in responses to question no. 31 too. It asked if they would feel comfortable around a native speaker and in response, 47.4% replied negative, indicating the same notions- high anxiety in speaking and lack of self-confidence. This piece of data just indicates to a general lack of confidence.

According to Jamila (2014), this issue with self- confidence is a problem for not only students but also for teachers. Her research also is focused on students in Bangladesh and their lack of confidence while speaking. She points that it not only hampers learning for learners but also creates a situation so difficult for teachers as well that they cannot teach in a professional manner either. As for solutions to this problem, Dublin and Olstein (1986) focuses mostly on engaging students into communicating more to the teacher in class alongside making the class and its contents enjoyable to learners. But Jamila goes a bit further and proposes a set of solutions both

by teachers and students. For teachers and by teachers, she advises techniques like letting students form own study groups and assisting them outside classrooms with the help of technology, having a class of no more than 25 students, designing syllabus and curriculum focusing much on speaking and listening etc. and her advices by students include maintaining friendlier teacher-student relationship, arranging group works and presentations, forming English language based clubs in institutions etc. (Jamila, 2014. P-160).

5.5 What motivates madrasah students

Unlike the survey on anxiety and self-confidence, the one on motivation does not give clear statistics as to infer from those, clear factors that dictate over a general perception or mind-set behind the reasons madrasah students pursue the study of English. For instance, from the results of the survey illustrated in the findings section, we can see that the first question on the questionnaire asked if participants only studied English as an academic subject and most of them, 33.3% answered “agree” while another 26.3% answered “strongly agree”. What is inferable from these responses is that most students are not actually interested in learning English as a language, mastering it for further use later in their lives but are learning it simply for passing the courses and completing board exams with a good grade, just as the teachers who were interviewed mentioned many times.

The next two questions inquire whether they think English is needed for getting good jobs and if they were in fact learning it to secure higher-paying jobs later on. Though in response to both these questions a number of participants chose to go with the “neutral” option, in case of the first one, a majority of students still agreed. Meaning, they do realise that English will be needed later in their lives for professional purposes. However, the later question did see a slight change in statistical evidence as even though a majority there still replied in the affirmative, a big number

of participants actually disagreed. Meaning, they are aware of the functionality and uses of English in daily lives and yet are not learning it keeping a professional goal in mind. These particular question's responses are important to shed light upon their mind-set based upon interviews of the teachers and students too.

Interestingly, even though the students of madrasah especially those of *Aliya* madrasahs are now quite tech-savvy, judging from the widespread use of android phones almost all of them own (as observed by the researcher), their motivation to use English as a tool to better understand foreign cultures is unusual. Because, from responses of the fourth question, 41.7% disagreed and 15.3% strongly disagreed that they do not learning English to better understand other cultures. Not only that, but also in response to question no. 05 too, more students disagree on the statement that they use English to gain access to more resources, than agreed.

Though all the questions thus far in the questionnaire are merely to try to understand what might possibly drive them behind learning, their lack of motivation is evident directly in question no. 06. In that one, they were asked whether they enjoyed learning English. Unfortunately, a majority of them disagreed with another big part of the participants staying neutral.

Apart from that, most participants also marked their opinions as negative when it comes to their motivation being driven by a prospect of studying abroad in the future for studying purposes.

The same goes for when they were asked if they learnt English for being settled abroad in the future. In both the cases, a public opinion in the negative with the second biggest opinion being "neutral", it clearly shows that pursuing anything western or anything that required being knowledgeable in English especially English speaking is not their top priority.

So, looking at the data collected, it seems as if students are not interested in much. True measures of their collective motivation, however, is found from the interview of the teachers.

According to them, the goal of studying in any madrasah is primarily being educated in the studies related with Quran, hadith, fiqh (Islamic philosophy and law) and Arabic language. For that purpose, *Qawmi* madrasahs are undoubtedly doing a better job than *Aliya* madrasahs, mostly because of the way they had designed their curriculum- teaching less regular subjects and more subjects related to Islam and its teachings; according to a teacher, Mr Anik. Therefore, parents who want their sons and daughters to become enlightened in religious matters and studies concerning their faith mostly send children to *Qawmi* madrasahs. And, as teachers all agree, *Aliya* madrasahs where English is taught as a subject, usually receive students who are not the most interested in studies as a whole.

Keeping that point aside, even if we focus on why students are not interested in English and more specifically in English speaking, it is probably as the teachers reveal, because they do not imagine to be someone who has to rely on English for their careers much. To be more specific, a teacher points that since “*waaj mahfils*” (religious gatherings and talks) are a hot topic no a days in the country, many students aspire to be like the Hujurs they see on TV and on YouTube and this ultimately motivate them to learn subjects that have more to do with their faith than with a language of a culture that stands in stark contrast to their religious values.

However, there also are exceptions to this as teachers also mention. There are students who study in engineering colleges and medical colleges after they pass out from madrasahs, albeit their number being lower than students from traditional Bengali and English medium schools. But, even those students are not interested in sharpening their speaking skills since they simply will never be needing that in order to get in or complete their studies in higher level in Bangladesh at least. The ex-student of madrasah, Ershad, for instance, who studied in *Aliya* madrasah till *Alim* and later on completed his higher studies from the Islamic University in Kushtia, shared some

stories of his experiences in this regard. Admitting the fact that he himself was never taking English seriously while he was a madrasah student, realised that English was indeed important for him to get in a good public university for higher studies. However, he also realised that by then because he had treated English with ignorance all his life so far, he was quite weak in it especially in writing. To get over it and to ensure a seat in a public university, he admitted himself in a coaching centre that specialises in teaching English language. There he took classes attentively which made his writing skills a bit better. But, since speaking is not tested in admission tests, he never focused on building up speaking competence, even after passing out from madrasahs.

Up until this point, the data suggesting a general disinterest for studying English seriously can be seen as a negative thing objectively. Various sources say that madrasah students constitute for a huge number of students in top universities of the country such as Dhaka University, BUET etc. In case of Dhaka University, madrasah students comprise as much as 60% of their entire student body now. ("Enrollment of madrasastudents high at DU | daily sun", 2018). As professor Mesbah states in "High presence of madrasa students at DU" (2018), madrasah students can be found in almost all the departments of the said university, with a staggering number of them admitted in the law department in 2017- a total of 78% of students. ("High presence of madrasa students at DU", 2018). Considering these data, therefore, it can be said that madrasah students are interested in higher studies like any other student but because no admission tests actually evaluate candidate's speaking skills specifically, speaking never gets much priority and so, is hugely ignored by students. The complaints regarding madrasah students being generally bad in English is documented in various sources too. For instance, a faculty at the University of Dhaka recently mentioned its enrolment and admission policies to be "faulty" and thereby mentioned

how many madrasah students with very poor English skills are able to get in. ("Enrollment of madrasah students high at DU | daily sun", 2018). Apart from this, Mamun and Shaon (2018) also argues about poor English and other necessary skills of madrasah students which keep them in vulnerable position in if not attaining higher education, at the time of getting into the job market.

Though one student, Tanjim, during interviews argued that teachers are not attentive enough on their leaning and therefore they need to emphasise more on teaching speaking based lessons more, teachers' interviews and students interviews too give different data. According to teachers and some students, teachers try their best to engage their students in English conversations but as already mentioned, students never feel much motivated to be better at speaking because in their syllabus and in their book too there are not much use for English speaking and nor are any marks allocated for English in board exams. English, just like any other subject, to students, is a subject that they simply study to pass exams. Moreover, teachers also agree that very few madrasah students dream of getting settled abroad straight out of madrasahs especially in western countries where they might be needing a strong base of spoken English. Instead, many students dream of getting settled in Middle Eastern countries and so, learn Arabic more so it may come of use later. As for higher education, it is the same deal. Those who do pursue higher education, simply do so in Bangladeshi public universities and Qawmi madrasahs (for Fazil and Kamil) and very few migrate to Middle Eastern countries for further education so spoken English is a skill they decide to skip on most of the times.

5.6 Other factors behind presence of Affective Filters

Another underlying factor dictates over a general lack of motivation in learning English speaking for madrasah students- their socio-economic system. As teachers said, most students especially in madrasahs which are not situated in major cities like Dhaka are from poor to lower middle class or at maximum, middle class religious families. Being so, they never usually get any motivation from their parents or relatives about getting a good career after completing education. And, do not realise that for getting higher paying jobs, skill of spoken English is absolutely necessary in today's world. As a result, they decide to skip on learning spoken English because they see the obvious that they do not need English speaking since they do not need it for passing exams. Also, a lot of them start working too while they are students, to support their families and therefore get little time to develop speaking skills on their own outside classrooms. A product of all these factors is an overall low motivation. And, presence of low motivation and self-confidence teamed with high anxiety makes sure students barely ever step out of their comfort zones and focus on developing better speaking competence too.

All the teachers interviewed agree on the fact that students only are interested in learning most things only if they see a direct implication of it in their exams. And their textbooks give the least importance on lessons focused on listening and speaking. (Ali, 2014). As a result, teachers also are forced to teach mostly writing and reading based lessons because as the principal, Mr Kutub Uddin said, teachers have to live under a constant pressure of finishing the syllabus before a deadline and then do some revising and take exams. Besides, he specified another problem that was indicated in the literature review section also- a shortage of teachers. According to him, most madrasahs especially the ones run by the government and the ones which take low fees from their students have to do with only one teacher for each level i.e., in both *Dakhil* and *Alim* level there are in most instances only one teacher who has to take classes every day of the week,

of all the students. What is more problematic, he said, was the fact that most of the times there are no dedicated English teachers in most madrasahs across the country. In his own madrasah, he was forced to run English courses with the help of a social science teacher for many years. When asked a reason behind this, he mentioned the lower salary paid in madrasahs to instructors, as compared to traditional schools and colleges.

Another crucial factor to be noted here is that madrasah students have to sit for board exams in more subjects than school or college students. In Dakhil there are 16 subjects and for Alim there are 15. ("Alim Exam 2020 Marks Distribution & New Syllabus Madrasah Board", 2020). So, neither students nor teachers actually ever get much time to focus on anything other than the text book. This, eventually leave the speaking skills untouched in classrooms, which builds up anxiety among students in speaking because of the lack of practice, lower their motivation since they have little idea as of why they might need speaking and also lowers their confidence.

Unfortunately, teachers in madrasahs are not equipped with the right skillset to teach students effective English speaking either. Because, madrasahs do not get the same amount of training that school or college teachers do. Government trainings are rare, mostly only limited to no more than one or in rarer occasions, two in a year for madrasah teachers whereas school and college teachers get many more. To make matters worse, these government trainings are the only ones madrasah teachers are forced to rely on to stay up-to-date with latest teaching materials as well as techniques because, no private organisations are interested in training madrasah teachers.

These accusations were made by Mr Kutub Uddin. Mr Mannan and Mrs Yasmin and Mr Anik also agreed to this and also added a few more points. According to Mr Mannan, they do instruct them (teachers) to take classes in English and also show teachers how, by arranging full-day workshops while in training. But, Mr Anik differs in his opinion by saying that he never got any

such training and all the trainings he ever received were in Bangla, without receiving any training how to conduct full classes in the target language.

To make matters worse, no IT facilities are to be found in most of the madrasahs in the country. Mr Kutub Uddin shared the information of his madrasah getting a donation of 17 laptops and 1 lakh Taka as a result of being the madrasah that stood first in his *Thana* in *Dakhil* results ranking. But, these kinds of opportunities are rare to come by. And, poor funding and budget constrictions of the madrasahs make it hard to repair such equipment once they are damaged, which makes the process of teaching listening and speaking in classrooms much harder because little help do the textbooks provide in developing such skills.

Chapter 6: Conclusion and recommendations

From the data collected and discussions presented so far, regarding anxiety, participants in the surveys mostly agreed to having high anxiety when it comes to English classes. And, in case of English speaking, regardless of who they are talking to, madrasah students show high anxiety too. Tied with anxiety, their self-confidence is also low. And, the level of motivation, even though a bit harder to determine from the survey results, are clearer from interviews and are also seen to be quite low especially in terms of speaking.

Under the circumstances, since presence of Steven Krashen's affective filters are highly visible in case of most madrasah students, teachers and some students interviewed admit to the students being weak in English especially in English speaking. This proves the affective filter hypothesis to be true in case of most students in madrasahs in *Dakhil* and *Alim* level. And, as seen, they also affect the overall learning process of English speaking inside a madrasah student's mind quite a lot. To get around the problems, the teachers who were interviewed suggested some solutions to increase motivation as well as to mitigate anxiety among students.

The first suggestion that all the teachers mentioned is that the government is fairly ignorant when it comes to betterment of madrasah education and students who study in madrasahs.

Teachers suggest the government take the following steps:

- Incorporating more speaking- based lessons in the textbooks
- Providing madrasahs with financial aid to set up computers and other visual aids such as projectors, speaker and microphones etc. to help students learn speaking and listening
- Re-designing the curriculum to incorporate more group-works and presentations and other speaking based activities and making sure they are followed strictly

- Allocating marks for a speaking test within the 100 or if possible, 200 marks in English in both *Dakhil* and *Alim* exams
- Arrange for better training facilities for the teachers especially in English speaking so that they can teach students better
- Making it mandatory for students as well as teachers to communicate in English when staying within the English classes
- Making sure at least one English teacher is there in small madrasahs for *Dakhil* and *Alim* levels each and two, if possible for bigger madrasahs
- Giving madrasah degrees a complete equivalence to degrees provided in the schools and colleges

Students on the other hand, suggested their instructors be a bit friendlier with them in behaviour, especially when they make mistakes so that they get a bit less anxious while they are asked to speak in front of them. Also, making it well known to them the benefits and uses of being better at English speaking is also something they would like their teachers to do in class. Moreover, making English classes more interactive and less grammar- oriented and more content and meaning oriented was also among their suggestions.

Also, researcher found out through the research that most madrasah students find it difficult to follow their teachers if they are speaking in English constantly or at a stress for too long. Though it is largely because of the fact that students are less competent in proficiency in English than they should have been especially in listening, teachers should be more sensitive towards their needs. Teachers should perhaps speak in slower speed and in simpler sentences in classrooms at least in the beginning and according to the understanding level of their students to create less problems for them. Besides, giving them time to process information may also be helpful. Apart

from all these, to make classes less boring to students, retreating to the mother tongue for small periods of time should not hurt too much giving the rest of the classes are in fact conducted in the target language.

As the principal of a Madrasah had already said during interviews, madrasahs students are not necessarily weaker than other students studying in more traditional institutions. They just do worse in English speaking and in all other skills of English simply because lesser emphasis is given on this subject in madrasahs. Therefore, this research should provide some valuable insight into an overall condition of the madrasah students' speaking abilities. And, implementing the suggestions aforementioned should turn out to be helpful for both teachers and students and help students come out of their zone of fear of spoken English.

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Appendices

Appendices no. 01 (survey questionnaire- 01, for anxiety and self-confidence):

	Strongly agree	agree	neutral	disagree	Strongly disagree
I don't worry about making mistakes in English class					
I tremble when I know that I'm going to be called on in English class					
It frightens me when I don't understand what the teacher is saying in English					
I am usually at ease during tests in my English class					
I start to panic when I have to speak without preparation in English class					
In English class, I can get so nervous I forget things I know					
It embarrasses me to volunteer answers in my English class					
I would not be nervous speaking English with native speakers					
Even if I am well prepared for English class, I feel anxious about it					
I am afraid that my English teacher is ready to correct every mistake I make					
I can feel my heart pounding when I am going to be called on in my English class					
I don't feel pressure to prepare very well for English					
I feel very self-conscious about speaking English in front of other students					
I feel more tense and nervous in my English class than in my other classes					
I get nervous and confused when I am speaking in my English class					
I get nervous when I don't understand every word the English teacher says					

I feel overwhelmed by the number of rules you have to learn to speak English					
English class moves so quickly I worry about getting left behind					
I get nervous when the English teacher asks questions which I haven't prepared in advance					
I am afraid that the other students will laugh at me when I speak English					
The more I study for an English test, the more confused I get					
I never feel quite sure of myself when I am speaking in English					
It wouldn't bother me at all to take more English classes					
During English class, I find myself thinking about things that have nothing to do with the course					
I keep thinking that the other students are better at English than I am					
I worry about the consequences of failing my English					
I often feel like not going to my English class					
I feel confident when I speak in my English					
I always feel that the other students speak English better than I do					
When I'm on my way to English class, I feel very sure and relaxed					
I would probably feel comfortable around native speakers of English					

Appendices no. 02 (Survey questionnaire 02, for testing motivation):

	Strongly agree	agree	neutral	disagree	Strongly disagree
I am learning English only because I am required to academically					
English will improve my chances of getting a good job in the future					
I am learning English to get high paying jobs					
I am learning English to better understand other cultures					
I am Learning English so that I get access to resources to enrich my skills (e.g. internet, books, journals etc.)					
I enjoy learning English and find it interesting					
I am learning English since I plan to live abroad in the future					

I am learning English since I want to pursue higher education abroad in the future					
Learning English to get a more prestigious identity in the society					

What do you think your English-speaking fluency level is, from the following options?

1. Beginner (uses phrases and short sentences to communicate)
2. Intermediate (Can communicate with familiar topics)
3. Professional (Can communicate in any situation about any topic in full sentences)
4. Advanced (very high command on the overall use of the target language, with no difficulties whatsoever)