

A Qualitative Study of English Teaching in Bangladesh: A Case Study of Madrasa Education

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This research examines English teaching and learning at Madrasas in Bangladesh. This study employs a qualitative approach and attempts to identify the problems in the programs that debar from achieving expected English learning outcome. We conducted a semi-structured interview with interviewees, including relevant Madrasa teachers, trainers, trainee teachers, Education officers, and English resource persons at National Academy for Educational Management (NAEM), Dhaka Teachers' Training College (TTC), and Bangladesh Madrasa Teachers' Training Institute (BMTTI) located in Dhaka. We found that teacher training for English language learning is urgently required. Curriculum and syllabus in English need to be made the focus on four skills—reading, writing, speaking, and listening. Leading edge technology is identified as an indispensable item for learners. The recruiting system of English teachers needs to be reformed. The best practice would be tagged it to Bangladesh Public Service Commission (BPSC), so as to get effective and qualified teachers. This study identified the supervisory and administrative deficiencies. To improve monitoring, supervision processes, student-friendly Madrasa administration, and Madrasa managing committee is an instrumental.

Keywords: Madrasa education, English teaching, Bangladesh

Introduction

The history of English in the sub-continent goes side by side with the history of British colonialism in this region. The European languages entered India with the discovery of the sea route to India from Europe by Vasco de Gama in 1498. This paved the way to other languages especially English to India.

It is customary to trace the roots of English in the Indian sub-continent to 31 December 1600, when Queen Elizabeth I granted a charter to a few merchants of the city of London giving them a monopoly of trade with India and the East. (Kachru, 1983, p. 13)

English education was introduced in this subcontinent in the late 18th century through the establishment of some English medium schools by some British individuals. But it got official recognition in 1835 by the Minute of Lord Macaulay. The approval of this Minute by Lord William Bentinck established the foundation of the British policy of education in the then British India.

The rationale behind this establishment apparently was to spread the light of global education in the then India. Lord Macaulay had a stronger view in support of the spread of the European education, i.e., English

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education rather than the native or Persian or Arabic education. Subsequently, it was introduced in the secondary schools all over the region by the early 20th century (Rahman, 1991).

English in the Then East Pakistan

After the creation of two independent states, India and Pakistan in 1947, the importance of English took a different shape in Pakistan. With the violent protest from the then East Pakistan causing the first ever language martyrdom in the history of the world, the bloodshed in the “Language Movement” of 1952 paved the way to the adoption of Urdu and Bengali as the state languages of the then Pakistan. In these circumstances, neither Bengali nor Urdu became the common language for communication between East and West Pakistan. As a solution to this common language problem, English was taken as the second language increasing its importance in communicative and functional purposes. Since then, English was used in the government and non-government offices and it was taught as a functional language in secondary schools (1962 report of Curriculum Committee). After the creation of Pakistan in 1947, English was taught and learned as an official or second language (Banu, 2001). It was present as a subject in the school curriculum from Grade 3 to Grade 10 in Bengali medium schools. At the higher secondary level, the medium switched to English.

English in Bangladesh

After the liberation of Bangladesh, the status of English as the second language was declined and remained unidentified. It was rather neglected in the offices and educational institutes. Bengali replaced English in all official communications except those in courts, foreign missions, and armies which still use English as the official language. To assert the identity of “Bengali” in 1972, English was excluded from the primary and tertiary level of education. In secondary and higher secondary schools, Bengali became the only medium of instruction in all schools including all English medium institutes under order to switch to Bengali overnight (Islam, 1975). But it was still taught as a subject in the secondary level. Even, a huge wave went on in changing the names of places and institutes into Bengali and translating books into Bengali. The motivation that worked behind it was the strong sense of nationalism and the language movement of 1952. Another active role was played by the Bangla Bhasha Procolon Ain (Bengali Implementation Act) of 1987 which created sed English to be used as an official or second language.

It is generally agreed that the ability of our learners in English classes, especially at the secondary level, is not satisfactory due to some underlying factors. On this issue, Das (1998, p. 2) remarked, “the state of learning and teaching English in Bangladesh is quite miserable.” Furthermore, Hasan (2005) discovered that the syllabus and curricula are examination oriented, and prevent students from acquiring language competency.

Referring to the worse condition of English education, Rahman (1988) asserted,

... we do not seem to have an unambiguous and stable language teaching policy for the primary, secondary and tertiary level. In the absence of a clear language policy much of which goes on in our classrooms may be vague, unrealistic and wastage of time and resources. (pp. 94-111)

The overall consequence of the withdrawal of English from the educational institutes made the government reconsider the emotional withdrawal of English. So, various commissions and task forces were formed at different times regarding English language teaching (ELT) in different levels of education and the government tried to implement the recommendations made by them. One such recommendation was to introduce English as a compulsory subject from Class I, which saw the light of implementation in 1992. In 1996, a one-year foundation

course in English was introduced at the tertiary level. But the teaching of English followed the traditional Grammar-translation method (GTM). It emphasizes only on the reading and writing skills keeping aside two other skills—listening and speaking. Classes were conducted in the mother tongue. The stock of many words was emphasized and appreciated as having mastery in English and translation skills was highly expected. Grammar, not real life English, was given preference. Grammar was taught deductively.

For writing skills, different types of letters, paragraph, and essays were taught. For reading skills, comprehension was included in the syllabus of some classes. It also included literature (Reza, 2010).

In order to overcome the shortcomings of the previous GTM, the education committee and experts proposed the adoption of communicative language teaching (CLT) in 1990, keeping in mind that English is not a content-based rather, a skill-based subject. Finally, this method was adopted in 1998 from Class VIII. While CLT was introduced in Bangladesh, the syllabus emphasized the development of three skills, namely, reading, writing, and speaking. The materials included reading comprehension, guided, and unguided writing, words, and sentences in the real-life context. This syllabus avoided teaching direct grammar. So, the students were having problems in grammar. As a result, grammar was included in this syllabus from 2002. Listening skill was also included in this revised syllabus. This approach had another problem in its implementation in Bangladeshi context, where the number of students is much higher than the number of teachers required and also there is the lack of infrastructural and logistic support.

Problem

Because of the undefined status in English and also due to the vagueness of language policy, English teaching and learning were affected adversely. As English teaching was neglected during the post-liberation decades, there has been a serious shortage of English teachers and that has been the most crucial obstacle for the improvement of English teaching situation.

Students who are moving for higher education may have higher proficiencies in Mathematics or other subjects, but they remain very poor in English and in a sense, they join the higher education programs unprepared. As a result, they find it too difficult to cope with the English language required for Madrasa level.

In Bangladesh, resource allocation for education in general, and English teaching, in particular, has been one of the lowest in the world (Hamid, Sussex, & Khan, 2009). Consequently, quality English teaching, particularly in rural schools, is far from adequate.

Bangladesh has had a long period of academic attachment to English to the acquisition of English as a second language. Against such a background, however, it is generally agreed that the standard of competency of our learners in English is not satisfactory in comparison to the time they spend in learning the language. Haque (1986, p. 2) in this regard observes, “despite the considerable amount of time devoted to English instruction, the general proficiency and achievement of the majority of the students graduating from high schools is unsatisfactory and disproportionately low.”

The textbooks and the world knowledge being in English; most of the Madrasas students do not have access to the knowledge-dom. The contributing fact is obvious. Our graduates with inadequate world knowledge, due to their poor English, fail either to demonstrate good academic results or secure a good position in the professional life. All these negative impacts contribute to the low-level growth in all national sectors.

Justification

The national interest, in general, and the individual student’s personal success, both academic and

professional, in particular, justify the needs of a comprehensive research on English teaching situation at Madrasa level in Bangladesh.

Objectives

We investigated the attitudes of students regarding English language learning and their motivation in this language learning. What is more, we examined whether or not the teachers are competent enough or having potential training in teaching the very English subject meticulously. Finally, we suggested possible remedies.

Hypothesis

It is assumed that the precarious condition of English teaching and learning situation in Bangladesh has resulted from the absence of a sound language policy, which at certain stages failed to define the status of English and subsequent state of non-availability of an adequate number of suitable English teachers.

Methodology

We conducted semi-structured interview with interviewees, including relevant Madrasa teachers at government Teachers' Training College, trainers, trainee teachers, Education officers, and English resource persons at National Academy for Educational Management (NAEM), Dhaka Teachers' Training College (TTC), and Bangladesh Madrasa Teachers' Training Institute (BMTTI) located in Dhaka, Bangladesh in 2017. Madrasa students at secondary level were also interviewed. Moreover, for further filtering, some English classes were observed.

The Rationale for Qualitative Findings

Historical background of research suggests that what is studied and what findings are produced are influenced by the beliefs of the people doing the research and the political/social climate at the time the research is done.

As usual, qualitative methods were used in this research to offer an in-depth description and analysis of a specific programme, practice, or setting (Mertens, 1997). Denzin and Lincoln (1994) said that qualitative research involves the collection of a variety of empirical materials, such as case study, introspective life story, interview, observational, historical, visual text, etc. that describe the problematic events and understanding individual lives (p. 2).

Donald (2005) stated that a qualitative research is an umbrella term under which a variety of research methods that use language data are clustered (p. 137).

Findings and Discussions

Three sets of questionnaires were used to assimilate the presumption made at the beginning of this research. The first sets comprised of questionnaires for students of Madrasa at the secondary level. For time constraint, this research could not involve students from more than four Madrasas. The second sets of questionnaire were made for teachers working at these institutions. The third set comprised of questionnaires for teachers trainers.

In this study, Madrasa students from Bengali medium backgrounds, their English achievement level through proficiency test scores, their family background in terms of parents' income level and education were examined. These students should have studied English for at least eight years, beginning from Grade 1. English should

contribute a significant portion of their school curricula. As far as study hour is concerned, length of hours English was taught per week at secondary levels was kept into consideration. The English achievement data cover the skills of reading, writing, and grammar. Despite the official insistence on communicative English, the skills of speaking and listening, are neither taught nor tested. Thus, students' performance data on speaking and listening skills were ignored as arranging such tests would require a lot of time, resources, and expertise.

Table 1

Professional Degree

BMED	M.Ed.	Diploma/Dip-End	Foreign						No mark
			USA	England	Australia	Newzeland	Canada	Others	
17	1	0	0	0	0	0	0	0	9
63%	4%	0%	0	0	0	0	0	0	33%

Table 1 summarizes professional degree of the English subject teachers. Majority of the teachers (63%, $N = 17$) completed Bachelor of Education (B.Ed.) in their academic career from secondary to masters level, while 4% ($N = 1$) possessed Master of Education (M.Ed.). Only one teacher was from M.Ed. background which was very frustrating. The rest of the teachers (33%, $N = 9$) did not make any comment or mark regarding their professional degree. It was unexpected. Professionally prepared teachers are central to student success. According to Maley (1992), teachers are always expected and demanded to be committed professionals through "conscientious workmanship" and "application of skillful work to a high standard of performance" (p. 96). Goodwin et al. (2014) established a relationship between students' learning and the quality of their teachers and consider teachers as the most important factor in student achievement.

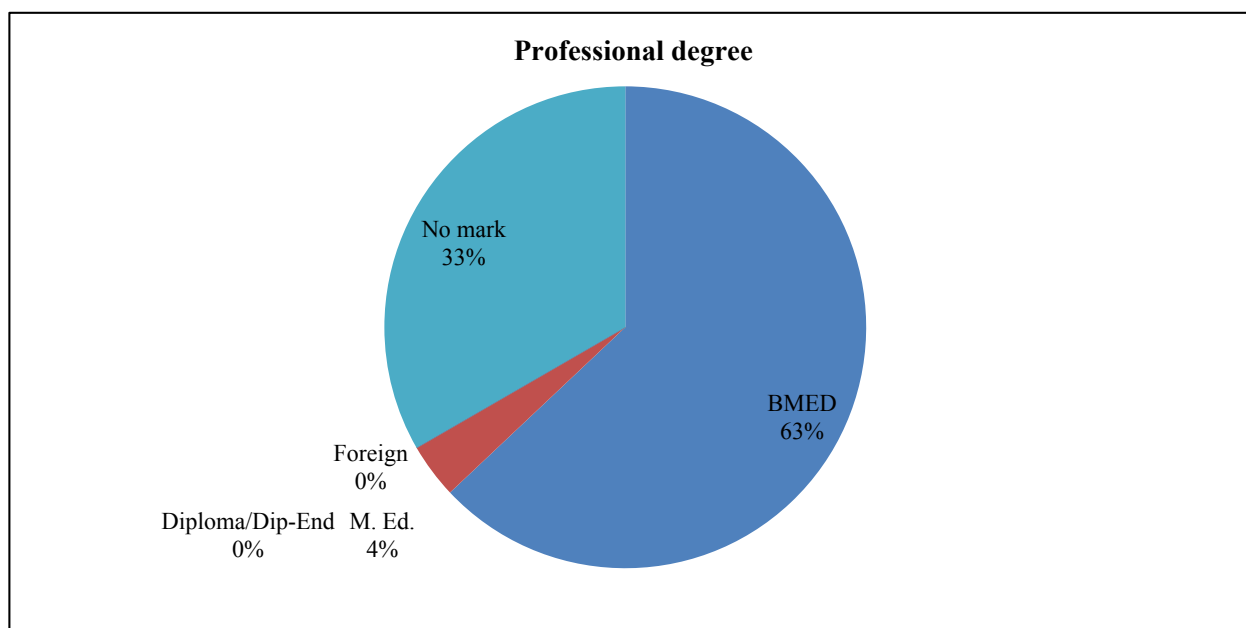


Figure 1. Academic background of the teachers.

It is revealed from the responses made by the teachers in Figure 1 that only 4% of teachers of religious schools have M.Ed. degree while 63% have the B.Ed. degree. The remaining 33% teachers have neither M.Ed. degree nor the B.Ed. degree. This finding clearly indicates that only 4% of the teachers have an M.Ed. degree

which is inadequate in terms of academic qualification to deal with the English language. Therefore, it can be argued that it is certainly necessary for the teachers to have some professional degree who have better training opportunities to produce better teachers for religious schools.

Table 2

ICT Training

	Yes		No	No mark
ICT subject training	Cluster training	Others		
3	1	1	20	2
11%	4%	4%	74%	7%

It is revealed from the response made by teachers in Table 2 that only 11% ($N = 3$) of teachers have Information and Communication Technology (ICT) subject training while 74% ($N = 20$) of teachers do not have any training. This finding clearly indicates that teachers are lagging behind in terms of receiving ICT-based training in the English language. Merely, 4% teacher received the cluster training and one teacher received other training while the remaining did not make any comment regarding the ICT training. Jorge et al. (2003) mentioned that integrating ICT tools in teaching can lead to increase students' learning competencies and fuel opportunities for communication. Research indicates that ICT tools can change the way teachers teach and that it is especially useful in supporting more student-centered approaches to instruction and in developing the higher order skills and promoting collaborative activities (Haddad, 2003). The utilization of ICT tools in L2 learning is increasingly felt in recent times and the appropriate utilization can bring a lot of advantages to the learner. Morgan (2001) said technology is both a resource for communication and a context for communication. This is certainly true and there is increasing evidence that ICT tools can indeed assist students in acquiring subject content competencies as well as enhance the quality of their learning experience.

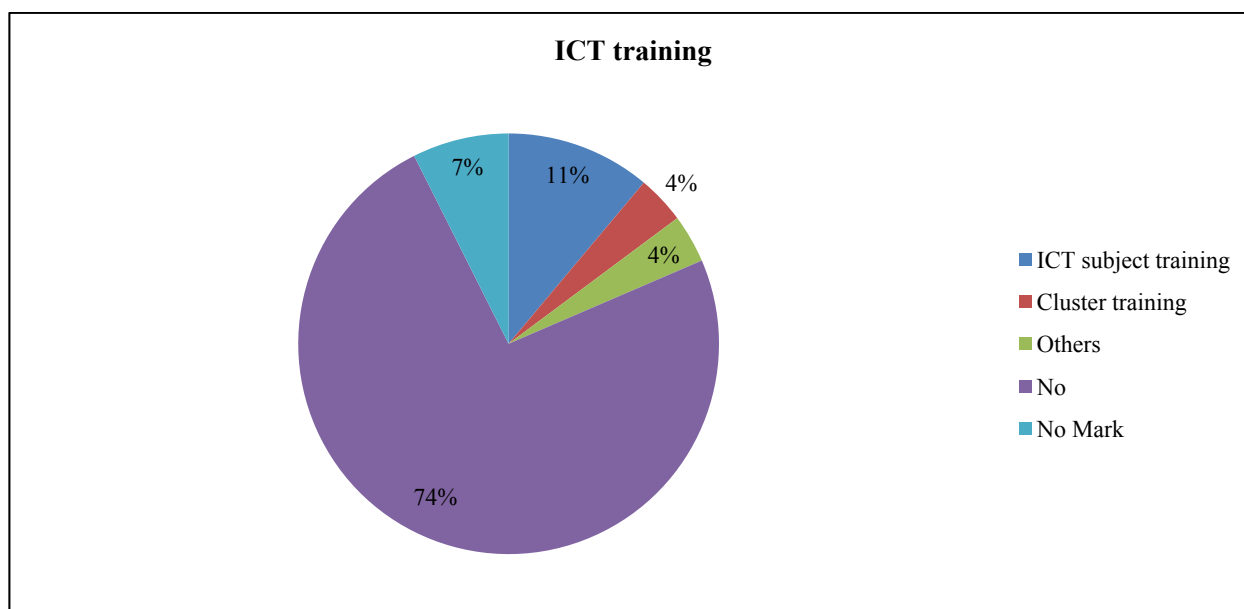


Figure 2. ICT training for teachers.

Among the respondents, 74%, majority of teachers received no training whereas 11% received ICT subject training, 4% cluster training, and 4% others training. The remaining 7% respondents did not give any response

regarding the matter (see Figure 2). It is expected that effective and continued application of ICT training skills by the teachers will significantly improve the quality of teaching and learning. This finding explicitly depicts that they do not have adequate scope to receive the very training which is fundamental for them to teach the students any subject, English in particular.

Table 3

Educational Training Equipment

	Yes		No	No mark
Projector	Laptop/Computer	OHP		
17	16	5	4	1
40%	37%	12%	9%	2%

Table 3 shows finding on educational training equipment. In this table, 40% of teachers mentioned that they use the projector as training materials while 37% depicted about laptop/computer and 12% about OHP. At that time frame, 9% of teachers were found not to use any leading-edge technology and 2% did not endorse any comment. The results clearly have indicated that using cutting-edge technology all the time by the teachers was not found for English language teaching in the Islamic religious schools.

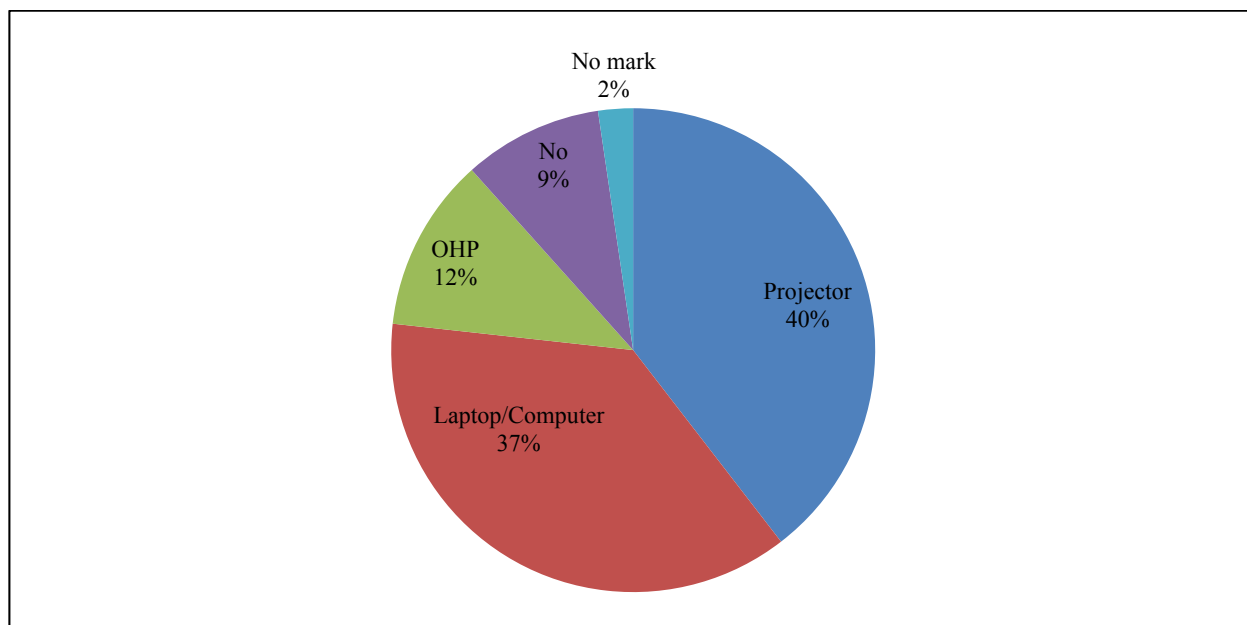


Figure 3. Educational training equipment.

Figure 3 indicates that some barriers encountered the teachers of religious schools to implement ICT in teaching-learning situations. By adopting ICT, we can deal with high-quality education. The Dakar Framework for Action (World Education Forum, Dakar, & Senegal, 2000) also stressed the use of ICT for achieving “Education for all” (EFA) goals and recommended, “ICT must be harnessed to support EFA goals at an affordable cost. These technologies have great potential for knowledge dissemination, effective learning and the development of more efficient education services”. As technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape our daily lives (Bruce & Hogan, 1998, p. 270). In this regard, Carol (2003) stated that technology might most effectively be used in second language teaching.

Table 4

In-Service Training

Yes					No
CPD-1 training (21 days)	CPD-2 training (14 days)	Cluster training (CT)	Subject-based training (SBA)	Others	
7	0	0	5	2	12
27%	0	0	19%	8%	46%

As far as in-service training is concerned, around half of the teachers (46%, $N = 46$) stated that they did not receive any training. A total of 27% ($N = 7$) teachers mentioned that they received in-service training on CPD-1 training for 21 days while 19% ($N = 5$) received SBA and only 8% ($N = 2$) received other training respectively. This finding explicitly reveals that no teacher received any training on CPD-2 for 14 days and Cluster training from any training institute (see Table 4).

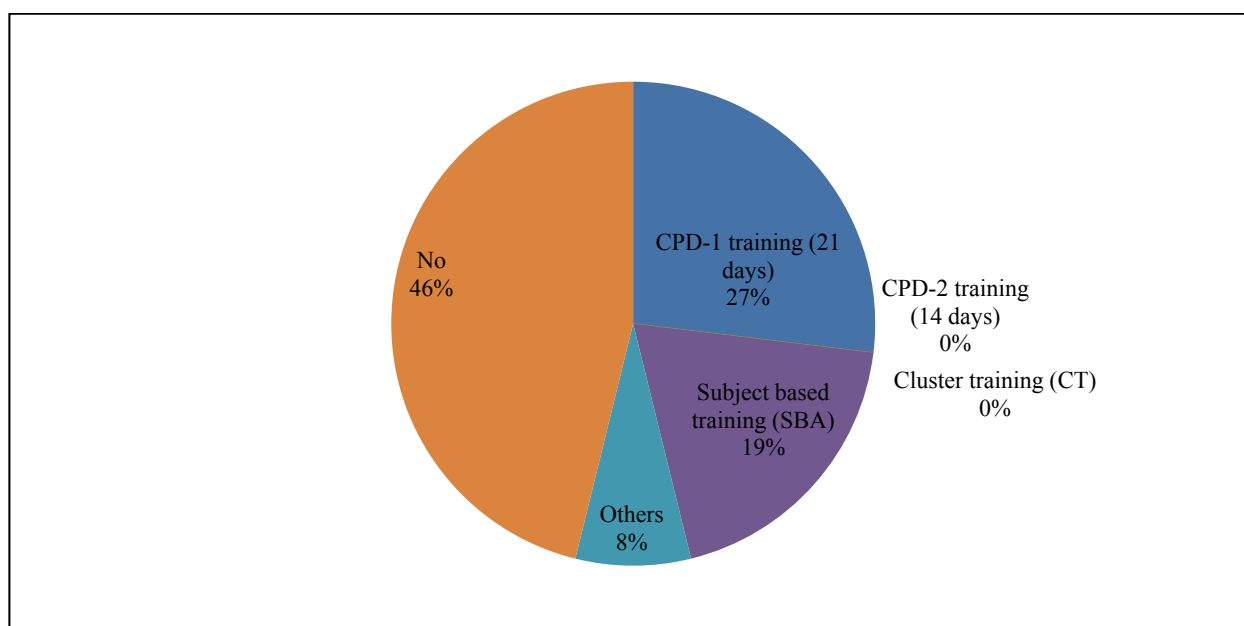


Figure 4. In-service training.

Figure 4 reveals that a significant number of teachers (46%, $N = 12$) did not receive any in-service training from any institution located in Bangladesh or overseas. There is no doubt true that absence of in-service training of teachers will impede the professional growth of teachers as well as missing gaps between demands and actual achievement levels (Osamwonyi, 2016). In-service education is also referred to as continuing education that is designed for the retraining, re-skilling and updating the knowledge of manpower. According to United Nations Educational, Scientific, and Cultural Organization (UNESCO, 1985), continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities. It is revealed by the finding that in-service training is urgently necessary for the teachers of religious schools to achieve the national objectives of the Bangladeshi educational system through adequate funding of the government.

The responses to the question of on the job training of the teachers to improve students English achievement has been categories into three broad groups, such as “Yes”, “No”, and “No comment”. The result

showed that 20% ($N = 5$) of the respondents mentioned that they received on the job training as opposed to the majority (76%, $N = 19$) of the teachers did not receive any training. At that time, 4% ($N = 1$) respondent did not make any comment on the issue. This result implies that proper on the job training, long-term fundamental training at home and abroad is second to none to make a positive change in the teachers' attitude and to fuel their capacity building all the ways (see Table 5).

Table 5
On the Job Training

Yes	No	No mark
5	19	1
20%	76%	4%

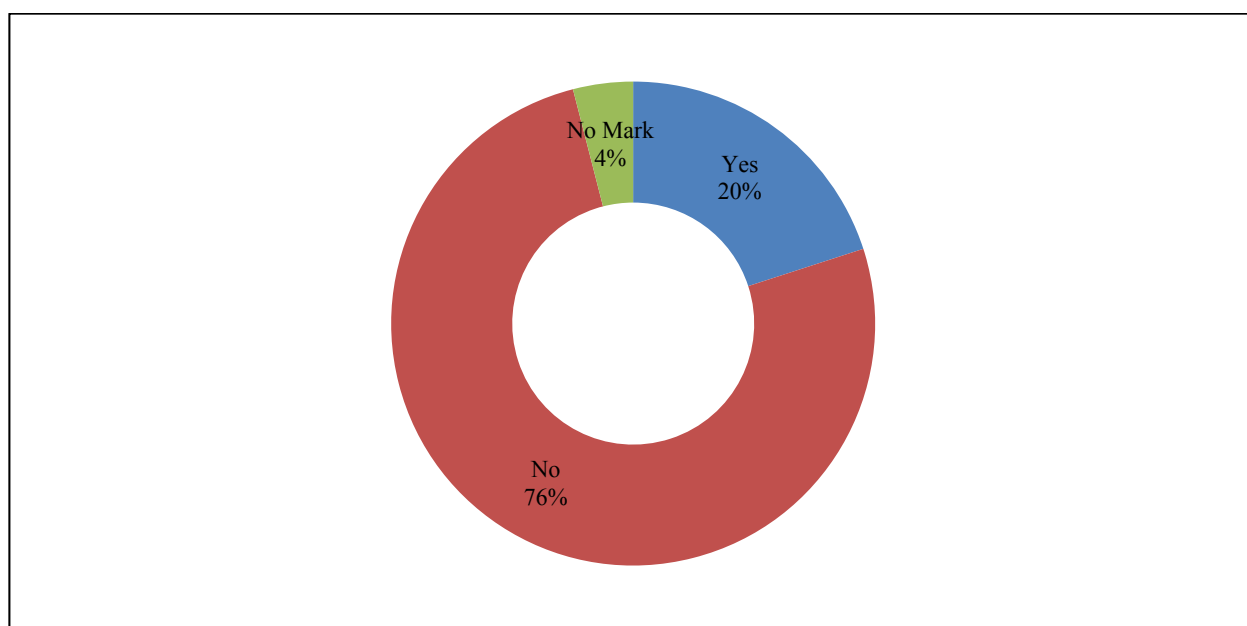


Figure 5. On the job training.

Figure 5 unveils that teachers of religious schools have severe organizational and human capacity constraints, affecting its management and teaching-learning process of English of the Madrasa. Training opportunities for teachers of religious schools are rare. The BMTTI conducts about three weeks of short training courses with its limited capacity, and only about 10%-14% of Madrasa teachers receive this training (Bano, 2007). What is more, Bangladesh Madrasa Education Board has severe human capacity limitations, resulting in its improper management of the Madrasa subsector.

Table 6
Lesson/Session Starting Procedure

Ice-breaking	Warming-up	Brain-storming	Telling story	Greetings	Others	No mark
0	18	7	9	23	1	1
0	30%	12%	15%	39%	2%	2%

Table 6 sparks about the finding on session starting procedure by the teachers of religious schools. Lesson starting procedure can be categorized as seven main groups, such as: (1) ice-breaking (0%, $N = 0$); (2)

warming-up (30%, $N = 18$); (3) brain-storming (12%, $N = 7$); (4) telling story (15%, $N = 9$); (5) greetings (39%, $n=23$); (6) others (2%, $N = 1$); and (7) no comment (2%, $N = 1$). The result showed that greetings and warming up were the main teaching plan in case of starting the session every day in the religious schools.

Figure 6 shows that no one started their session by breaking the ice whereas only one mentioned that he is used to starting the session by another way far from the general lesson starting procedure. This opinion implies that majority of the teachers started their lesson with greetings. Greetings are central for building rapport with students. Maintaining this view, as opposed to a fixed intelligence view, helps children meet new challenges, learn more efficiently, and recover from a failure (Dweck, 2002). Providing feedback in terms of effort has been shown to positively healthy behavior (Cimpian, Arce, Markman, & Dweck, 2007).

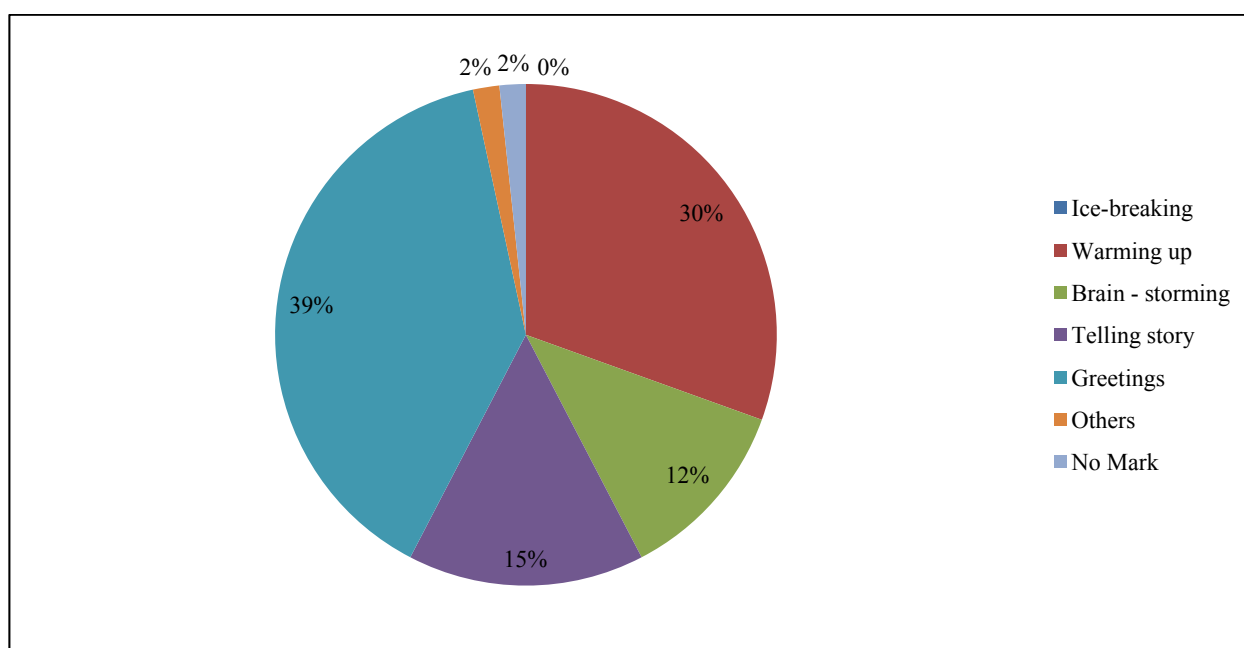


Figure 6. Lesson/session starting procedure.

Table 7

Class Facilitating Procedures

Modern technology	Micro-teaching, group work, etc.	Student-centered classroom	Teachers centered classroom	Always using teaching aids	Gender equity	Growing leadership	A monitor inside the whole classroom	Conduct session with pleasure	Others	No mark
5	16	10	6	2	7	8	16	15	3	1
6%	18%	11%	7%	2%	8%	9%	18%	17%	3%	1%

From Table 7, it could be found that class facilitating procedures can be categorized into 11 main items, namely: (1) modern technology (6%, $N = 5$); (2) microteaching group work (18%, $N = 16$); (3) student centred classroom (11%, $N = 10$); (4) teachers centred classroom (7%, $N = 6$); (5) always using teaching aids (2%, $N = 2$); (6) gender equity (8%, $N = 7$); (7) growing leadership (9%, $N = 8$); (8) a monitor inside whole classroom (18%, $N = 16$); (9) conduct session with pleasure (17%, $N = 15$); (10) others (3%, $N = 3$); and (11) no marks (1%, $N = 1$). This study found that the highest number of students mentioned equally that class facilitating procedures were provided by microteaching group work and a monitor inside the whole classroom. The second

highest number of students depicted that session was conducted with pleasure while one participant did not mention any comment.

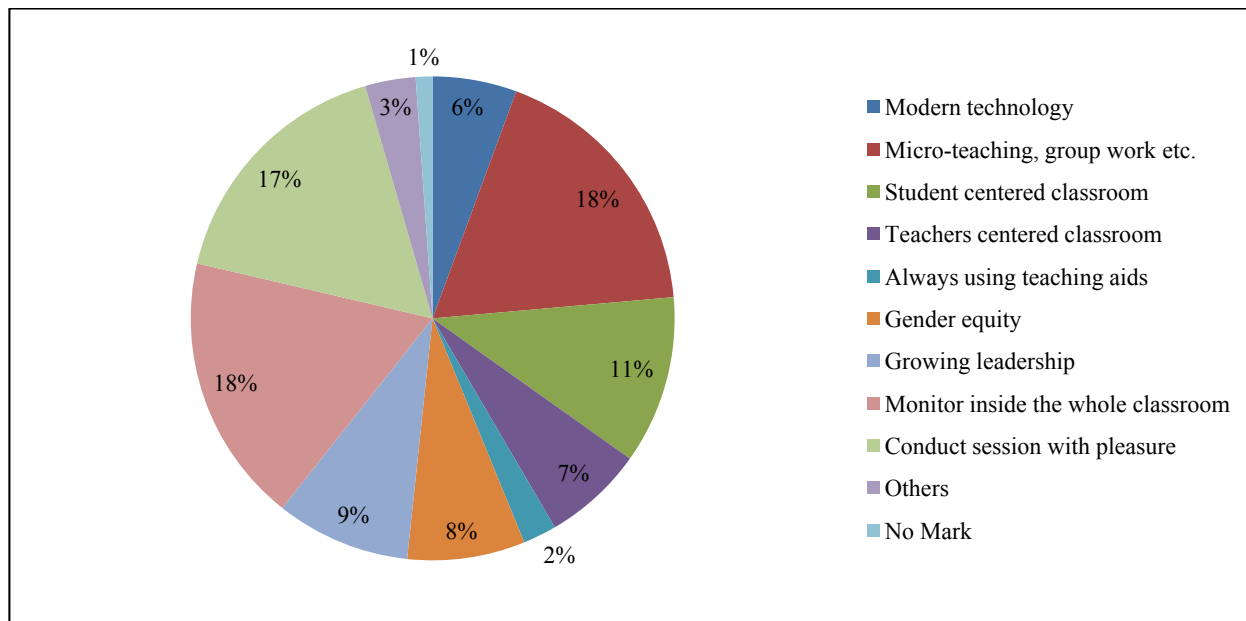


Figure 7. Class facilitating procedures.

Based on Figure 7, it is safe to say that some class facilitating procedures were attributed to the schools. However, given the situation, facilitating procedures provided to the students were quite frustrating. Facilitating effective student learning through teacher research and innovation is a key. Finding a way to develop the learners' potentials and prepare them for lifelong learning in a constantly changing world hinges on the teachers' ability to be innovative. Only a professionally competent and innovative teacher can namely encourage learners to look for new ways and new knowledge themselves. Innovative problem-solving is a key competence in today's world, as is stressed also by the European Commission in a Memorandum on Lifelong Learning (2000).

Table 8

Percentage Used in Module (Listening)

Percentage used in module (listening)			
20%-40%	40%-60%	60%-80%	80%-100%
15	5	2	3
60%	20%	8%	12%

Table 8 endorses regarding the percentage used in the listening module. While asking students to comment on the percentage used in the listening module of English language, the majority (60%, $N = 15$) of the students responded that 20%-40% used in a listening module in their English learning class. On the contrary, only 12% ($N = 3$) of students said that listening module was practiced in their class ranging from 80% to 100%, while 20% mentioned 40%-60% and the rest of 8% students advocated regarding the listening practice in their class was scaling from 60% to 80%, respectively. It is evident that the students of religious schools do not get adequate opportunities to listen to the module perfectly. It is worth noting that speaking skills cannot be developed unless we develop listening skills (Doff, 1998).

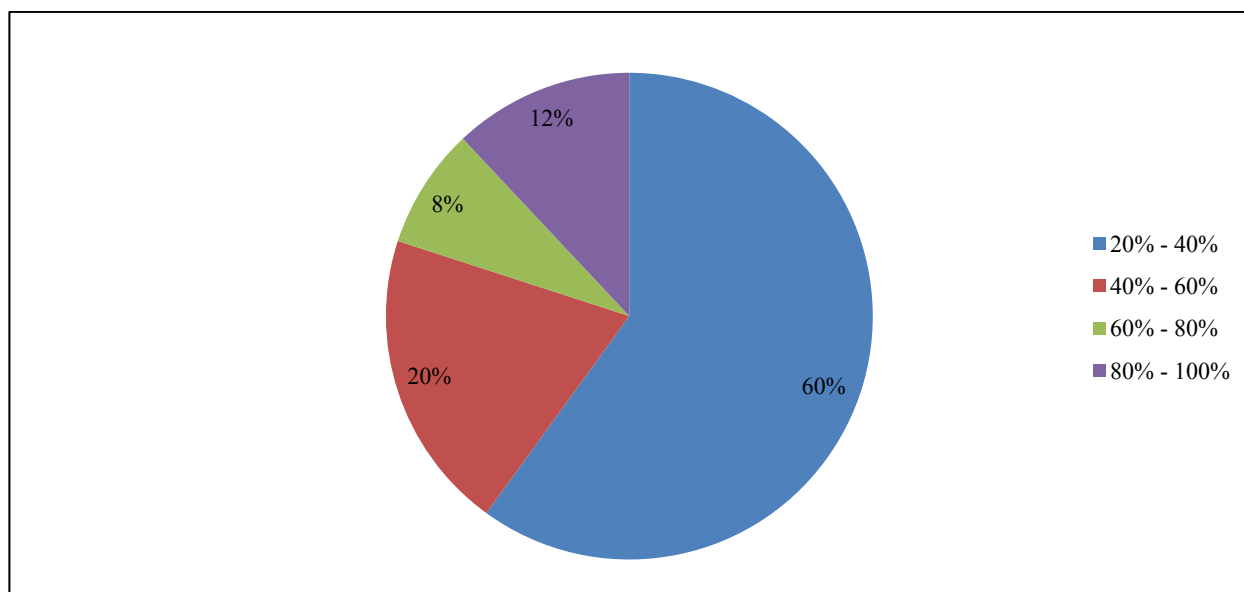


Figure 8. Percentage used in module (listening).

It is revealed by the responses made by the students that only 12% ($N = 3$) students have got the chance to listen the English module ranged from 80% to 100% in their English language session (see Figure 8).

It is evident that listening module was one of the neglected modules in the English language learning. Although the centrality of listening in second and foreign language learning is well established today and an appropriate listening comprehension instruction is essential for target language competence (Morley, 2001), listening was one of the most neglected skills in second and foreign language classrooms, especially until the late 1960s. Rost (1994, pp.141-142) pointed out, listening is vital in the language classroom because it provides input for the learners. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Table 9

The Percentage Used in Module Speaking

Speaking			
20%-40%	40%-60%	60%-80%	80%-100%
11	8	6	0
44%	32%	24%	0%

Table 9 reveals about the percentage used in module speaking at the English language learning classroom of the religious schools. The finding shows that majority of the students (44%, $N = 11$) mentioned that speaking module was practiced in the class ranged from 20% to 40%. A significant number (32%, $N = 8$) of learners said that they got the chance to practice of speaking scaling from 40% to 60% while the others (24%, $N = 6$) advocated around 60% to 80% in their language learning session. It is worrying to say that no respondent advocated about the percentage used in module speaking ranging from 80% to 100%. Speaking language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 1983).

In Figure 9, the finding clearly indicates that among the four integrated skills, the lowest importance was given to speaking. Speaking seems to be the most important skills of all the four skills, because people who

know a language are usually referred to as speakers of that language (Ur, 1996). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 2000). In reality, many language learners find it difficult to express themselves in spoken language in the target language. Each student has their own problems.

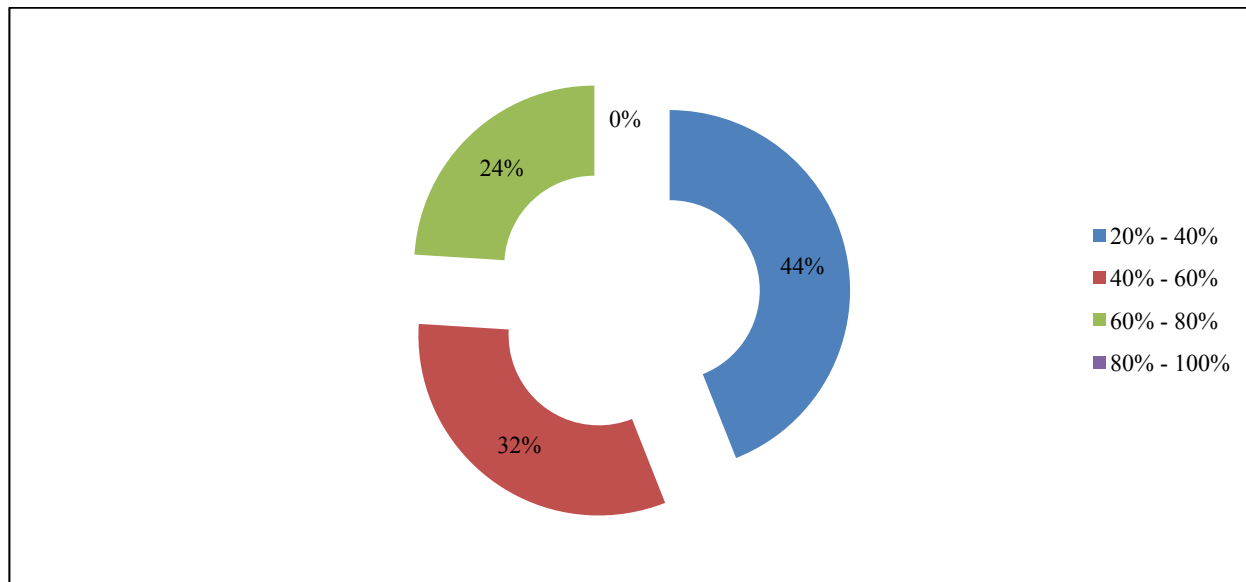


Figure 9. Percentage used in module (speaking).

Table 10

The Percentage Used in the Reading Module

Reading			
20%-40%	40%-60%	60%-80%	80%-100%
6	9	7	5
22%	33%	26%	19%

Given the answer sourced from the learners of religious schools on the percentage used in reading module during their English learning session, a quarter (26%, $N = 26$) of the respondents commented that the very module was practiced around 60% to 80%, while one third (33%, $N = 9$) depicted ranged from 40% to 60% and about one fifth (22%, $N = 6$) advocated scaled from 20% to 40%, respectively. It is noticeable that less than one fifth (19%, $N = 5$) of the respondents said that reading module was practiced in the second language learning class approximately 80% to 100%. The result showed that a significant number of students claimed that reading module was not practiced so far enormously in the session by the teachers (see Table 10). Krashen's theory of the Natural Approach, based on building competence through exposure to comprehensible input, indicates the value of reading. Reading may contribute significantly to competence in a second language. There is a good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills (Krashen & Terrel, 1983, p. 131).

Figure 10, therefore, summarizes teacher attitudes towards reading module. Indeed, we found that teachers were less supportive to give enough time for the reading module and was not enjoyable. Reading should be enjoyable and learners will feel motivated to read more if they feel they read well. If the reading texts are carefully selected and therefore contribute to motivation, the process of language learning will be greatly

helped. Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning (Krashen & Terrell, 1983, p. 53).

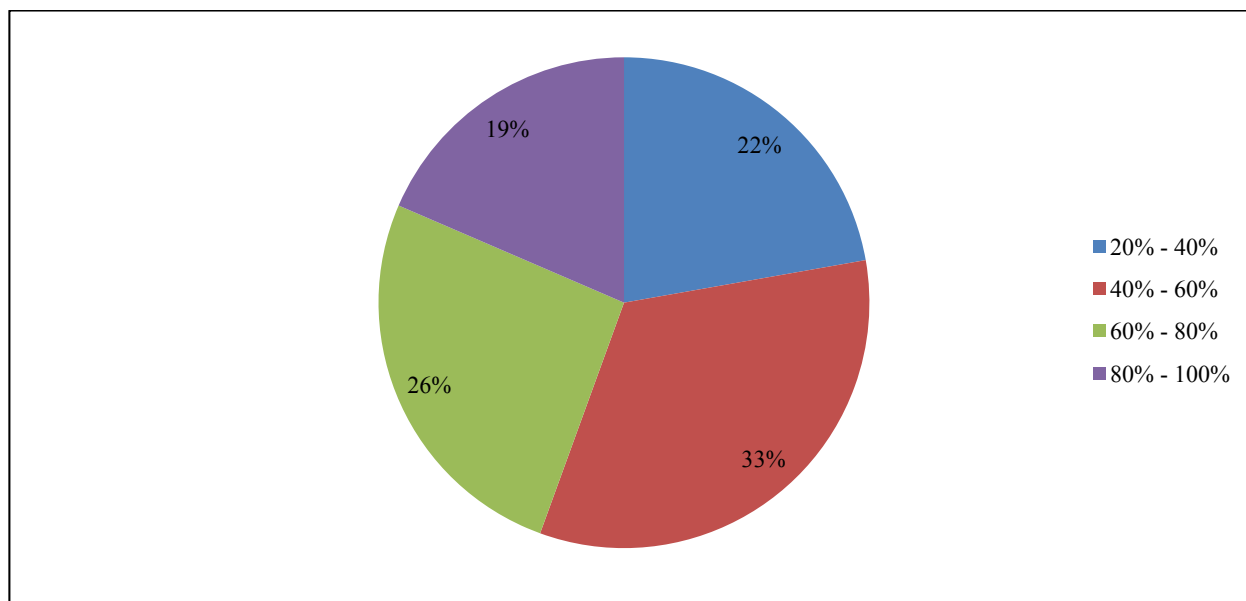


Figure 10. Percentage used in module (reading).

Table 11

The Percentage Used in Writing Module

Writing			
20%-40%	40%-60%	60%-80%	80%-100%
10	3	4	10
37%	11%	15%	37%

Table 11 provides finding regarding the percentage used in writing module in the L2 class in the religious schools. It is interesting to note that an equal number of (37%, $N = 10$) students answered that writing was practiced in their classroom ranged from 20%-40% and 80%-100%, respectively. At that time, merely 15% ($N = 4$) students remarked that the very module exercised in the class ranged from 60% to 80% and the rest of the learners (11%, $N = 3$) depicted measured from 40% to 60%, respectively. The result showed that text-oriented study was not practiced up to the target level in the writing session by creating a healthy environment. Writing has been identified as one of the most essential skills because the world has become so text-oriented. Research shows that it is more important to create an environment that encourages students to take risks in their writing which means less concentration on conventional rules of writing and more on the expression of ideas (Shaughnessy, 1998).

The research-based techniques were not successfully used in improving the writing skills of learners in Islamic religious schools in their second language acquisition class which documented in Figure 11. Though a little focus was done on the very module compared to the other modules. Research shows that writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzel, & Fargo, 2010). Furthermore, writing is the skill that most students are least proficient in when acquiring a new language (Nesamalar, Saratha, & Teh, 2001). Kasper and Petrello

(1998) also suggested that the type of feedback teachers provide plays a very significant role in decreasing writing anxiety of English as a second language students.

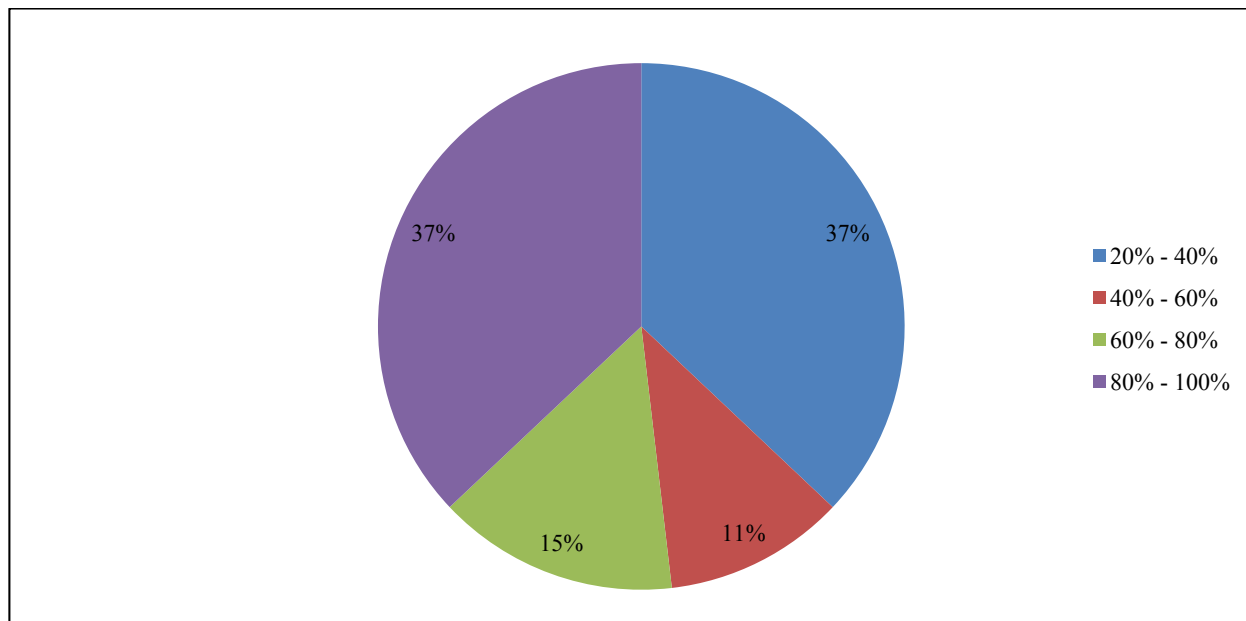


Figure 11. Percentage used in module (writing).

Findings and Recommendations

Some significant findings, found at the end of the research, are given in details as below:

1. Teacher training for English language learning is immediately needed;
2. Digital technologies should be ideally placed to help teachers working with learners, and learners working independently to improve their language expertise;
3. Authentic materials are more beneficial for both students and teachers and should be implemented further in the classroom;
4. Curriculum and syllabus in English need to be made the focus on four skills—reading, writing, speaking, and listening;
5. Teacher status should be enhanced for the financial assistance and mental support;
6. Establish value chain teaching-learning process (in balance with teacher education training curriculum and stakeholders/students syllabus in English language teaching strategies);
7. The recruiting system of English teachers needs to be reformed. The best practice would be tagged it to Bangladesh Public Service Commission (BPSC), so as to get effective and qualified teachers;
8. Every English teacher, both general education and madrasa education, has to receive professional degrees, like B.Ed., and M.Ed. to get to senior stages;
9. English teachers' training would be generalized, without the following segmentation;
10. English language teachers in madrasa follow in training life cycles like every four months, the cluster trained teachers have to give feedback on training sessions of four days;
11. Text book materials need to be generalized, not segmented like madrasa English and general English book;

12. Inside and outside teaching-learning environment need to be improved like socialization, co-curricular activities and well equipped with technology, cultural exchange, recreation, the participation of female students, the healthy environment around madrasa, conducive learning, and so on;

13. Improve monitoring, supervision processes; develop student-friendly madrasa administration and Madrasa managing committee;

14. Social agents should play contributing role aiming to sustainable future of the students.

Conclusions

Madrasa education in Bangladesh, by and large, has some pre-historical grounds and plays a good role to develop Islamic valued community. English as a medium of global subject enriches to run this education. The inclusion of modern subjects will not only give the students of Madrasa the required skills highly valued in the market-based economy but will also change their attitudes and perceptions towards worldly affairs and members of different religions and ethnicities (Asadullah & Chaudhury, 2009). We found that teacher training for English subject is required. This training will train teachers in updated methods and other potential strategies. New technology is identified as an instrumental for learners. However, adopting proper guidance and policy, maximizing good practice of English language tools, learners centered classroom, stopping backwashing, supervising teaching-learning activities, and arranging effective training can bring potential madrasa English Teaching resulting in the sustainable outcome to build a global nation.

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