

**CHALLENGES FACED BY THE TEACHERS AND STUDENTS
IN TEACHING LEARNING ENGLISH IN MADRASA**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment for Master of Education in English**

**Submitted by:
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**Bhairahawa Multiple Campus, Rupandehi
Faculty of Education
Tribhuvan University
2021**

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Faculty of Education

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DECLARATION

I hereby declare that this thesis is original and has been prepared exclusively for the academic purpose. I am responsible for any issues concerning ethical considerations and plagiarism.

Date: 5th/sept./2021

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Sakir Ali Khan

DEDICATION

My parents who devoted their entire life to me what I am today and my respected teacher, my lovely wife Amina Khatun who supports me my every decision.

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ABSTRACT

This research entitled **Challenges Faced by the Teachers and Students in Teaching Learning English in Madrasa**. The study was based on survey research design and I selected 10 Madrasas of Rohini Municipality, Rupandehi district as my field of study and 10 teachers and 40 students were selected randomly as my sample population. The main objectives of the study were to find out the challenges and issues in teaching and learning English language in Madras, to analyze and interpret such challenges and to suggest some pedagogical implications in teaching learning English language. I selected both primary and secondary sources of data collection. The data collection tools were the questionnaires based on the challenges in teaching and learning English in madrasa. It was found that the Madrasa teachers and students were facing many problems while teaching learning English because of the mixed class and noisy environment etc. The study consists five chapters. Each chapter comprises various sub chapters, Chapter one includes backgrounds of study. It also contains the statement of the problems, objectives of the study, significance of the study and delimitation of the study. Chapter two includes review of theoretical literature and various empirical studies. It also deals with implications of the review for the study and conceptual frame work. Chapter three includes methods and procedures of the study. It includes designs and methods of the study, sample population, sampling population sampling strategy, study area, data collection tools and techniques, data collection procedure and data analysis interpretation procedure. Chapter four deals with analysis and interpretation of result. The result was analyzed and interpreted on different sub heading. It also includes summary of findings. Chapter five includes conclusions and recommendations related to policy, practice and further research levels. In the final section of the study, the references and appendix are included.

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CHAPTER - ONE

INTRODUCTION

This introductory unit on "Challenges Faced By The Teachers and Students In Teaching and Learning English In Madrasa" in Rohini Rural municipality, Rupandehi, includes the background statement of problem, rationale of the study, objectives of the study, significance of the study and delimitation of the study.

1.1 Background of the Study

Language is the medium of communication by which we can express our feelings, thoughts, emotions. More than 6000 languages are spoken all over the world. Every country has its own native language. Language is a very complex phenomenon in human life, so that it has been taken as one of the mysterious that has confronted people. People can not survive without communication in the society. In order to become sufficient in the world, a person has to be bilingual or multilingual. More than 60 percent of the people of the world are multilingual. In the 21st century, it keeps highly importance. English language is an international language. English language is the most popular language and it has played a dominant role in the world. English language is the official language of the United Nations Organization. It is the language of the international communication, mass media, education.

Hall (1968, p.158) defines language as: The institution whereby human communicate and interact with others by means of habitually used oral-auditory arbitrary symbols. Similarly, Widdowson, (2008.p.12) argues that: Language is a system of arbitrary vocal symbols which permits all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact.

Vygotsky, (2071, p.2) agrees with learning as: Learning is pivotal for children's development, since they make meaning of their environment through play.

Wyse and Jones (2001.p.xiii)

English is one of the most fascinating, controversial and challenging subjects of the school, curriculum. The fact that English is the language that we speak also makes it a subject that is closely linked with our identities and this is one of the reasons that it often endangers passionate views. Another reason is that it is important to all teachers. The teachers have to be the teachers of English because we communicate our knowledge in all subjects by talking, reading and writing about them. In the primary education, curriculum great stress is put on the learning of English because it is a bridge to all other learning.

Different classes, communities, organizations ,political parties, authorized person, civil societies etc. have been presenting their opinion to solve the people's problems through the languages .We will attempt Nepalese people on the basis of dialectical and historical materialism. The development of language and human civilization has long history for sharing through language. There are many languages for worldwide communications in the field of technology, trade, education, entertainment, media and other social lives. According to the demand of English language, it is increasing day by day in the present situation to fulfill the human needs and necessities ,Nepal is a semi- feudal, Semi- colonial, Multilingual, multi-national, multi-culture and neo—colonial country .English language was not teaching before Rana's period in Nepal formally. Teaching of English was formally introduced in 1910 B.S only for Rana's relative and families, English became the norms and values of Nepal student in democracy period. In each and every sector, English language was being established among the people for high prestige and dignity in the society. So, English had been taught as a compulsory subject from class four before 2006 B.S. realizing the need and demand of people, government in the country. Now days, English language is teaching from Nursery to Bachelor's level as a compulsory subject. Learning and teaching English language is depending upon the view of learners. Various people have various views to learn

English language. Language learners have variety of views and an aptitude about language learning. Encyclopedia of psychology (1985) defines views as:

“A disposition to respond favorably or unfavorably to an object, person, institution or event. People can hold views of varying degrees of favorability towards themselves and towards any discrimination aspect of their environment. Widely shared, Positive views towards relatively abstract goals are norms and values.”

In this way, by the help of this research I tried my level to find out ‘Views of Muslim students towards English language learning at Basic level which affect their learning, techniques and skills. In the context of Nepal students may have a variety of views according to nurture and nature. The Muslim student’s views were not chronologically studied .So, my interest was in such field to find out these views which too much important for learning English language .It is direct sharing and bearing in Muslim students.

Science ,technology ,commerce and so on .Many books have been published in English language .Now a days ,it has become essential language for the students and teachers ,researchers and others to get much information .In the context of Nepal ,the government of Nepal has applied English subject from nursery to bachelor level as compulsory subject .Many institutions have been providing English language training in Nepal .English education system has been developed with establishment of durbar high school in 1910 B.S. in Nepal .There are 123 languages spoken in Nepal .According to the census of 2068 B.S .Nepal is multilingual ,multi-cultural ,and multi-ethnic country where people speak variety of language .Previous in Madrasa ,English language was not taught but now a days English subject is being taught as compulsory subject

.Madrasas in Nepal used to be religious institutions until 2004 when the government started registering them and had them adopt Nepali curriculum while allowing them to continue as institutions of religious learning .In Nepal ,there are more than 4000 Madrasas and around 700,000 Muslim children are enrolled across the country .Some

of them are running up to high school as they were given permission by local units to run classes till Secondary level. The local units, however, have not made the provision to qualify the students of Madrasa, English language was not taught but now a days English subject is being taught as compulsory subject .Madrasas in Nepal used to be religious institutions until 2004 when the government started registering them and had them adopt Nepali curriculum while allowing them to continue as institutions of religious learning. IN Nepal, there are more than 4000 Madrasas and around 700,000 Muslim children are enrolled across the country. Some of them are running up to high school as they were given permission by local units to run classes till Secondary level. The local units, however, have not made the provision to qualify the students of Madrasas to sit for Secondary Education Examination. The Madrasa, which was established a century ago, had 1027 students .Madrasa are also running up to masters level in many countries in the World. After studying in Nepalese Madrasas many students go in many universities to get higher education in many countries such as Egypt, Turkey, UAE ,India ,Pakistan ,Iraq etc. So that's why, we can say that Nepalese Madrasas are the foundation of the higher education of the Nepalese students. But the condition of the Nepalese Madrasas are very weak and poor. The government of Nepal has to implement some rule of laws to make effective education. The most Muslim populated district is Rautahat and so many other districts of Nepal.

1.2 Statement of the Problem

Statement of the problems specially identifies the issues that survey as the bases for study. Concerning the present study, the problems going to be explored is to find the challenges faced by the teachers and students in teaching and learning English language in Madrasa in Nepalese context, where English considered as a foreign language .Thus, the present study will seek to address the following questions

- i) What are the challenges and issues in teaching and learning English in madrasas?

ii) Why do the teachers and students in madrasa feel English language teaching learning difficult?

iii) What are the pedagogical use in teaching learning English?

1.3 Rationale of the Study

The reason for selecting the topic is to explore the challenges faced by teachers and students while teaching learning English at basic level madrasa and interpret such challenges and present some pedagogical implication. These pedagogical implications will encourage the teachers and students to teach and learn English in Madrasa.

1.4 Objectives of the Study

The objectives of the study were as follows:

i) To find out the challenge and issues in teaching and learning English in Madrasa

ii) To analyze and interpret such challenges.

iii) To suggest some pedagogical implications in teaching learning English.

1.5 Research Questions

The research questions of the study were as follow:

i) What were the problems faced by the teachers while teaching English language in Madrasa?

ii) What were the problems faced by the Madrasa students while learning English language?

iii) What were the other factors that affecting in teaching and learning English language in Madrasa?

1.6 Significance of the Study

Now a days, research is growing as a powerful weapon because it is becoming a part of life to find out the reality of any matter, field etc. It works as a science in the sense that it gives us the solid and accurate evidences about anything. The study was beneficial to find out the problems and challenges faced by the teachers and students in teaching and

learning English in Madrasa .Find out the effectiveness of teaching learning English

focus on the likely areas of challenges while teaching and learning English and provide effective teaching plan for remedial course. It will be effective for both teachers and students in order to strengthen their relationship for the effective teaching and learning.

1.7 Delimitation of the Study

This study had the following limitations:

- i) This study was limited to only 10 Madrasa in Rohini Rural municipality in Rupandehi district.
- ii) This study was focus 40 students and 10 teachers of Madrasa only.
- iii) This study was focus on challenges in teaching and learning English only.
- iv) The use of class test items were in Madrasa only.

1.8 Operational Definitions of the Key Terms

- i) **Curriculum of Madrasa:** Curriculum of Madrasa refers to Arabic textbook and limited English textbook in Madrasa
- ii) **Content:** Content refers to the subject matter to be taught and presented in the textbook of Madrasa.
- iii) **Illustrations:** Illustrations refer to the pictures and drawings in English textbook for Madrasa students.
- iv) **Vocabulary:** Vocabulary refers to the words used in English textbooks

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAME WORK

This chapter includes the review of theoretical literature, review of empirical literature, implication of the review for the study.

2.1 Review of Theoretical Literature

This study was concerned with the analysis of emerged trends and issues after the registration of Madrasas as primary schools as per the rules and regulations of the Government of Nepal. It was found that a major portion of Muslim children were studying in Madrasas instead of mainstream schools. Registering Madrasas as primary school was considered as an effective measure to educate Muslims which are considered as a special focus group because of their lower literacy rate. This literature review attempts to analyze the importance of religious education to Muslims, role of Madrasas in educating Muslims, causes of low participation of Muslims in mainstream education in Nepal and efforts made to educate Muslims in Nepal. The summary of this review is presented below:

2.1.1 Review of Literature Related to Education of Muslim Community

There are many literature which throw light on the education of Muslim community, causes of low participation of Muslims in mainstream education and effort to educate Muslims. The findings of such literature review are presented in following sub-headings:

2.1.2 Importance of Religious Education to Muslims

Religion has a very important role in the life of Muslims. As a religious group, they can be considered as a religious value predominant community. They give high value towards the religious guidance, because according to Islamic faith, only those are termed as the true followers of this religion who have complete faith on religion,

God, his messenger and his sayings. Religious instructions are so much wedded in their lives so that, as a religious group Muslims have religion upper most in their mind and make no division between secular and sacred (<http://www.30-days.net>). According to Miasahib (1991), there are three main sources of religious guidance for Muslims which can be taken as classes of tradition because the instructions provided by these sources are the basic duties of every Muslim. A Muslim must follow all the instructions provided by these sources wholeheartedly. These sources of guidance are:

- The saying of Prophet Muhammad as revealed him from God or “Quran”
- The doing and practices of Prophet Muhammad or “Sunna”
- What Prophet Muhammad agreed or what he remained silent from when any thing was questioned to him or done in his presence or “Hadith”

The sayings of Prophet as revealed him from God are compiled in a form of a book named “Quran”, which is the main religious book of Muslims. The daily life accounts of the life of Hazarat Muhammad are compiled in the forms of book named as

Hadith and Sunna. Although Hadith and Sunna are separate names but these are similar in nature. Hadith may be considered as a part of Sunna because Sunna includes all sayings and doings of Hazarat Muhammad, Hadith includes only the saying of him and what he had approved. In this way Quran and Hadith can be considered as the main source of religious guidance for the Muslims.

According to the belief of Muslims, Quran is the divine message sent to human beings through his celestial messenger Hazarat Muhammad. They consider it as the main source of religious guidance. Muslims believe that each and every follower of Islam should follow it without questioning. No one has right to make change in Quran because it is the divine word and it was revealed through the last Prophet Hazarat Muhammad (The Holy Quran, 1977).

Quran literally means reading and recitation. It contains doctrine for the conduct of

all people including head of states and a simple commoner. It seeks to guide people in all walks of life; spiritual, temporal, individual and collective. The original text of Quran was in Arabic language and this original text is still in use. No change has been made in it after its origination. Islam forbids anyone to make any change in it or to criticize it (Hamidullah, 1970)

Quran is written in the form of instructions. These instructions are called “Ayat” or “verses”. There are altogether 6,296 verses in it, which are synthesized in 30 parts and 114 chapters. The ayats instruct human beings in all aspects of life. It instructs people what are their duties and what act are forbidden to them. Muslims believe that these ayats are divine instruction and the follower of Islam should follow them whole heartily.

Quran itself has emphasized the importance of this book several times. In its second chapter and third verse, Quran has stated about the importance of itself as follows:

*“This (Quran) is a perfect book; there is no doubt in it,
it is the guidance of righteous”*

(Quran: 2-3)

According to Quran, being a Muslim means having complete faith in Quran and to follow them in every stride of life.

Besides Quran, the other source of religious guidance for the Muslims is Hadith. Hadith is the account of the sayings and daily life of Hazarat Muhammad. This is the compilation of sayings of different companions and followers of him who were the observer of daily life of him and the audience of his saying. It describes what Hazarat Muhammad said and did to guide the Muslims about the religious as well as social duties. Muslims believe that the instructions of Quran is illustrated and explained in the best possible manner in his sermons and actions which is described in Hadith.

They believe that Hazarat Muhammad himself illustrated the instructions of Quran in his daily life and in his saying to guide his followers how to follow the guidance of

Quran in their daily life (Miasahib, 1991).

Quran has also stated several times about the importance of Hadith for the followers of Islam. The following illustration from Quran can be taken as an evidence of the importance of Hadith for Muslims. Literature is the mirror of the society. Literature shows

the practices and behaviors of the people of certain society and nation. Literature includes the ritual, tradition ,customs ,practices ,festivals ,values and norms ,languages ,life style of the people. In this way, literature also studies the linguistics. Linguistics is the scientific study of language. Linguistic is directly related to language. The branch of linguistic is applied linguistics which is interested in applying such theories to solve the other languages related problems is called applied linguistics. Another area of applied linguistics is contrastive analysis which plays key role in teaching learning activities. In this way, literature also studies about language in the society .Specially, there are two type of literature, first Eastern literature and second western literature. The Eastern literature focuses the life style of the Asian societies and western literature focuses the life style of European societies. The literature of Arabian countries are quite different than Eastern and Western literature. Arabian literature influences all over the world. Because of the Arabian literature effects the Nepalese society. Many Nepalese workers are going to Arabian countries and they learn to speak Arabian language. So that's why many Madrasas established to teach and learn Arabian literature and Arabian language. So that's why both the teachers and students have to face challenges while teaching and learning English language in Madrasas only because of Arabian literature. In Madrasa Arabian language and Quran is given first priority .So that's why English language is difficult to teach and learn in Madrasa influences of English language in the world. The Madrasa education also focuses in teaching and learning English language in its course book.

2.1.3 English Language Learning

English language learning depends upon various style and technique. Learning English language through non-linguistics. Learners make specific action, behavior and techniques while learning English language. English language an international language. It is spoken all over the world. Likewise; language is an important social phenomenon that helps to express his/her thoughts ,ideas ,feeling ;desires ,pains, pleasure and other activities etc. Human being have a special and separate as well as unique faculty of speech known as language. English language learning is a difficult work for language learner. They have deferent factors that affect their learning either formally or informal way in their daily life.

These affecting factors are environment, views, age, motivation, economy, interest etc. To find out their reality towards English language, this research is designed. In this survey research the related details collected only at a single point of time structure. It was a cross hypothetic deductive study among the learner related to the given topic. Each and every learners different to each other in his/her learning style and strategy. For English language learning, the learners have to adopt some important factors to learn English language, there are given some skills that make their learning language meaningful.

1) Reading Skill: Reading is also one of the important way of getting meaning from the word and sentences. Reading involves making sense of text. Loud reading gives chance to correct the words sound well. For language learners loud reading is suitable according to the situation and environment. It is also comes under respective skill like listening. Reading texts provide the students opportunities to deal with grammatical, lexical and pragmatic process and production of knowledge. Reading helps learners to produce the language in the target language. In this way, learners are thought to be better reader because she/he easily grasp the ideas. Reading helps in both of these stages, reading can improve correctly.

- i) Read independently for pleasure.
- ii) Understand the practices and values of both national and international cultures.
- iii) predict the likely continuation of the interrupted text
- iv) Construct meaning from reading short texts.
- v) Interpret information presented in table, charts and graphs.

2) Writing Skill: Writing is one of the most powerful skills for learner. It is a productive and creative skill involves in communication. We need to have enough technique, ideas, organize them well in an appropriate way. Writing is the final product of several separate acts hugely challenging to learn. Both young and old people can encounter the discouraging writer's block if they engage in writing activities. It is difficult to start writing a report, for example, without central ideas and notes to support it. It is the most

effective as well as challenging task. It should be supported by various skills, Writing can be improve of learners by providing some important written by Spratt et al (2010,p.27)

- i) Making notes
- ii) Planning
- iii) Brainstorming
- iv) Writing a draft
- v) Editing
- vi) producing another draft
- vii) Proof reading

3) Listening skill: Listening is a way of making the learners aware about the language and its functions. the use language is challenging task in a sense that the learners have to spend many hours in learning language. The development of listening is a way of making the language learning process easier. Listening supports the student's abilities

to listen for basic interpersonal, instructional and academic purpose. It is an important and a basic linguistic skill of language learning. In the sense, if listening came naturally, teaching reading would be much easier job. Listening involves making sense of the meaningful sound of language. Listening skill can make strong with various techniques as given below

- i) Conversation and dramatization
- ii) Role play and simulation
- iii) Dialogue
- iv) Interview and discussion
- v) Problem solving and interpretation
- vi) Short listening texts

4) Speaking Skill: Speaking also play a vital role to express our feeling, ideas, choices, emotion and option. It is related to the speech on the basis of the oral medium. The learners are engaged in talking more and teachers provide the only the instructions and guidance. Speaking is significant to an individual's living process and experiences as the ability of seeing and walking. It is also the most natural way to communicate. Without speaking, students must remain in almost total isolate from any kind of society. Speech is the most basic means of human communication .Therefore, it is necessary to provide maximum opportunities to speak to the people. So, speaking is one of the most essential skills for learners. Speaking can improve through the following activities.

- i) Communicate appropriately in a variety of formal and informal situation.
- ii) Practice in speaking at a natural speed.
- iii) Practice in speaking without hesitation.
- iv) Practice in using exponents of formal invitations.
- v) Practice in using information to show surprise
- vi) Describe an object or event clearly.

2.1.4 The History of Education for Muslim in Nepal

Nepal is a multicultural, multilingual and multi religious country. The current development of educational provisions in Nepal are much focused on school education. Basic education for any religious minority group such as Muslim will be meaningful only if the system could encompass the cultural, linguistic and other social values into it. Educational policies have long ignored the unique educational need of the Muslim religious group of the country. However, the education system of the country has several issues to address. Among these issues, first is the expanding access to appropriate learning provisions and opportunities and the second issue is making education relevant, useful and desirable for all.

Madrasa is the most trusted educational institution of the Muslim to provide cultural education which has been running since long in Nepal and providing education for the Muslim community on traditional style. Recently MOES has launched a special program for registering Madrasa as a mainstream school free of registration cost.

Many Madrasas all over the country have been registered and included mainstream subjects in their curriculum along with Islamic subjects. This is a new experience for both the Madrasa organizers as well as policy makers. Access is not the only one indicator of EFA. Achieving quality education along with other several indicators are also very important. There are a number of emerging trends and issues after the registration of the Madrasa which must be addressed in time to achieve the goals of EFA by 2015.

This study was intended to analyze the emerging trends and issues raised by the Muslim after the registration of the Madrasas as mainstream schools. In this regard it is an effort to provide assistance in the development of policy framework for further policy implementation. The word "Islam" is derived from the root of "salaam", It means to be at peace or to have security. The Arabic word " Islam" Describes the manner and the behaviors of all the well known and respected prophet and messenger

of almighty god call Allah. Therefore, a Muslim is a person who surrender submit himself or herself to and obey the law of almighty God. Through this submission; he or she attains peace and security for himself or herself is called Muslim .Nepali Muslims are the people residing in Nepal who follow the religion of Islam. Their ancestors arrived in Nepal from different parts of South Asia and have since lived amidst the numerically dominant Hindus. About 97% of Muslim community live in the Terai region, while the other 3% are manly found in different places of hilly districts. The community number of this ethnic about 4.4% of the total population of Nepal, District with large Muslim population includes Rautahat, Sarlahi, Bara, Parsa, Kapilbastu, Banke, Siraha, Saptari, Rupandehi, and Southern part of Nepal. They speak Nepali, Bhojpuri, Awadhi, Urdu, Hindi, Maithili and some of speak Arabic language, Muslims have different categories of ethic group like Kashmiri Muslim, Bihari Muslim, Pathan Muslim and Bengali Muslim, Nepali Muslim. Muslims have lived in Nepal for long period of time and have shared common historical experiences with the Hindu majority, and as such have developed a strong Identification with Nepali state.

2.1.5 Importance of Education for Muslims

Education has a great importance for Muslims. Their education is not only limited to religious education; they give importance to all types of spiritual as well worldly knowledge.

Anzar (2003) has reported that seeking knowledge has been an integral part of Islamic tradition. It is necessary to analyze Quran and Hadith to understand the nature of orientation of Muslims towards education. By analyzing these two main sources of religious guidance; it can be concluded that the instructions of Quran and Hadith for the attainment of knowledge support this fact.

Quran includes many verses or “Ayats”, which are in the praise of knowledge and they instruct people to acquire knowledge. The first verse of Quran revealed to prophet in the cave of Hira, where Hazarat Muhammad received the divine message

begins with “to read” and the first five verses of that revelation contained the words like read, teach, pen etc. (Mohammad, 1997). This can be taken as an example of importance given to the process of acquiring knowledge by Quran. Quran gives high importance to the act of acquiring knowledge. According to Quran, the status of a learned person is higher than those who do not possess knowledge.

2.1.6 Curriculum and Institutions of Islamic Education

Besides above mentioned distinct aims of education, Muslims have established their own educational institutions which disseminate education according to a specific curriculum for the attainment of these aims. Before discussing about the present status of Islamic educational institution and the curricula of it, it is necessary to assess the historical development of this system for clear understanding.

The history of Islamic education is as old as the origination of this religion. Islamic education began with the dissemination of divine revelation by Prophet Muhammad to his followers. That education was solely based on oral tradition in which the followers of Prophet Muhammad learnt all revelation heartily and memorize them completely. They did not only learn it but also spread it among other peoples.

Finally, all these verses were compiled in the form of book Quran which is still the main text of Islamic education.

The first school of Islamic education was the mosque and the first text of Islamic education was Quran. It was the mosque where Hazarat Muhammad conveyed his followers about divine revelations and its interpretations. Mosque was the place where Quran was compiled. It remained as the main institution Islamic education for many years. Still, it is propagating Quranic education through Maqtab attached with it (Anzar, 2003).

In the beginning Islamic education was limited to Quranic schools, where the Quranic teachers used to teach the students about Quran and the students used to memorize it. They were supposed to read its Arabic text with proper way of

.pronunciation. After the death of Prophet Muhammad, when Muslims faced novel situations for which no proper answer could be found in revealed knowledge of Quran, the Muslim scholars sought answer in the saying and practical life of Hazarat Muhammad. This developed the tradition of Sunna and Hadith and they were also included as a text of Islamic education. The mosques remained as the main institution of Islamic learning even after the death of Hazarat Muhammad (Anzar, 2003).

The inclusion of Hadith as a text of Islamic education opened the door for the inclusion of other texts which were related to the interpretation of Quran and Hadith. Other texts which were added as texts of Islamic education were Shariya (Islamic law), Fiqh (system of jurisprudence) and Tafseer (explanations of Quran made by scholars). In this way the first content of Islamic education was mainly a religious education (Anzar, 2003).

Although mosques were providing the knowledge related to the first heading, but there was still the need of an educational institution which could provide the knowledge related to both earthly knowledge. This need assisted in the establishment of Madrasa as an institution of Islamic education and a definite curriculum for instruction in those Madrasas.

The Arabic word “Madrasa” means center of learning (<http://www.uvm.edu>). At present Madrasa has become the main center of Islamic education. They provide free education including boarding and lodging facilities to its students. Beside Madrasa, Maqtab is another educational institution of Islamic education. But there is distinct difference between these two institutions. Madrasas are established to provide both type of knowledge, i.e., revealed as well as rational knowledge. These are autonomous and independent institutions. In contrary, Maktabas are generally related to a particular mosque and they provide only the knowledge of Quran. In this way, Madrasa is the main institution of Islamic education which provides knowledge

about religious as well as secular areas of learning.

According to Anzar (2003), the first Madrasa was established by Fatimid caliphs in Egypt in 1005. Madrasa was established to teach minority Shiites about the fundamental verses of Islam. It had all ingredients of an educational institution such as library, teacher in different subjects etc. The curriculum of the Madrasa included astronomy, architecture and philosophy including religious education. When Sunni Muslims conquered Egypt, they revamped the Shiite version of Islam and prescribed the books related to earthly knowledge. A large number of books were taken to Baghdad, where Nizam-ul-Mulk Hasan Bin-al Tusi established first organized Madrasa named Nizamiah in 1067 (Anzar, 2003) and (Sikand, 2001).

Sikand (2001), has further reported that the Nizamia Madrasa established in Baghdad was intended to train bureaucrats, administrators and judges for royal court as well as religious scholars (Muftis) qualified to issue legal opinions (Fatwa). The teacher and students both for these Madrasas used to come from elite group.

Since one of the principle aims of Nizamia Madrasa was to produce a class of bureaucrats, teaching of Fiqh (Islamic jurisprudence) came to occupy a major portion in Madrasa curriculum. All the major Sunni sects: Hanafi, Hambali, Maliki and Sulfi had their own curriculum for the Madrasas run by them. But the main aim of these Madrasas was to develop the understanding of the rules of Islamic law; therefore, Quran, Hadith, Qiyas (analogical reasoning), Ijma (consensus of Muslim community) were included as main subjects. Other subjects included in the curriculum of these Formal Education in Madrasas of Nepal: A Study on Emerging Trends and Issues, Madrasas were Arabic grammar, logic, philosophy etc. Theology and mysticism were given less emphasis (Sikand, 2001).

According to Rahman (2004) , a Muslim scholar named Shah Abdul Rahim had made an attempt to create an curriculum for Madrasa Rahmania , Baghdad in 1718 but the first standardized curriculum for Madrasa education was developed by a Muslim

scholar named as Mulla Nizamuddin Sihalvi in 1748 at Farangi Mahal, Lucknow, which was a seminary of Islamic scholars (Ulema). This curriculum is known as “Dars-i-Nizami”. The former curriculum developed by Shah Abdul Rahim emphasized on Manqulat (Revealed knowledge) such as Hadith, “Dars-i-Nizami” emphasized on Maqulat (Rational knowledge). It had more books on grammar, logic and philosophy then before (Rahman, 2004) and (Sikand, 2001).

Ahmad (<http://www.apess.org>) has reported that the curriculum of “Dars-i-Nizami” consisted of about twenty subjects broadly divided in two categories: al-ulum-an-naqalia (the transmitted or revealed knowledge) al-ulim-al-aqalia (the rational knowledge)

The first area contains those areas of knowledge which is also known as “Manqulat”. It is related with that body of knowledge which had been revealed from God directly. This curriculum includes texts like Quran, Hadith, Tafseer, Fiqh etc. Other subjects included in this area are dialectic theology, life of Prophet Muhammad. This area is related to religious knowledge.

Second area of this curriculum contains purely rational knowledge or secular subjects which are also known as “Maqulat”. It contains grammar, rhetoric, prosody, logic, philosophy, Arabic literature, medicine, mathematics, polemics etc.

Ahmad (<http://www.apess.org>) has pointed out that The curriculum of “Dars-i-Nizami” is based on some specific books, which are very old. For example the books on logic and philosophy which are still in use in this curriculum were written in 13th and 14th century. Medicine is based on 11th century books. The books of astronomy, mathematics and grammar are more than five to seven hundred years old.

“Dars-i-Nizami” curriculum which was developed in 19th century is still in use in all types of Islamic Madrasas belonging to different sects of Muslims. As stated above Muslims are divided in different sect with some differences in their belief system.

The Madrasas of these sects reflect their belief system. The emphasis on Dars-i-

Nizami in Madrasa run by different Muslim sects varies according to their belief system. For example the Sunni sects such as Deobandi, Barelvi, Ahl-i-Hadith, Jamat-i-Islam and Shia sects run their own Madrasa with their own specific curriculum.

2.2 Review of Related Empirical Literature

There are many studies being carried out in the field of English Language Teaching. Many researches are related the techniques of teaching English language, but very few have been done about the ,problems faced by the teachers and students while teaching English language in Madrasa .Some of the researches are carried out and reviewed here. Khanal(1999), selected a research study entitled "A study on the views of lower secondary level students towards English language learning of kaski district. "He collected sixty students as non-random sampling procedure. He selected questionnaire tools to find out the positive views towards learning English. Though they did not have positive feeling over the existing methodology, materials, examinations and tradition related to their view.

Chaudhary(2000), carried out a study "Speech acts in Tharu and English." He collected forty students Tharu community to use questionnaire as his major tools to collect data. A lot of research studies have been carried out in the field of Tharu community. His findings were that the causes which are identified in the Tharu language is genitive, instrumental.

Mahato(2001), carried out a research on "A comparative study of the subject verb agreement in English and Tharu language. He selected 40 Tharu students from Tharu community. Among the students, The major objectives of his study were to find out the comparative subject verb agreement in English and Tharu language.

Chaudhary(2005), conducted a research on "pronominal in the Tharu and English language, A co-operative study "He conducted that the both Tharu and English

language. The major objectives of his research was a co-operative language in Tharu and English language. Tharu students were positive towards learning English language. Katwal(2006), carried out a research on “English and Tharu kinship term.” This research is a cooperative research of study. He selected 40 Tharu students and used questionnaire as his major tools to collect the data. the tharu students were inspired and positive towards learning English language.

Yadav(2009), carried out a research entitled "Asking for accepting and denying permission in English and Maithili. “He concluded that asking for accepting denying in English and Maithili depends on the situation.

Khanal(2011), analyzed the case in English and chepang language. The major objective of his research was to identify the cases of chepang language .He selected 40 students using non-random sampling procedure in surkhet district.

Sahani(2015), conducted a research entitled, “The views of Nishad students towards learning English. This research was to find out views of Nishad students towards learning English language in secondary level students in Bara districts. He selected 45 Nishad students of nine communities' secondary level school and used questionnaire as his major tools to collect data. His findings are heterogeneous classroom was beneficial for enhancing English language learning. Nishad students were inspired by their parents towards learning English language.

Bhar(2017), conducted a research entitled, “A comparative study on making requests in English and Bhojpuri language. The major and important objectives of his study was to find out the comparative study on making requests in English and Bhojpuri language. Among the students, He selected 20 students by using non random sampling procedure as a primary sources.

Kahar (2019), carried out a research on, “Views of Muslim students towards English language learning " He attempted to find out the different view of Muslim students

regarding English language learning. He selected sixty Muslim students from ten basic level schools.

,the researcher thinks to conduct research to find the challenges faced by the students while learning English.

Hall (1968, p.158) defines language as: The institution whereby human communicate and interact with other by means of habitually used oral-auditory arbitrary symbols.

Widdowson, (2008.p.12) argues that: Language is a system of arbitrary vocal symbols which permits all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact.

Miasahib (1991), there are three main sources of religious guidance for Muslims which can be taken as classes of tradition because the instructions provided by these sources are the basic duties of every Muslim. A Muslim must follow all the instructions provided by these sources wholeheartedly.

Wyse and Jones (2001.p.xiii)

English is one of the most fascinating, controversial and challenging subjects of the school, curriculum. The fact that English is the language that we speak also makes it a subject that is closely linked with our identities and this is one of the reasons that it often endangers passionate views.

2.3 The Research Gap

This research is totally different than others research on the basis of Madrasa research. This research is limited in 10 Madrasas for 40 students and 10 teachers in Rohini Municipality. Nobody had researched about in the field of Madrasa education previous. This research is original and accurate in the field of Madrasa education in entire Rohini Municipality, Rupandehi. This research topic is new and total different than other research topic. So, that's why this research is very important in the field Madrasa education and their challenges while teaching learning English language.

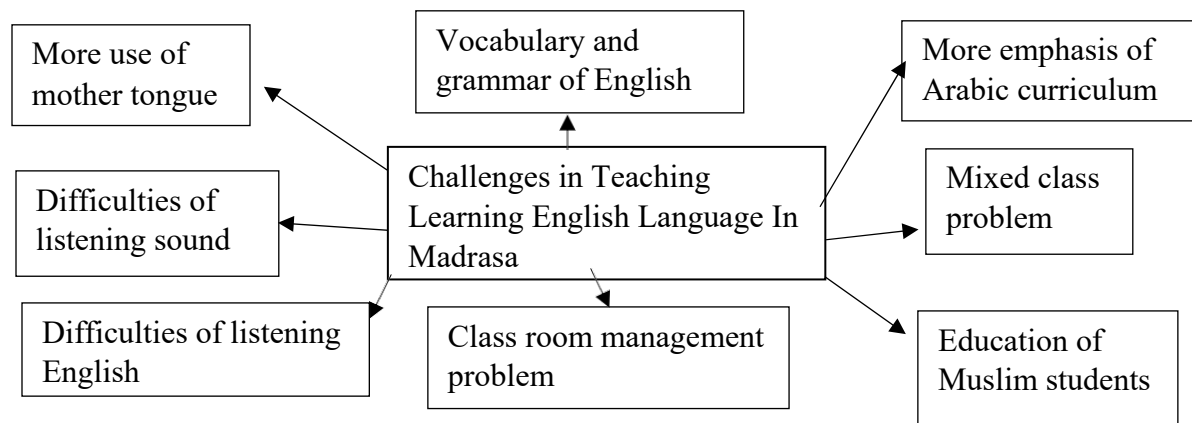
2.4 Implications of the Review for the Study

Review of empirical study is an ongoing process that goes until the research is completed. It helps to the researcher to make his/her research more effective and fruitful. The above mentioned studies are related to the challenges and problem faced by teachers and students in teaching and learning English under the department of English Education but no study has been carried out on the challenges faced by teachers and students in teaching and learning English in madrasa in Rohini municipality in Rupandehi district. Therefore by teacher and students in English in madrasa in Rohini municipality in Rupandehi district. So, the proposed study is the first study in department on challenges faced by teachers and students in teaching and learning English in madrasa in Rupandehi district.

2.5 Conceptual Frame Work

To carry out a research is not an easy work. It needs some conceptual framework as the research is carried out in order to derive the findings. I made a certain planning about the research and set the objectives of the research. I also prepared a set of questionnaire to collect information about English language in Madrasa. Such type of mental structure are known as conceptual framework.

CONCEPTUAL FRAME WORK



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology to apply during the study, source of data, tools, procedure and data collection and limitation of the study. To complete this research the adopt the following methodology:

3.1 Design and Method of the Study

The study was conducted on the basis of the survey research in which the research was attempt the objectives of the study. Design of the study prefers to the overall planning of a research work. Methodology refers to a set of principles and techniques of doing some research or other work.

3.2 Population, Sample and Sampling Strategies

The population of the study was Basic level students from the selected Madrasa from Rohini municipality in Rupandehi district. The sample consisted 4 students 1 teacher from each Madrasa and total sample were 40 students and 10 teachers. The sample was selected through the use of non-random sampling procedure.

3.3 Study Area

The study was limited 10 Madrasas of Rohini Rural municipality in Rupandehi district. The researcher selected 10 Madrasas in Rupandehi district.

3.4 Tools for the Data Collection

Tools for data collection are listed below:

- i) Suitable questions with teachers and students of Madrasa.
- ii) The tools for the data collection was close-ended questionnaire.

3.5 Procedure of the Collection

The researcher selected 40 students 1 teacher from 10 madrasas in Rohini Rural municipality in district by adopting judgmental sampling procedure. After establishing rapport with the population (students ,teachers ,guardians ,academic personalities) are

distributed questionnaires in order to find out challenges or method used by them. Class test will be taken among those selected Madrasas .The collected in table, interpreted and analyzed.

3.6 Data Analysis and Interpretation

The data collected from above tools analyzed thematically to get the answer of research questions. The major themes emerged from the analysis of collected information from various tools were identified and they were organized to get answer of research questions. All the findings from different tools were verified by triangulating the information from different sources to get precision. The findings were interpreted logically to fulfill the objectives of this study and suggestions were given based on finding of this study. This systematically collected data will be presented in table on the basis of their nature of challenges. Then they will be analyzed and interpreted quantitatively and qualitatively.

CHAPTER - FOUR

ANALYSIS AND INTERPRETION OF RESULT

In this chapter, based on analysis and interpretation of data finding can be seen the challenges faced by the teacher and students in teaching learning English in Madrasa to the. the datas were elicited by using questionnaire including close-ended questions. In this way, the questionnaires provided to the respondents were collected; later analysed and interpreted. The responses have been analysed on the basis of the following categories.

- i) Information obtained responses of the Madrasa students about learning English.
- ii) Opinions obtained from Madrasa teachers about challenges in teaching English

4.1 Data Analysis and Interpretation

The data collected from above tools analyzed thematically to get the answer of research questions. The major themes emerged from the analysis of collected information from various tools were identified and they were organized to get answer of research questions. All the findings from different tools were verified by triangulating the information from different sources to get precision. The findings were interpreted logically to fulfill the objectives of this study and suggestions were given based on finding of this study.

4.2 Information Obtained Regarding Responses of the Madrasa Students about Learning English

This section is described on the basis of the challenges faced by the teachers and students in teaching learning English in Madrasa though it is already mentioned in the previous chapter, to find out the responses a set of close-ended questions were distributed in order to elicit the data from the information. The close-ended questions are analysed and interpreted logically.

4.2.1 Responses of Madrasa Students Regarding Get Any

Support from Madrasa.

In this section, I tried my best to find out the respondents the challenges faced by the students in learning English language in Madrasa. In this questionnaire, respondents were asked that Madrasa supports you or not. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 1
Get any support from Madrasa

Question	Responses	Number of responses	
1. Do you get any support from Madrasa?	Yes	9	
	No	12	
	Never	12	
	Sometimes	7	
	Total		40

From the above table, it can be seen that 9 students were got supports from Madrasa, among them 12 students did not get support from Madrasa and 12 students never got any supports from Madrasa in this way, 7 students got support sometimes from Madrasa. In this way, the table shows that the greater number of students did not get any support from Madrasa and very less students got support from Madrasa. So they have to manage every necessary things from themselves.

4.2.2 Respondents like the Subject very Much

In this section, I tried my best to find out the respondents were interested in many subjects. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 2
Subject like most

Question	Responses	Number of responses
2. Which subject do you like most?	English	18
	Social	10
	Nepali	8
	Maths	4
	Total	40

From the above table, it can be seen that 18 students were interested in English subject, among them 10 students were interested in Social subject and 8 students were interested in Nepali subject in this way, 4 students were interested in Math subject In this way, the table shows that the greater number of students were interested in English subject and very less number of students were interested in Maths subject. So they feel English subject is easier than other subjects.

4.2.3 Respondents Face Problems While Learning English Subject

in this section, I tried my best to find out about many respondents were faced many problems while learning English subject. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 3
Problems faced while learning English subject like most

Question	Responses	Number of responses
3. What problems do you face while learning English language?	Meaning	7
	Grammar	14
	Pronunciation	10
	All	9
	Total	40

From the above table, it can be seen that 7 students were faced meaning problem, among them 14 students were faced grammar problem and 10 students were faced pronunciation problem in this way, 9 students were faced above all problems In this way, the table shows that the greater number of students were faced grammar problem and very less students were faced meaning problem. It means their teachers, parents and friends made them encourage to remember and learn meaning.

4.2.4 Interested to Learn English Subject

In this questionnaire, I have tried my best to find out the interests of the respondents towards learning English subject. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 4
Interested to learn English subject

Question	Responses	Number of responses
4. Are you interested to learn English subject?	Yes	14
	No	5
	A little	11
	Not at all	10
	Total	40

From the above table shows that the most of the students are interested to learn English subject, 5 students are not interested to learn English subject. In this way 11 students are interested to learn English subject a little but 10 students are not interested to learn English subject at all. The table shows the greater number of students are interested to learn English subject and very less students are not interested to learn English subject in Madrasa.

4.2.5 Parents Encourage to Go to Madrasa

In this questionnaire, I have tried my best to find out if their parents encourage them to go to Madrasa or not. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 5
Parents encourage to go to Madrasa

Question	Responses	Number of responses
5. Do your parents encourage you to go to Madrasa?	Yes	14
	No	6
	A little	9
	Not at all	11
	Total	40

Table 5 shows that 14 students are encouraged by their parents to go to Madrasa to learn English language, 6 are not encouraged by their parents to go to Madrasa, 15 students are encouraged a little by their parents, 11 students are not encouraged at all by their parents. In this way, most of the students are encouraged a little and very less students are not encouraged by their parents to go to Madrasa.

4.2.6 Satisfied with your Study in Madrasa

In this questionnaire, I have tried my best to find out the respondents were satisfied with their study in Madrasa .On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 6
Satisfied with your study in Madrasa

Question	Responses	Number of responses
6. Are you satisfied with your study in Madrasa?	Yes	4
	No	9
	A little	15
	Very much	11
	Total	40

The above table shows that 4 students are satisfied with their study in Madrasa, 9 students are not satisfied, 15 students are satisfied a little and the 11 students are satisfied with their study very much. In this way the table shows that most of the students are satisfied a little with their study and very less students are satisfied with their study in Madrasa.

4.2.7 Use dictionary while learning English subject

in this questionnaire, I have tried my best to find out the use of dictionary while teaching English subject. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 7
Use dictionary while learning English subject

Question	Responses	Number of responses
7. Do you use dictionary while learning English language?	Yes	3
	No	14
	Sometimes	12
	Always	11
	Total	40

The above table shows that 3 students use dictionary, 14 students do not use dictionary, 12 students sometimes use dictionary while learning English language and 11 students always use dictionary while learning English language. In this way, the table shows the greater number of students do not use dictionary and very less students use dictionary while learning English language.

4.2.8 Take participation in any programme

In this questionnaire, I have tried to find out their participation in programmes. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 8

Take participation in any programme

Question	Responses	Number of responses
8. Do you take participation in any programme?	Yes	9
	No	8
	Sometimes	13
	Never	10
	Total	40

Table 8 shows that 9 students take participation in same programmes, 8 students do not take participation in any programmes, 13 students sometimes take participation in some programmes and 10 students never take participation in any programmes. In this way, according to the table most of the students sometimes take participation in some programmes and very less numbers of students do not take participation in any programmes.

4.2.9 Encourage to Learn English Language

Language. In this questionnaire, I have tried to find out their encouragement to learn English On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 9
Encourage to learn English language

Question	Responses	Number of responses
9. Who encourage you to learn English language?	Parents	11
	Friends	9
	Relatives	8
	Teacher	12
	Total	40

The above table 9 shows that 11 students are encouraged to learn English language by parents, 9 students are encouraged by their friends and 8 students are encouraged by their relatives and 12 students are encouraged by the teachers. According to above table the greater number students are encouraged to learn English language by the teachers and very less number of students are encouraged to learn English language by their relatives.

4.2.10 Skills Like Most

in this questionnaire, I have tried to find out the skills they like most. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 10
Skills like
most

Question	Responses	Number of responses
10. Which skills do you like most?	Speaking	11
	Reading	16
	Listening	10
	Writing	8
	Total	40

The above table shows that 11 students like speaking skill, 16 students like reading skill, 10 students like listening and only 8 students like writing skills. According to the above table, more students like reading skill and very less number of students like writing skill. According to the data students feel reading skill is easy and writing skill is more difficult in their learning English language.

4.2.11 Like to Speak English Language

in this questionnaire, I have tried to find out how much they like to speak English language. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 11
Like to speak English language

Question	Responses	Number of responses
11. Do you like to speak English language?	Yes	16
	No	6
	Sometimes	10
	No idea	8
	Total	40

The table 11 shows that 16 students like to speak English language, 6 students do not like to speak English language, 10 students sometimes like to speak English language and only 8 students have no idea about speaking English language. In this way, according to the above table most students like to speak English language but very few students do not like to speak English language. Among 40 students 8 students have no idea about speaking English language in Madrasa.

4.2.12 Difficult to Speak English Language

In this questionnaire, I have tried to find out their difficulty in speaking English language. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 12
Difficult to speak English language

Question	Responses	Number of responses
12. Do you feel difficult to speak English language?	Yes	15
	No	4
	Never	10
	A little	11
	Total	40

On the basis of the above mentioned table, it can be seen that 15 respondents feel difficult to speak English language, 4 respondents do not feel difficult to speak English language, likewise 10 students never feel difficult to speak English language, in the same way 11 respondents feel a little difficult to speak English language. According to the above table most respondents feel difficult to speak English language but very few respondents do not feel difficult to speak English language

4.2.13 Like to Study in English Language

In this questionnaire, I have tried to find out how much they like to study in English language. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 13
Like to study in English language

Question	Responses	Number of responses
13. What do you like to study in English language?	Poem	6
	Story	18
	Drama	10
	Letter	6
	Total	40

On the basis of the above the table, 6 respondents like to study Poem, 18 students like to study Story, likewise 10 students like to study Drama and only 6 students like to study Letter. In conclusion the table shows that among 40 students, many respondents like to study story, and equal number of students like Poem and Drama in English language in Madrasa. Likewise most students are interested to learn story in English language.

4.2.14 to be English Teacher in Future

In this questionnaire, I have tried to find out if they were interested to be English teacher in their future. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 14
To be English teacher in future

Question	Responses	Number of responses
14. Do you like to be English teacher in future?	Yes	9
	No	13
	Never	16
	No idea	2
	Total	40

The table shows that 9 respondents like to be English language teacher in their future, 13 respondents do not like to be English teacher, 16 respondents never like to be English teacher and only 2 respondents have no idea to be English language teacher in future. According to the above table most of respondents never like to be English language teacher and very less number of respondents have no idea of the questionnaire.

4.2.15 Understand English Language

In this questionnaire, I have tried to find out their understanding English language. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 15
Understand English language

Question	Responses	Number of responses
15. Do you understand English language?	Yes	12
	No	6
	Never	16
	Sometimes	9
	Total	40

The above mentioned table shows that 12 respondents understand English language, 6 respondents do not understand English language and 16 respondents never understand English language in this way, 9 respondents sometimes understand English language. According to the above data more respondents never understand English language and few respondents understand English language.

4.2.16 Factors Mostly Affect to Go to Madrasa

In this questionnaire, I have tried to find out the factors mostly affect to go to Madrasa. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 16
Factors mostly affect to go to Madrasa

Question	Responses	Number of responses
16. Which factors do mostly affect you to go to Madrasa?	Poverty	5
	Religion	10
	Society	16
	Parents	9
	Total	40

The above mentioned data shows that 5 respondents are affected to go to Madrasa, 10 respondents are affected by the religion to go to Madrasa and among 40 respondents 16 respondents are affected by the Society to go to Madrasa, in this way, only 9 respondents are affected by their parents to go to Madrasa. The above table shows the accurate data that most respondents are affected by the society and very less number of respondents are affected by the poverty.

4.2.17 Written Letter in English Language Ever

In this questionnaire, I have tried to find out the respondents had written letter English language ever. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 17
Written letter in English language ever

Question	Responses	Number of responses
17. Have you written letter in English language ever?	Yes	6
	No	6
	Never	14
	No idea	8
	Total	40

Table 17 shows the above mentioned data that 6 respondents have written letter in English language, 6 of them have not written letter in English language and 14 respondents have never written letter in English language in the same way, 8 respondents have no idea about writing letter in English language among 40 respondents from 10 Madrasa. In this way, according to above data most of respondents have never written letter in English language and very less number of respondents have written letter in English language.

4.2.18 English Language Helps in Future

In this questionnaire, I have tried to find out English language helps in the respondents future. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 18
English language helps in future

Question	Responses	Number of responses
18. Does English language help in your future?	Yes	12
	No	5
	Never	4
	May be	19
	Total	40

Table 18 shows the mentioned data that 12 respondents agree that English language helps in our future, 5 of them do not agree that English language helps in their future and 4 respondents never agree that English language helps in their future, In the same way, 19 respondents response that may be about helping English language in their future among 40 respondents from 12 are agree that English language in their future. in this way, according to above data most of respondents may be English language helps in their life and very less number of respondents are agree that English language helps in their future.

4.2.19 Satisfied with English Teacher

In this questionnaire, I have tried to find out the respondents satisfaction with their English teacher. On the basis of that questionnaire. The responses were collected from them have been presented in the following table:

Table - 19
Satisfied with English teacher

Question	Responses	Number of responses
19. Are you satisfied with your English teacher?	Yes	13
	No	10
	Never	9
	Sometimes	8
	Total	40

Table 19 shows the above mentioned data that 13 respondents are satisfied with their English language teachers, 10 of them are not satisfied with their English language teachers and 9 respondents are never satisfied with their English language teachers, in the same way, 8 respondents are sometimes satisfied with their English language teachers among 40 respondents from 10 Madrasa. In this way, according to above data most of respondents are satisfied with their English language teachers and very less number of respondents are sometimes satisfied with their English language teachers.

4.2.20 Provides Necessary Needs in Madrasa

In this questionnaire, I have tried to find out who provides their necessary needs in Madrasa. On the basis of the questionnaire. The responses were collected from them have been presented in the following table:

Table - 20
Provides necessary needs in Madrasa

Question	Responses	Number of responses
20. Who provides your necessary needs in Madrasa?	Parents	26
	Teacher	2
	Madrasa committee	6
	Government	6
	Total	40

Table 20 shows the above mentioned data that 26 respondents are provided their necessary needs by their parents. 2 respondents are provided their necessary needs by their teachers, 6 respondents are provided their necessary needs by their Madrasa committee. And 6 respondents are provided their necessary needs by the government, in the same way, most of the respondents are provided their necessary needs by their parents among 40 respondents from 10 Madrasa. In this way, according to above data and very less number of respondents are provided their necessary needs by their teachers.

4.2.21 Types of Schools Like to Learn English Language

In this questionnaire, I have tried to find out what types of school the respondents like to learn English language. On the basis of the questionnaire. The responses were collected from them have been presented in the following table:

Table - 21
Types of schools like to learn English language

Question	Responses	Number of responses
21. What types of school do you like to learn English language?	Government school	15
	Boarding school	10
	Madrasa	6
	Institute	9
	Total	40

Table 21 shows the above mentioned data that 15 respondents like to learn English language in government school. 2 respondents like to learn English language in boarding school, 6 respondents like to learn English language in Madrasa and 9 respondents like to learn English language institutes, In the same way, most of the respondents like to learn English language in government school among 40 respondents from 10 Madrasa. In this way, according to above data and very less number of respondents like to learn English language in government school.

4.2.22 English Teacher Use Teaching Materials in English Subject

In this questionnaire, I have tried to find out that English teacher use teaching materials in English subject. On the basis of the questionnaire. The responses were collected from them have been presented in the following table:

Table - 22
English teacher use teaching materials in English subject

Question	Responses	Number of responses
22. Does your English teacher use teaching materials in English subject?	Yes	10
	No	6
	Never	8
	Sometimes	16
	Total	40

Table 22 shows the above mentioned data that 10 respondents agree that their teachers use teaching materials while teaching English language in Madarsa..6 respondents do not agree that their teachers use teaching materials while teaching English language in Madrasa, 8 respondents agree that never use teaching materials while teaching English language in Madrasa and 16 respondents agree that sometimes use teaching materials while teaching English language in Madrasa, In the same way, most of the respondents agree that never use teaching materials while teaching English language in Madrasa among 40 respondents from 10 Madrasa. in this way, according to above data and very less number of respondents do not agree that their teachers use teaching materials while teaching English language in Madrasa.

4.2.23 Learn English Language in Madrasa

In this questionnaire, I have tried to find out the respondents like to learn English language in Madrasa. On the basis of the questionnaire. The responses were collected from them have been presented in the following table:

Table - 23
Learn English language in Madrasa

Question	Responses	Number of responses
23. Do you like to Learn English language in Madrasa	Yes	13
	No	8
	Never	7
	No idea	12
	Total	40

Table no. 23 shows the above mentioned data that 13 respondents agree to learn English language in Madarsa.8 respondents do not agree to learn English language in Madrasa English language in Madrasa, 7 respondents never agree to learn English language in Madrasa and 12 respondents have no idea to learn English language in Madrasa, In the same way, most of the respondents agree to learn English language in Madrasa among 40 respondents from 10 Madrasa. In this way, according to above data very less number of respondents never agree to learn English language in Madrasa.

4.2.24 Educational Programme in Madrasa

In this questionnaire, I have tried to find out the educational programme hold in Madrasa. On the basis of the questionnaire. The responses were collected from them have been presented in the following table:

Table - 24
Educational programme in Madrasa

Question	Responses	Number of responses
24. Does any educational programmes hold in Madrasa?	Yes	6
	No	8
	Never	5
	Sometimes	21
	Total	40

Table 24 shows the above mentioned data that 6 respondents agree that educational programmes hold in Madarsa..8 respondents do not agree that educational programmes hold in Madrasa , 5 respondents never agree that educational programmes hold in Madrasa ,and 21 respondents agree that sometimes educational programmes hold in Madrasa, In the same way, most of the respondents agree sometimes educational programmes hold in Madrasa ,among 40 respondents from 10 Madrasa. in this way, according to above data very less number of respondents never agree educational programmes hold in Madrasa.

4.2.25 English Teachers Use the Mother Tongue While Teaching English Language

In this questionnaire, I have tried to find out the English teachers use the mother tongue while teaching English language. On the basis of the questionnaire. The responses were collected from them have been presented in the following table:

Table - 25
English teachers use the mother tongue while teaching English language

Question	Responses	Number of responses
25. Do the English teachers use the mother tongue while teaching English language?	Yes	5
	No	17
	A little	12
	Not at all	6
	Total	40

Table 25 shows the above mentioned data that 5 respondents agree that their English teachers use the mother tongue while teaching English language. 17 respondents do not agree that their English teachers use the mother tongue while teaching English language. 12 respondents agree that their English teachers use the mother tongue while teaching English language a little in class room, and 6 respondents do not agree at all that their English teachers use the mother tongue while teaching English language, In the same way, most of the respondents do not agree that their English teachers use the mother tongue while teaching English language among 40 respondents from 10 Madrasa. In this way, according to above data very less number of respondents agree that their English teachers use the mother tongue while teaching English language in the class room.

4.3 Information Obtained Regarding Responses of the Madrasa Teachers about Teaching English Language:

This section is described on the basis of the challenges faced by the teachers and students in teaching learning English in Madrasa though it is already mentioned in the previous chapter, to find out the responses a set of open-ended questions were

distributed in order to elicit the data from the information . The open-ended questions are analysed and interpreted logically.

4.3.1 Appointed in Madrasa as an English Teacher

In this questionnaire, I have tried to find out the appointment of the teachers in 10 Madrasas as English teacher.

Questionnaire - 1

Appointed in Madrasa as an English teacher

Questionnaire 1 shows according to questionnaire that 3 respondents got appointment 1 year ago in Madrasa as an English teacher. 3 respondents got appointment 2 year ago in Madrasa as an English teacher. 2 respondents got appointment 3 year ago in Madrasa as an English teacher. 2 respondents got appointment more than 4 year ago in Madrasa as an English teacher. In this way, two equal respondents 1 year and 2 years of getting appointment and only 2 respondents got appointment from more than 4 years ago among 10 teachers.

4.3.2 Problem Faced While Teaching English Language in Madrasa

Questionnaire - 2

Problem faced while teaching English language in Madrasa Questionnaire 2 shows according to questionnaire that 5 respondents agree that they faced mixed class problem. 3 respondents agree that they have insufficient materials in class room. 1 respondent agree that they faced noisy environment problem. 1 respondent agree that they faced Bad physical management problem among 10 teachers. Most of the respondents they faced mixed class problem in Madrasa.

4.3.3 Have Taken Training for Teaching English Language

Questionnaire - 3

Have taken training for teaching English language

Questionnaire 3 shows according to questionnaire that 3 respondents have taken training for teaching English language. 7 respondents have not taken training for

teaching English language among 10 teachers from 10 Madrasa. According to the above table most of the teachers have not taken training for teaching English language and very less number of teachers have taken training for teaching English language among 10 teachers.

4.3.4 Use Lesson Plan While Teaching English Subject

Questionnaire - 4

Use lesson plan while teaching English subject

Questionnaire 4 shows according to questionnaire that 3 respondents use lesson plan while teaching English subject. 5 respondents do not have not use lesson plan while teaching English subject. 2 respondents sometimes use lesson plan while teaching English subject among 10 teachers from 10 Madrasa. According to the above table most of the teachers do not have not use lesson plan while teaching English subject among 10 teachers and very less number of teachers sometimes use lesson plan while teaching English subject.

4.3.5 Experience in Teaching English Subject

Questionnaire - 5

Experience in teaching English subject

Questionnaire 5 shows according to questionnaire that 4 respondents have 1 year of experience in teaching English subject. 2 teachers have 2 years of experience in teaching English subject. 3 teachers have 3 years of experience in teaching English subject. And 1 teacher has more than 4 years of experience in teaching English subject among 10 teachers from 10 Madrasa. According to the above table most of the teachers have 1 year of experience in teaching English subject among 10 teachers and very less number of teacher has more than 4 years of experience in teaching English subject among 10 teachers from 10 Madrasa.

4.3.6 Satisfied with Teaching Activities

Questionnaire - 6

Satisfied with teaching activities

Questionnaire 6 shows according to questionnaire that 5 respondents satisfy with their teaching activities. 2 teachers do not satisfy with their teaching activities. 3 teachers sometimes satisfy with their teaching activities. According to the above table most of the teachers satisfy with their teaching activities among 10 teachers and very less number of teachers do not satisfy with their teaching activities among 10 teachers from 10 Madrasa.

4.3.7 Like to Share Ideas about Teaching English in Madrasa

Questionnaire - 7

Like to share ideas about teaching English in Madrasa Questionnaire 7

shows according to questionnaire that 7 respondents Like to share ideas about teaching English in Madrasa .And 3 teachers do not Like to share ideas about teaching English in Madrasa among 10 teachers and most of the teachers would like to share their ideas in Madrasa among 10 teachers from 10 Madrasa.

4.3.8 Satisfied with Teaching Materials

Questionnaire - 8

Satisfied with teaching materials

Questionnaire 8 shows according to questionnaire that 5 respondents are satisfied with their teaching materials. 2 teachers are not satisfied with their teaching materials. 3 teachers are sometimes satisfied with their teaching materials. According to the above table most of the teachers are satisfied with their teaching materials among 10 teachers and very less number of teachers are not satisfied with their teaching materials among 10 teachers from 10 Madrasa.

4.3.9 The Views of the Muslim Parents towards Madrasa

Questionnaire - 9

The views of the Muslim parents towards Madrasa

Questionnaire 9 shows according to questionnaire that 7 respondents agree that Muslim parents are positive towards Madarsa.3 teachers do not agree that Muslim parents are positive towards Madrasa among 10 teachers and most of the Muslim parents are positive towards. And very less number of Muslim parents are negative towards Madrasa, among 10 teacher Madrasa s from 10 Madrasa.

4.3.10 Evaluate the Students

Questionnaire -10

Evaluate the students

Questionnaire 10 shows according to questionnaire that 6 respondents evaluate their students by taking class test.3 respondents evaluate their students by taking oral test.1 teacher evaluate his students by taking monthly test .According to the above table most of the teachers evaluate their students by taking class test .among 10 teachers and very less number of teachers evaluate his students by taking monthly test among 10 teachers from 10 Madrasa.

4.3.11 Methods of Teaching English Language

Questionnaire - 11

Methods of teaching English language

Questionnaire 11 shows according to questionnaire that 3 respondents apply grammar method.6 respondents apply translation method. And 1 respondent apply line by line method. According to the above table most of the teachers apply translation method among 10 teachers and very less number of teachers apply line by line method among 10 teachers from 10 Madrasa.

4.3.12 Facilities Get from Government

Questionnaire 12

Facilities get from government

Questionnaire 12 shows according to questionnaire that to 3 respondents do not get any facility from government.6 respondents get salary from the government.1 respondents get allowance from the government .According to the above table most of the teachers do not get any facility from government. Among 10 teachers and very less number of teachers get allowance from the government among 10 teachers from 10 Madrasa.

4.3.13 Support to Run Madrasa

Questionnaire - 13

Support to run Madrasa

Questionnaire 13 shows according to questionnaire that 8 respondents agree that community runs the Madarsa.2 respondents agree that government runs the Madrasa. According to the above table most of the teachers agree that community runs the Madrasa, among 10 teachers and very less number of teachers agree that community runs among 10 teachers from 10 Madrasa.

4.4 Summary of Findings

- i)** More use of mother tongue.
- ii)** Lack of vocabulary and grammar of English.
- iii)** More emphasis of Arabic curriculum.
- iv)** Difficulties of listening sound in class room.
- v)** Mixed class room problem.
- vi)** Difficulties of listening English language.
- vii)** Class room management problem.
- viii)** poor education of Muslim students.

CHAPTER - FIVE

CONCLUSION AND

RECOMMENDATION

This section of the research study deals with the conclusion derived from the analysis of data and interpretation of the collected data from the research. The major conclusion and recommendation have been as suggestion. There were the major conclusion as follows.

5.1 Conclusion

I came to the following conclusion after analyzing and interpreting the data collected from the sample population.

More use of mother tongue. Lack of vocabulary and grammar of English. More emphasis of Arabic curriculum. Difficulties of listening sound in class room. Mixed class room problem. Difficulties of listening English language. Class room management problem poor education of Muslim students.

i) It can be seen that 12 respondents are not encouraged to learn English language among 40 respondents. Hence most of the respondents are not encouraged to learn English language because of Islamic curriculum.

ii) It was found that 24 students did not get support from Madrasa and 12 students never got any supports from Madrasa among 40 respondents. The greater number of students did not get any support from Madrasa and very less students got support from Madrasa. So they have to manage every necessary things from themselves.

iii) It can be seen that 18 students were interested in English subject, among 40 students.

The greater number of students were interested in English subject and very less number of students were interested in Maths subject

iv) It can be seen that 14 students were faced grammar problem. The greater number of students were faced grammar problem and very less students were faced meaning

problem. It means their teachers, parents and friends made them encourage to remember and learn meaning.

v) It can be seen that the most of the students are interested to learn English subject that was 14 students. The greater number of students are interested to learn English subject and very less students are not interested to learn English subject in Madrasa.

vi) It can be seen that 14 students are encouraged by their parents to go to Madrasa to learn English language. In this way, most of the students are encouraged a little and very less students are not encouraged by their parents to go to Madrasa.

vii) It can be seen that 15 students are satisfied a little with their study in Madrasa. The most of the students are satisfied a little with their study and very less students are satisfied with their study in Madrasa.

viii) It can be seen that 14 students do not use dictionary. The greater number of students do not use dictionary and very less students use dictionary while learning English language.

ix) It can be seen that 13 students sometimes take participation in some programmes. Most of the students sometimes take participation in some programmes and very less numbers of students do not take participation in any programmes.

x) It can be seen that 11 students are encouraged to learn English language by parents. The greater number students are encouraged to learn English language by the teachers and very less number of students are encouraged to learn English language by their relatives.

xi) It can be seen that more students like reading skill and very less number of students like writing skill. According to the data students feel reading skill is easy and writing skill is more difficult in their learning English language.

xii) It can be seen that 16 students like to speak English language. Most students like to speak English language but very few students do not like to speak English language.

Among 40 students 8 students have no idea about speaking English language in Madrasa.

xiii) It can be seen that 15 respondents feel difficult to speak English language. Most respondents feel difficult to speak English language but very few respondents do not feel difficult to speak English language

ivx) It can be seen that 18 students like to study Story. Among 40 students, many respondents like to study story, and equal number of students like Poem and Drama in English language in Madrasa. Likewise most students are interested to learn story in English language.

xv) It can be seen that 16 respondents never like to be English teacher. Most of respondents never like to be English language teacher and very less number of respondents have no idea of the questionnaire.

xvi) It can be seen that 16 respondents never understand English language. More respondents never understand English language and few respondents understand English language.

xvii) It can be seen that among 40 respondents 16 respondents are affected by the Society to go to Madrasa. The most respondents are affected by the society and very less number of respondents are affected by the poverty.

xviii) It can be seen that 14 respondents have never written letter in English language. Most of respondents have never written letter in English language and very less number of respondents have written letter in English language among 40 respondents from 10 Madrasa.

xix) It can be seen that 19 respondents response that may be about helping English language in their future among 40 respondents. Most of respondents may be English language helps in their life and very less number of respondents are agree that English language helps in their future.

xx) It can be seen that 13 respondents are satisfied with their English language teachers. Most of respondents are satisfied with their English language teachers and very less number of respondents are sometimes satisfied with their English language teachers.

xxi) It can be seen that 26 respondents are provided their necessary needs by their parents. Most of the respondents are provided their necessary needs by their parents among 40 respondents from 10 Madrasa. In this way, according to above data and very less number of respondents are respondents are provided their necessary needs by their teachers.

xxii) It can be seen that 15 respondents like to learn English language in government school. Most of the respondents like to learn English language in government school among 40 respondents from 10 Madrasa. In this way, according to above data and very less number of respondents like to learn English language in government school.

xxiii) It can be seen that 16 respondents agree that sometimes use teaching materials while teaching English language in Madrasa. Most of the respondents agree that never use teaching materials while teaching English language in Madrasa among 40 respondents from 10 Madrasa. In this way, according to above data and very less number of respondents do not agree that their teachers use teaching materials while teaching English language in Madrasa.

xiv) It can be seen that 13 respondents agree to learn English language in Madrasa. In the same way, most of the respondents agree to learn English language in Madrasa among 40 respondents from 10 Madrasa. In this way, according to above data very less number of respondents never agree to learn English language in Madrasa.

xv) It can be seen that 21 respondents agree that sometimes educational programmes hold in Madrasa. Most of the respondents agree sometimes educational programmes hold in Madrasa, among 40 respondents from 10 Madrasa. In this way, according to above data very less number of respondents never agree educational programmes hold in Madrasa.

xvi) It can be seen that 17 respondents do not agree that their English teachers use the mother tongue while teaching English language. Most of the respondents do not agree that their English teachers use the mother tongue while teaching English language among 40 respondents from 10 Madrasa.

5.2 Recommendations

Each and every conclusion obtained from the analysis and interpretation of the data; likewise recommendation with pedagogical implication have given below:

Most of the Muslim students should be interested in English language learning. They should be encouraged by their English teachers. They should be also interested in English Newspapers. Muslim students are learning English for knowledge. They should involve in playing vocabulary games and activities for learning English language to make the meaning clear. The concern authority should manage good environment for learning English language with their friends and teachers. The teacher should not use other language while teaching English language in the class room. Sometimes, the teachers and administrator should be discuss and co-operate for the betterment for language learning. They should be given environment and opportunity to learn English language too much. On the other hand, for the basic levels Madrasa students, parental awareness about English language learning. It is necessary for concerning authority to manage good environment as well as provide inclusive education to improve English language learning for Madrasa students. In all, Madrasa students should learn English language at any cost by doing hard labour. They have been provided various effective opportunities for English language learning creatively. So that they might get higher education in English language.

Based on above findings following recommendations are made:

- Madrasas are the educational institution of Muslim community; therefore, Registered Madrasas should be provided proper assistance similar to any Community school based on number of students.

- Government should launch a specific program to develop proper physical Infrastructure in these Madrasas.
- Madrasas should be registered based on proper mapping, need of community and their capability to run mainstream courses.
- An integrated curriculum should be immediately developed for these registered Madrasas to balance the subjects of both streams. Such subjects should be developed with the joint effort of Muslim intellectuals and educationists.
- A Madrasas Board comprising Muslim intellectuals and educationists should be established to look after the policy matters of these Madrasas.
- Priority should be given to teachers from Muslim community for appointing teachers for these Madrasas.
- Books written in Nepali language should be immediately translated in to Urdu for these Madrasas.

Reference

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Hall (1968, p.158) defines language as: The institution whereby human communicate and interact with other by means of habitually used oral-auditory arbitrary symbols.

Widdowson, (2008.p.12) argues that: Language is a system of arbitrary vocal symbols which permits all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact.

Miasahib (1991), there are three main sources of religious guidance for Muslims which can be taken as classes of tradition because the instructions provided by these sources are the basic duties of every Muslim. A Muslim must follow all the instructions provided by these sources wholeheartedly.

Wyse and Jones (2001.p.xiii) English is one of the most fascinating, controversial and challenging subjects of the school, curriculum. The fact that English is the language that we speak also makes it a subject that is closely linked with our identities and this is one of the reasons that it often endangers passionate views.