Chapter 3

Research methodologies and framework

Research is the way to find out the truth of knowledge. The research methodology is a systematic framework of processes to find out the objectives of the research. There are many kinds of research designs, according to the need of the research. Therefore, for achieving the preset objectives of this research, exploratory research and descriptive research designs have been adopted, keeping in view the requirement, approach, and methodologies of the study. Because of the broader area of the subject, covering a language teaching and learning program evaluation, this study seeks both qualitative and quantitative data. The broad insight of the study “Teaching of English in Select Madrasas of India: A Program Evaluation” leads us to specify this study as exploratory and descriptive research, evaluating and analyzing the status of English as foreign language programs at Madrasas.

Hence, the present chapter deals with the procedure of the study, i.e. how this study was carried out and what are the aims and objectives, scope, and limitations of the study.

3.1 Need and scope of the study

Several studies have been carried out with regard to Madrasa system and its curriculum in general. However, studies specific to English language teaching and learning program at Madrasas have not been carried out at all. The researcher seeks to study the status of English as a foreign language (EFL) programs at Madrasas, including resources, teaching methodologies, learners’ strategies of learning, their target needs of learning English, and teachers’ training needs. In the light of the study a model English syllabus will be designed according to needs of the students and their background with some useful suggestions, and recommendation to help advance the EFL system, enabling Madrasa graduates to get the opportunities comparable to the graduates of the mainstream education system.

3.2 Aims of the study

The study aims:

1. To examine the status of the English language teaching and learning programs at Madrasas
2. To determine what type of study material is suitable for the Madrasa learners in terms of their Islamic cultural background
3. To suggest a number of lessons on poetry, prose, and short stories considering students' age, level of proficiency and Islamic background

4. To offer the training content for Madrasa English teachers

3.2.1 Objectives of the study

The study purposes

1. To assess testing and evaluation system
2. To ascertain students' proficiency level in English
3. To examine whether the syllabi and textbooks prescribed at Madrasas are grammar-dominated, function/form-oriented or reading/writing-centered or situation based.
4. To evaluate whether the contents of the textbooks are socio-culturally appropriate for Madrasa students
5. To spell out teaching methodologies, which the Madrasa English teachers use in the classroom.
6. To identify students' target needs of learning English
7. To examine the teaching and learning resources and facilities at Madrasas for teaching and learning English
8. To devise Madrasa teachers' training needs

3.2.2. Research Questions

The following research questions premised on the above objectives will help ascertain what is addressed in the present study:

1. What is the nature of testing and evaluation system of English at Madrasas?
2. What is the proficiency level of Madrasa students in English?
3. Are the English syllabuses and the textbooks prescribed at Madrasas grammar-dominated, function/form-oriented or reading/writing-centered or situation based?
4. Is the prescribed study material in accordance with the socio-cultural content and context of Madrasa learners?
5. What are the target needs of learning English for Madrasa students?
6. Do the prescribed English syllabi and textbooks meet the learners' needs?
7. What is the perception of Madrasa English teachers and learners about the existing syllabus and material?
8. What is the perception of teachers and learners towards English language teaching and learning?

9. What problems do learners face regarding needs, time, resources, and materials?

10. Is there a need for an alternative syllabus for Madrasa learners?

3.3 Research methodologies and framework

For assessing the set objectives and finding out the answer of the research questions, five vision spectrums have been made, shown in figure 3.1. Different tools, instrumentations and methods were used to formulate the analysis of different heads.

![Research framework diagram]

Fig. 3.1: Research framework

3.3.1 Sample and population

This study has been an umbrella conceptualization and evaluation of the EFL programs at Madrasas. For exploring an optimum insight of the programs, seven Madrasas in India, six from Uttar Pradesh and one from Rajasthan have been selected for the study, where English has been included in the curriculum, which are as follows:

1. Darul Uloom Nadwatul Ulema, Lucknow
2. Manahad, a branch of Darul Uloom Nadwatul Ulema, Lucknow
3. Madrasa tul Islah, Balariya Ganj, Azamgarh
4. Jamia tul Ashrafiya, Azamgarh
5. Jamia tul Falah, Azamgarh
6. Jamia Ahsanul Banat (for girls), Moradabad
7. Jamea tul Hidaya, Jaipur, Rajasthan

The samples taken up for the survey are 300 students and 31 teachers of the above Madrasas. Of them 40 respondents are from Nadwa tul Ulema, 20 from Maahad, 50 from Ahsanul Banat, 50 from Jamea tul Falah, 40 from Madrasatul Islah, 60 from Jamea tul Ashrafiya and 40 from Jamea tul Hidaya. Darul Uloom, Deoband and Mazahirul Uloom, Saharanpur are not a part of this study because English is not included in the curriculum of these institutions. Although English has recently been introduced in Darul Uloom, Deoband, it is not a part of Alimiyyat (a course for becoming an Islamic scholar). It is a separate course, only for the students who have already completed Alimiyyat, and are interested in learning English for further studies.

3.3.2 Analysis of the English test papers designed by the Madrasa teachers and an evaluation of the diagnostic English test papers administered by the researcher

To meet the two objectives of this study, i.e. 'to find out whether the test papers cover language skills, vocabulary, grammar, and pronunciation and to what extent each skill is covered in the papers' and 'an assessment of a diagnostic English test to check their proficiency level in English', an analysis of the English test papers designed by the Madrasa teachers was made, followed by an evaluation of the diagnostic English test papers conducted by the researcher. To carry out the above objectives following instruments were used:

- **Instrumentation**
  1. Self designed English test papers, focusing on grammar, reading comprehension, and writing skill
  2. Collection of the sample test papers from Madrasas under study at the Intermediate level

- **Tools**

To evaluate students’ proficiency in English through the diagnostic English test papers, self assessment has been carried on the basis of the feedback log prescribed by Anne Dun in her book, 'ESL 388W: Academic writing for
international graduate students' by giving scores and to analyze the score of the participants, descriptive statistics have been used.

**Data collection**

Data have been collected by simple random sampling method by taking test of 300 students of seven Madrasas personally.

**3.3.3 Evaluation and the analysis of the Intermediate English textbooks prescribed at Madrasas**

To meet other two objectives, 'to evaluate if the syllabus and material meet Madrasa students' needs of communication' and 'to ascertain if the content of the English textbooks is in accordance with the socio-cultural context of Madrasa learners', evaluation and analysis of the Intermediate English textbooks prescribed at Madrasas has been carried out.

➤ **Instrumentation**

1. Self-observatory method for analyzing the textbooks in terms of socio-cultural content and context of each lesson
2. Reviewed by the ELT teachers at the Department of English, AMU, Aligarh

➤ **Tools**


**3.3.4. Analysis of the data with special reference to teaching methodologies**

In order to meet the other objective, 'to examine whether the syllabi and textbooks prescribed at Madrasas are grammar-dominated function/form-oriented or reading/writing-centered or situation based', an analysis of the primary data collected through teachers' and students' questionnaires is made. This stands upon six hypotheses in order to analyze the aspects associated with teaching methodologies.

1. EFL programs at Madrasas focus on reading comprehension, vocabulary, and grammar
2. Madrasa Teachers use the latest teaching methods
3. Resources for teaching and learning at Madrasa are insufficient
4. Madrasa students are good in English

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5. Madrasa students do not want to learn English for fulfilling their social needs and for getting admission to a university for further qualification. Rather they simply want to employ this language only for the specific use of preaching Islam.

6. Madrasa teachers have almost no specialization in English language teaching, and are untrained.

➤ **Instrumentation**

Two separate questionnaires for both teachers and learners were used to conduct the study. In order to establish the content validity and reliability of the questionnaires, a pilot study was undertaken.

3.4. **Designing questionnaires and pilot study**

Primarily, the two separate questionnaires were formulated for students and teachers. The questionnaire opens with a note addressed to the participants about the purpose of the questionnaire. It assures them that the information obtained will be kept confidential and be used for the research purpose only. The students’ questionnaire contains seven parts.

➤ **Personal Information**: This aims at eliciting biographical details of Madrasa learners. This contains five items, including their name, gender, mother tongue, name of the Madrasa, and their class.

➤ **Needs to learn English**: The section is further divided into two sub sections:

A. **Target needs to learn English**

There are eight items under this sub heading that probe learners as to why they want to learn English. The purpose of this section is to find out their ultimate goal of learning English in their Madrasa, whether they want to do a job, or to go for further qualification to a university or a college or to learn English for performing some social activities with the help of online communication throughout the world.

B. **Significance of learning English in learners’ daily life**

Seven items are included under this title, asking learners about the significance of the use of English in their daily life. Students need to have conversation with various types of people in different situations such as at a railway station, bus stand, and at seminars. The information obtained from this section will enable the researcher to know the extent and the necessity of learning of English by Madrasa students.
A. Assessment of their exposure to English language

The section has two items with the purpose of assessing students’ exposure to learning and using English. This determines whether the learners commenced learning English as a foreign language along with their native language at an early or late stage of their life.

B. Attitude and perception about English language

Three items seek to identify learners’ perception regarding the importance of English and their preference of learning language skill. The third item relates to the existing syllabus whether it is helpful for learning all the language skills.

C. Ability of learners

The section has six items for rating students’ English language proficiency in daily life. It requires them to rate their proficiency level in English such as how much they understand religious speeches, sports channels, and newspapers in English. The result will determine the worth and utility of the present syllabus and study material. In addition, the result will also reflect the effectiveness of the teaching methodology.

➢ English language teaching (ELT) situation at Madrasa

The section on ‘English language teaching situation at Madrasas’ includes seven items, which require teachers to tell about the teaching practices and methodologies. This will help the researcher get a clear idea about the ongoing teaching practices. The responses will determine whether Madrasa teachers are aware of the latest teaching methods. This will also decide the necessity of training Madrasa teachers.

➢ Perception of English language teaching and learning

Five items are included with the aim of examining learners’ views and beliefs about the utility of teaching and learning strategies.

➢ Learning Strategies

There are eight items in this section which seek to know the learning strategies of students in and out of the class.

➢ Problems related to learners’ needs, time, resources and materials

This aims at finding out the problems related to learners’ needs; time, resources and materials in the Madrasa setting.

➢ Format and explanation of the teachers’ questionnaire
The following are the sections and sub-sections of the teachers’ questionnaire, followed by the explanation for each.

➢ **Personal Information:** Biographical information

➢ **Teaching English:** This includes teaching experience, resources, and teachers’ perception about English language teaching (ELT)

➢ **Teaching experience:** This will help know for how long Madrasa teachers have been teaching English. While, finding out about language teaching and learning resources will help ascertain whether the teachers and students have enough resources to teach and learn English properly in a good environment. And the last segment of this section, ‘teachers’ perception about English language teaching (ELT)’ will assess teachers how and what they think about a particular practice of teaching mentioned in each section and sub-sections of the questionnaire.

➢ **Rating abilities of the students in different language skills:** This aims to ascertain how teachers rate the proficiency level of their students in language skills.

➢ **English syllabus and textbooks prescribed at your Madrasa:** This will ascertain whether the stories in the textbooks are interesting and easy to understand. Also it will determine the utility of the present syllabus whether the syllabus should be changed or not?

➢ **Students’ language proficiency in daily discourses:** This aims to discover the ability of the students in social communication in various situations.

➢ **English situation in the classroom:** This will ascertain how Madrasa English teachers teach, i.e. whether they use traditional or latest methods of teaching.

➢ **Professional training experience and needs of training:** This will investigate teachers’ qualifications and whether they received any training in English language teaching.

➢ **Teachers’ training needs:** This will determine teachers’ needs for training in English language teaching.

### 3.4.1 Validity Analysis

#### a) Content analysis

For assessing this analysis the formulated questionnaires were given for review to three English teachers Professor Rizwan Khan, Dr. Rashid Nehal, and
Professor A.R. Kidwai and three research scholars Dr. Soda Idris, Dr. Zainab Sarwat, and Sumera working at the Aligarh Muslim University, Aligarh reviewed the questionnaires. Their comments and suggestions with regard to thoroughness, appropriateness and ease of the survey tool helped the researcher design the questionnaires for the Madrasa setting appropriately. The questionnaire was simplified and reconstructed in terms of language as well as concepts, keeping in view the English proficiency level of Madrasa learners and teachers.

b) Concurrent Analysis

The questionnaires were given to the two highly specialized experts of this field to give numbers to each section of the questionnaire out of 10 marks. Afterwards the correlation coefficients formula was used to derive the degree of appropriateness. The correlation coefficient value of students’ questionnaire was 0.90 and of teachers was 0.85 at 0.05 level of significance, which clearly indicates that the questionnaires are close to accurateness and suitable for further use.

3.4.2 Reliability Analysis

Reliability measures the consistency of the research tool. This is the degree to which the given concept of measurement produces the same result with the same tool. After doing validity test, the finalized questionnaires were reconsidered to test the reliability of the questionnaires, using two reliability tests. The first test is the internal consistency reliability coefficient, which protects from bias and error, using Cronbach’s Alpha formula. The second is the stability (test-retest) reliability coefficient.

a) The internal consistency reliability coefficient

To test the internal consistency of the instruments, Cronbach’s Alpha test was used, using SPSS tool. The alpha coefficient value of all the items of each questionnaire was 0.839, signifying that the items had relatively high internal consistency. A reliability coefficient of 0.70 or higher is considered to be “acceptable” in most of the social science research situations.

b) The stability (test-retest) reliability coefficient

For testing instrument, using test-retest method, initially, the finalized questionnaires were given to 30 students and 10 teachers. And after a month, again questionnaires were re-given to the same considered samples i.e. 30 students and 10 teachers. And then correlation coefficient method was applied for both the results,
using SPSS. The obtained stability reliability coefficient was +0.94, signifying that the instruments were ready to use for a large assigned sample size for this study i.e. 300 students and 31 teachers of seven Madrasas of India.

The above description indicates that after the successful checks on the basis of validity and reliability and the results of the pilot study, it was assumed that both questionnaires were ready to use for field test on a large samples. Both of the questionnaires proved statistically significant and authentic according to the need of the study.

3.4.3. Data analysis and discussion

The section deals with the analysis of the data collected from the students and teachers. The data obtained through research instruments: percentile, mean, other measures of central tendencies, and Chi-square was analyzed with the use of Microsoft Excel and SPSS in order to evaluate the different variables of the study at 0.05 level of significance, concluding the results by rejecting or accepting null hypotheses.

3.5. ELT in Madrasa: A case study of English language program at Haque Education and Research Foundation (HERF), Kanpur, UP

This chapter basically is a case study of English language program at Haque Education and Research Foundation (HERF), Kanpur, UP, which has been established in order to bridge the gap of communication regarding the use of English in Madrasa students and to enable them to employ English as a tool to propagate Islamic teachings and remove misconceptions about Islam.

3.5.1 Research methodologies and framework

The researcher made a survey at HERF in September, 2014, which aimed at evaluating students’ English language learning needs, teaching methodologies, testing and evaluation system, syllabus, material, perception of teachers and students towards the ELT program in order to find out the effectiveness and the loopholes of the program at the HERF institution.

Methods of the study; Samples and population

The study was administered to hundred percent teachers and students of HERF. As a tool for the study, two questionnaires for the students and teachers were handed out to students and teachers. The study is based on primary data, using stratified sampling method, and analyzed with MS Excel. In addition, interaction with teachers and students also led to study the program, including teachers’ and students’
problems and their needs, teachers’ training needs, prospects of the study, and their thoughts about the plan.

3.5.2 Significance of the Study

The focal point of this study is on an Islamic education center, which has been opened mainly for a two-year Diploma course in English language and literature (DELL) for students who are graduates from any Madrasa in India, having spent 8-12 years there.

3.5.3 Statement of the problem

Many researchers have studied the Madrasa educational system in general. Yet, no work has been done specifically on the ELT programs at Madrasas. Therefore, studying the students’ target needs of learning English, teachers’ qualification and their training needs, teachers’ and students’ perception toward, English language teaching and learning process, teaching methodologies, and testing and evaluation system is a dire need in order to upgrade the DELL program at HERF.

3.5.4 Instrumentation

Same questionnaires with the deletion of some sections and questions were used which were used for other seven Madrasas.

➢ Analysis of the questionnaires

The data collected through two questionnaires both for students and teachers was analyzed in order to find out the status of the EFL program at HERF.

3.6. SWOT analysis of the study

SWOT analysis of the chapter 4, 5, 6, and 7 will help know strengths, weaknesses, opportunities, and threats of the study.

3.7. Limitations of the study

a. Regional demarcation: 300 students were covered from seven Madrasas of India, 6 from Uttar Pradesh and one from Rajasthan.

b. Inability of the respondents of English language in attempting the questionnaire: Students were unable to understand the questionnaire, as this was new to them. Therefore, the researcher explained this to them.

c. Limitations associated with simple random sampling technique: Sometimes, some sample sets of population are left out.

d. Lack of validity and reliability in case of qualitative studies

e. No scope for causal inferences in case study
f. Lack of time: Madrasa authorities provided the researcher with limited time due to their tight schedule.

g. The study is limited to examining the status of the English language teaching and learning programs at the Intermediate level students, particularly in terms of analyzing the syllabus and material. The syllabus and the material of other classes need to be analyzed.