Chapter 6

Analysis of the data with special reference to teaching methodologies

The present chapter aims to investigate the status of English language teaching and learning programs at Madrasas in India, including teachers’ and students’ profiles, their perception about English language teaching and learning, significance of language skills and sub-skills in students’ life, their target needs of learning English, their ability in language skills and sub-skills, their learning strategies, their exposure to English, teaching methodologies, teachers’ training needs, and resources for teaching and learning English. The analysis of the data will highlight the problems of teachers, students, and Madrasa authorities in the EFL programs. This should prompt the government of India, ELT researchers, Madrasa authorities, and the language programs to take initiatives in order to upgrade the Madrasa EFL programs.

6.1. Analysis of the data

The statistical analysis of the data has been carried out in order to evaluate the EFL programs at select Madrasas of North India. The raw scores of the Madrasa English teacher and students have been given in appendix I and II. The analysis is premised on the following six hypotheses:

Fig 6.1 Analysis of the data with special reference to teaching methodologies
These hypotheses covered some aspects and dynamics of the current teaching methodologies and learning programs at Madrasas. To analyze the data, different descriptive and inferential statistics have been used, depending upon the need of the analysis of hypothesis. Chi-square test, mean, percentile, and other measures of central tendencies according to the requirement of the hypothesis were applied.

Chi-square test is used to prove the truthfulness of the research statistically, which will be proved by using the appropriate statistical significance test. The reason for using Chi-square test is due to the method adopted for drawing sample i.e. simple random sampling and categorical data, which means different category of samples, teachers, and students, and in some cases different categories of the statements.

In the chapter, the analyses of the data and interpretation have been presented with the help of the following measurements.

a) Chi-square:

Chi square test is used to compare the observed data with respect to the expected frequency according to the concerned hypothesis. Chi square ($X^2$) in statistics is used to find out whether the distributions of categorical variables differ from one another. It compares the sum of the categorical responses between two or more independent groups. When the calculated value of the Chi-square test is greater than the tabulated value, null hypothesis is rejected.

b) Table value (p):

The p-value is the extreme value, which defines the last extent to determine the rejection and acceptance of the null hypothesis. When the tabulated value is greater than the calculated Chi-square value, the null hypothesis is accepted.

c) Level of significance (α):

This is the fundamental and important aspect of statistics in order to test a hypothesis. It is evident that in any observation or experiment, involving extracting samples from a population might cause sampling error in the observed results. If the table value (p) is lesser than the significance level, it may be concluded that the derived or obtained result reflects the characteristics of the population, rather than a sampling error. In other words, if Chi-square value is greater than the tabulated value (p), the level of significance will become smaller and will lead to the rejection of the null hypothesis and if Chi-square value is lesser than the tabulated value (p), the level
of significance will become greater and will lead to the acceptance of the null hypothesis. To test the hypothesis the level of significance at 0.05 level of confidence was considered adequate for the purpose of this study, which indicates that there is a 5% probability of error chance.

d) **Scoring of data:**

The perception and attitude of teachers and students in terms of teaching methodologies towards English language teaching were measured by self-developed questionnaires. All the statements were scored on the four point (4) scale. All the items were given a score of 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree. The sum of these scores gives the sum of the scores of the considered variables (variables set out to analyze the hypothesis) in line with the requirement of the hypothesis, which gives the values for determining the results.

### 6.2. Analysis of Hypotheses

#### 6.2.1. Hypothesis 1

**H₀:** English as a foreign language (EFL) programs at Madrasas under study focus on all four language skills, vocabulary, and pronunciation

**Hₐ:** English as a foreign language (EFL) programs at Madrasas under study do not focus on all four language skills and pronunciation, rather they focus on reading comprehension and teaching vocabulary and grammar without any context

**Variables:**

To test this hypothesis, four parameters have been allocated to infer the direction of this hypothesis as they are listed below:

1) Students’ and teachers’ perception whether the textbook exercises focus on all four language skills and pronunciation, determining the extent of usefulness of the exercises.

2) Students’ responses regarding the usefulness of the present syllabus

3) Teachers’ opinion regarding their demand for changing the existing syllabus in view of the needs of the students

4) Qualitative analysis of the textbook exercises: The conclusion of the analysis of the presentation and the exercises in the textbooks will be presented, determining whether the exercises are designed in accordance with the communicative approach.

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Variable 1: Students' and teachers' perception whether the textbook exercises focus on all four language skills and pronunciation

The first parameter has been presented by applying Chi-square technique in order to evaluate the responses in the given sample sets about students' and teachers' perception towards the textbook exercises, i.e. whether these exercises focus on all four language skills and pronunciation or they are based only on comprehension, vocabulary, and grammar. To judge the second and the third parameters, percentile statistics have been used. Self-observatory (qualitative analysis) method has been used to analyze the fourth parameter based on the communicative approach. The outcomes of the analysis done to test Hypothesis-1 are as follows:

Table 6.1
Students' and teachers' perception whether the textbook presentation and the exercises focus on all four language skills and pronunciation

<table>
<thead>
<tr>
<th>Level of agreement</th>
<th>Students' Perception (Fo)</th>
<th>Teachers' Perception (Fo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>79</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>59</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>53</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>109</td>
<td>28</td>
</tr>
<tr>
<td>∑Fo=300</td>
<td></td>
<td>∑Fo=31</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 34.21, \text{df}=3, P=0.001, \text{Impact}= \text{Insignificant} \]

Figure 6.2 Students' and teachers' perception whether the textbooks' presentation and the exercises focus on all four language skills and pronunciation

Source: Field survey at select Madrasas of India, 2012

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The graphical representation 6.2 and the Chi-square test table 6.1 show that the calculated value of chi-square is $\chi^2=34.21$, which is greater than the tabulated value ($p=7.814$) with 3 degree of freedom at 5% level of significance. Thus according to the rule, the null hypothesis, ‘the textbooks presentation and exercises focus on all four language skills and pronunciation, rather they focus on reading comprehension, vocabulary and grammar’ is rejected and the alternative hypothesis, ‘the textbooks presentation and exercises do not focus on all four language skills and pronunciation rather, they focus on reading comprehension, vocabulary and grammar’ is accepted.

Figure 6.2 shows that 90% of the teachers and 36% of the students strongly say that the textbook presentation and the exercises do not focus on all four language skills and pronunciation, while 26% of the students and 3% of the teachers strongly agree that they do focus on them.

Since the majority of the teachers and students agree that the textbook presentation and exercises do not focus on all four language skills and pronunciation, therefore, the null hypothesis is rejected and alternative one is accepted, which means the textbook presentation and exercises focus only on reading comprehension, grammar, and vocabulary.

**Variable 2: Students’ responses regarding the usefulness of the present syllabus**

![Pie chart showing the percentage of responses regarding the usefulness of the present syllabus.]

**Figure 6.3** Whether the prescribed English syllabus helped students improve their all language skills

Source: Field survey at select Madrasas of India, 2012
Figure 6.3 shows that 69% of students say that the prescribed syllabus did not improve their all four language skills, which indicates the inefficiency of the syllabus.

Variable 3: Teachers' opinion regarding their demand for changing the existing syllabus in view of the needs of the students

Figure 6.4 The ratio of the teachers' opinion about their demand for changing the present syllabus
Source: Field survey at select Madrasas of India, 2012

Figure 6.4 highlights the ratio of the teachers' opinion about their demand for changing the present syllabus, according to which 77% of teachers are in favour of the motion and only 23% are against it. Besides, according to figure 6.2, where 69% of the students are dissatisfied with the syllabus, it shows that the syllabus is not up to the mark and should be changed.

Variable 4: Qualitative analysis of the presentation and exercises of the four Intermediate English textbooks prescribed by the Senior Secondary Uttar Pradesh Board

The analysis of the presentation and the exercises in the textbooks presented in chapter 5 establishes that the exercises designed in the textbooks do not cover all four language skills and pronunciation, rather they are mainly centred on reading comprehension, vocabulary, and grammar with little attention to writing skill. The syllabus is not communicative approach based. The communicative syllabus includes
all four the language skills (listening, reading, writing, and speaking-LSRW), grammar and vocabulary in various contexts, and pronunciation.

On the basis of the above elucidations about the analysis of all the four assigned parameters to judge hypothesis 1, it has been concluded that Hypothesis 1, 'English as a foreign language (EFL) programs at Madrasas under study focus on all four language skills, vocabulary, and pronunciation' is rejected with 3 degree of freedom at 5% level of significance and the alternative hypothesis, 'English as a foreign language (EFL) programs at Madrasas under study do not focus on all four language skills and pronunciation rather the programs focus on reading comprehension and teaching vocabulary and grammar without any context' is accepted.

The results of all four parameters set for judging the first hypothesis elucidate that all the four prescribed textbooks' presentation and the exercises do not pay attention to LSRW and pronunciation, rather they are focussed on grammar, reading comprehension, and vocabulary with a little attention to writing skill. The majority of the students are not satisfied with the present English syllabus, as it did not improve their language skills. The teachers are also in favour of replacing the existing syllabus by an alternative syllabus based on communicative approach.

6.2.2 Hypothesis 2

$H_0$: Madrasa students are good in English.

$H_a$: Madrasa students are weak in English.

Variables: To Test this hypothesis, four variables have been made:

1) Students’ ability in language skills
2) Evaluation of learners’ proficiency in daily discourse
3) Learning strategies adopted by the students
4) Assessment of the students’ exposure to ESL

Variable 1: Students’ ability in language skills

The part of the teachers’ questionnaire aims to ask the teachers to rate the ability of their students in language skills, including listening, speaking, reading, writing.
Table 6.2:
Students' ability in language skills

<table>
<thead>
<tr>
<th>Statements</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>$\chi^2=5.52$</td>
</tr>
<tr>
<td>Speaking</td>
<td>$\chi^2=19.71$</td>
</tr>
<tr>
<td>Reading</td>
<td>$\chi^2=13.21$</td>
</tr>
<tr>
<td>Writing</td>
<td>$\chi^2=5.77$</td>
</tr>
</tbody>
</table>

Df=3, P=0.05

Source: Field survey at select Madrasas of India, 2012

In table 6.2, the calculated Chi-square values are $\chi^2=5.52$ and $\chi^2=5.77$ with 3 degree of freedom at 5% degree of significance for analyzing the responses of the teachers about the students’ ability in listening and writing skills by the teachers. The tabulated Chi-square values are lesser than the table value (p=7.81). Therefore, the hypothesis that the ‘students are good in English’ is accepted. The calculated Chi-square values are $\chi^2=19.71$ and $\chi^2=13.21$ with 3 degree of freedom at 5% degree of significance, which are greater than the table value (p=7.815), therefore, the hypothesis is rejected and the alternative hypothesis is accepted.

According to the above analysis, the teachers say that their students are good in listening and writing skills and are weak in reading and speaking. However, according to the analysis of the diagnostic English test papers which the researcher developed for students in order to assess their proficiency in English, the students are weak in all four language skills, even in writing skill too. (Please see chapter 5 for the analysis of the test papers)
Figure 6.5 Assessment of the students’ ability in language skills by the teachers
Source: Field survey at select Madrasas of India, 2012

A summary of figure 6.5 about the proficiency level of the students is:

- Approx. 23% of the teachers rate their students’ proficiency in listening skill as very good, approx. 29% as good, approx. 39% as average, and 10% as weak.
- Approx. 13% of the teachers rate their students’ proficiency in speaking skill as good, approx. 52% as average, approx. 38% as weak.
- Approx. 10 of the teachers rate their students’ proficiency in reading skill as very good, approx. 32% as good, approx. 48% as average, and 10% as weak.
- Approx. 13 of the teachers rate their students’ proficiency in writing skill as very good, approx. 32% as good, approx. 39% as average, and 13% as weak.

Almost half of the respondent teachers agree that their students’ proficiency in listening lies between average and weak. While the majority of the teachers say that students are average or weak in English. More than fifty percent teachers agree that their students are average or weak. Students are weak in English as it has been pointed out in chapter 5.

**Variable 2: Evaluation of learners’ proficiency in daily discourse**

This part of both teachers’ and students’ questionnaires will assess students’ ability in using English in daily life situations.
Table 6.3
Evaluation of learners’ proficiency in daily discourse

<table>
<thead>
<tr>
<th>Level of agreement</th>
<th>SP</th>
<th>TP</th>
<th>SP</th>
<th>TP</th>
<th>SP</th>
<th>TP</th>
<th>SP</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports channels,</td>
<td>8</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>news and religious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speeches on TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>129</td>
<td>3</td>
<td>62</td>
<td>3</td>
<td>65</td>
<td>7</td>
<td>58</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>109</td>
<td>18</td>
<td>130</td>
<td>16</td>
<td>109</td>
<td>10</td>
<td>163</td>
<td>12</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>54</td>
<td>10</td>
<td>96</td>
<td>12</td>
<td>96</td>
<td>14</td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>31</td>
<td>300</td>
<td>31</td>
<td>300</td>
<td>31</td>
<td>300</td>
<td>31</td>
</tr>
</tbody>
</table>

\[
X^2 = 285.08, \text{ Df}=3, P=7.815, \alpha=0.05
\]

Source: Field survey at select Madrasas of India, 2012
Note: SP= Students’ perception and TP=Teachers’ perception

Table 6.3 shows the calculated Chi-square value \(X^2=285.08\) with 3 degree of freedom at 5% level of significance for the analysis of the responses of the teachers and students whether they understand sports channels, news and religious speeches on TV in English, news on radio in English, online chats and conversation, English newspapers and magazines, and lectures delivered in English in the class. The Chi-square value \(X^2=285.08\) is greater than the table value \(P=7.815\). Therefore, the null hypothesis that the ‘students are good in English’ is rejected and the alternative hypothesis that the ‘students are not weak in English’ is rejected. This means that students lack proficiency in English. This is further explained through the following figure 6.6.
A summary of the students' and teachers' responses about the 'ability of the students in daily life is:

- 46% of the students say that they are good in understanding sports channels, religious speeches on TV and radio in English. On the other hand, 90% of the teachers discard students' claim of understanding this subskill.

- Approx 75% of the students and approx. 90% of the teachers say that students cannot understand news in on radio in English.

- Approx. 68% of the students and 75% of the teachers agree that students are unable to perform chats and conversation on social website in English.

- 65% of the students and approx. 55% of the teachers agree that students cannot follow lectures in English in the classroom.

The majority of the students and teachers agree that the students are weak in understanding daily life conversation. This is teachers' responsibility to remedy their weakness, enabling them to communicate in social gatherings.
Variable 3: Learning strategies adopted by Madrasa students

‘Learning strategies’ in the students questionnaire aims to find out the learning strategies which the students employ in learning English at Madrasa in and out of the class.

Table 6.4
Learning strategies adopted by the students

<table>
<thead>
<tr>
<th>Statements</th>
<th>Chi-square values</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn to pronounce sounds by imitating and repeating them aloud after my teacher pronounces.</td>
<td>$\chi^2=116.24$</td>
</tr>
<tr>
<td>I learn vocabulary by repeating and memorizing words.</td>
<td>$\chi^2=71.95$</td>
</tr>
<tr>
<td>I can understand the text only after my teacher translates it into my language</td>
<td>$\chi^2=12.21$</td>
</tr>
<tr>
<td>I learn more when I study and work with a group.</td>
<td>$\chi^2=38.27$</td>
</tr>
<tr>
<td>When I study alone, I learn and remember things better.</td>
<td>$\chi^2=110.48$</td>
</tr>
</tbody>
</table>

Df=3, P=7.815, $\alpha=0.05$

Source: Field survey at select Madrasas of India, 2012

Table 6.4 shows the calculated Chi-square test values are $\chi^2=116.24$, $\chi^2=71.95$, $\chi^2=12.21$, $\chi^2=38.27$, and $\chi^2=110.48$ with 3 degree of freedom at 5% level of significance for the responses of the statements given in the table 6.4 about learning strategies which the students use in during learning English at their Madrasas. Since the above mentioned Chi-square values are greater than the critical value (p=7.815), hence, the null hypothesis that the ‘students are good in English’ is rejected and the alternative hypothesis that the’ students are weak in English’ is accepted, because most of their strategies of learning are traditional, which affect students’ learning performance, causing them problems in English.
Figure 6.7 Students' learning strategies
Source: Field survey at select Madrasas of India, 2012

A summary in figure 6.7 of the students' responses about their learning strategies is:

- 80% of the students agree that they learn to pronounce sounds by imitating and repeating them aloud after their teacher pronounces.
- 72% of the students agree that they learn vocabulary by repeating and memorizing words.
- 50% of the students agree that they can understand the text only after their teacher translates it into their mother tongue.
- 67% of the students agree that they learn more when they study and work with a group.
- 80% of the students agree that they when they study alone, they learn and remember things better.

The responses show that most of the students agree that they learn to pronounce sounds by imitating and repeating them aloud after their teacher pronounces, they learn vocabulary by repeating and memorizing words. They can understand the text only after their teacher translates it into their mother tongue, and when they study alone. They learn and remember things better, which indicates that they use traditional learning strategies, which is one of the reasons why they are weak in English.
However, 67% of the students also agree that they learn more when they study and work with a group, which indicates a positive sign for their learning, because group and co-operative learning always works effectively, resulting in good outcomes.

**Variable 4: Assessment of students’ exposure to EFL**

‘Assessment of the students’ exposure to EFL’ is part of the students’ questionnaire, which aimed at finding out the starting time period of the students’ English learning process, which will give an idea of their exposure to learning English.

Table 6.5
Assessment of students’ exposure to EFL

<table>
<thead>
<tr>
<th>Level of Agreement</th>
<th>Fo</th>
<th>Fo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the age of 7</td>
<td>118</td>
<td>39</td>
</tr>
<tr>
<td>Between the age of 7 &amp; 11</td>
<td>127</td>
<td>43</td>
</tr>
<tr>
<td>Between the age of 12 &amp; 15</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Between the age of 16 &amp; 18</td>
<td>19</td>
<td>6</td>
</tr>
</tbody>
</table>

χ²=122.80, Df=3, p=7.815

Source: Field survey at select Madrasas of India, 2012

In table 6.5, the calculated Chi-square value is χ²=122.80 with 3 degree of freedom at 5% level of significance about the question in above the table, which is higher than the table value (p=7.815), therefore, the hypothesis that the ‘students are good in English’ is rejected and the alternative hypothesis that the ‘students are weak in English’ is accepted. This is further explained in the following figure 6.8.
Figure 6.8 shows that 42% of the students started learning English between the age of 7 and 11, 39% before 7, 12% between 12-15, and 7% between 16-18, which indicates that students were already late when they had started learning English. Although 39% of the students say that they started learning English before 7, but this did not benefit them much, because the learning condition and material was not up to the mark as it was noted during the interaction with students. Since students did not get enough exposure to English language learning before joining their Madrasa and the Madrasa too did not provide them with good opportunities, therefore, students remained weak in English.

6.2.3. Hypothesis 3

H₀: Resources for teaching and learning at Madrasas are sufficient.

H₁: Resources for teaching and learning at Madrasas are insufficient.

Variables: To examine this hypothesis three variables have been specified. These are as follows:

1) Resources provided to students for learning English
2) Resources used by the teachers to teach English
3) Time allotted to teachers to teach English is sufficient or not

Chi-square technique has been used to evaluate the students' responses regarding the resources provided for learning English are optimum or not. And for
other two variables, percentile has been used as a measure of central tendency for the given sample sets, which have been extracted, using simple random sampling.

**Variable 1: Resources provided to students for learning English**

The purpose of the part, 'Resources provided to students for learning English' of the students' questionnaire is to find out the existing resources for teaching and learning at Madrasas.

The outcomes of the Chi-square test used for measuring the first variables to test Hypothesis-3 are as follows:

**Table 6.6**

<table>
<thead>
<tr>
<th>Level of Agreement</th>
<th>Fo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>18</td>
</tr>
<tr>
<td>Insufficient</td>
<td>52</td>
</tr>
<tr>
<td>Useful</td>
<td>62</td>
</tr>
<tr>
<td>Easily available</td>
<td>35</td>
</tr>
<tr>
<td>Not easily available</td>
<td>133</td>
</tr>
</tbody>
</table>

\[ \text{Df}=4, \text{P}=9.488\sum f_0=300, \chi^2=118.81 \]

Source: Field survey at select Madrasas, 2012

![Figure 6.9 Students' responses regarding resources provided to them for learning English](image-url)

Source: Field survey at select Madrasas of India, 2012
Chi-square test table 6.6 shows that the calculated value of Chi-square test is $\chi^2 = 118.81$, which is greater than the tabulated value ($\chi^2 = 9.488$) with 4 degrees of freedom at 5% (0.05%) level of significance. Thus, according to the rule, the null hypothesis 'Resources for teaching and learning at Madrasas are sufficient' is rejected and the alternative hypothesis 'Resources for teaching and learning at Madrasas are insufficient' is accepted. This concludes that the resources provided to students to learn English are not sufficient.

In the graphical representation 6.9 for analyzing the first variable too, the percentage of the responses of the students regarding the resources provided to them to learn English, shows that 62% of the students are not satisfied with the available resources; they are insufficient and not easily available. Whereas, only 21 percent students say that resources are useful, 6% support that they are sufficient and 12% hold the view that they are easily available.

**Variable 2**: Resources used by the teachers to teach English

The aim of the part, 'Resources used by the teachers to teach English' of the teachers' questionnaire is to ascertain the resources for teaching at Madrasas and what resources the teachers use.

![Pie chart showing resources used by teachers]

**Figure 6.10** Students' responses regarding resources provided to them for learning English

**Source**: Field survey at select Madrasas of India, 2012
Figure 6.10 shows that the 34% of the teachers use classroom, 33% use lectures and 33% use blackboard as resources to teach English, indicating the lack of resources at Madrasas.

The observation at each Madrasa makes it clear that no Madrasa provides language lab to its teachers and learners to practise language. Though a few Madrasas like Jamea tul Hidaya and Jamea tul Falah have computer lab, but these labs are only used to teach computer application courses. No English teacher utilizes the computer lab for language teaching and learning process. The reason may be that the teachers and administration are not aware of making use of the computer labs for language practice or they are aware of this technology but do not have sufficient funds to arrange for a good language laboratory. Madrasa administrators should try to arrange for a language laboratory with at least some computers, headsets and language software to help their teachers teach English, using modern technology.

The administration of Madrasas possessing computer labs is advised to convert them into Computer Assisted- Language Laboratory (CALL), equipped with a projector, LCD TV, headsets, and language software. If they cannot arrange for a projector or LCD, they must utilize their computers for language practice in order to teach their students sounds patterns of the native speakers, stress patterns, phonetics, and grammar drills in a context. The audio-video material will enable learners to develop their listening and speaking skill, which is almost absent in Madrasa classroom. This will also help them improve their pronunciation and they will try to speak. The material on nature, especially wild life will boost their interest, which will definitely help them develop their listening and speaking skills.

If the CALL is assisted with the internet service, it becomes Web- Assisted Language laboratory (WALL). A language laboratory with internet and LCD facility increases students’ interest in learning the language, because through TV or even computer, they will be able to watch live programs in English, including news, debates, religious speeches, and TED Talk programs.

**Variable 3: Time allotted to teachers to teach English is sufficient or not**

The purpose of ‘Time allotted to teachers to teach English is sufficient or not’, a part of the students’ questionnaire is to analyze whether the time allotted to teach is sufficient or students need more time to learn.
Figure 6.11 Teachers' responses whether the time given to teach English is sufficient or not
Source: Field survey at select Madrasas of India, 2012

Figure 6.11 shows that 77% of the teachers say that the time allotted to teach English is insufficient. Madrasa curriculum is heavily loaded with religious studies and Arabic language and literature, which creates a problem for Madrasa authorities to allocate more time for teaching and learning English. However, the authorities should think over it and allocate sufficient time and opportunities to teach and learn English in order to fulfill the objectives of the target needs of learning English of their students.

In short, the outcomes of the responses of the teachers and students regarding the availability of time and resources through Chi-square test and the percentile mean, it is concluded that the null hypothesis, 'resources for teaching and learning at Madrasas are sufficient' is rejected and the alternative hypothesis, 'resources for teaching and learning at Madrasas are not sufficient' is accepted. It means that the time and resources provided to teach and learn English at Madrasas under study are not sufficient and needs special attention of the Madras authorities for arranging for a Computer-Assisted Language Laboratory (CALL) in view of the need of the day for effective teaching and learning process.

6.2.4. Hypothesis 4
H₀: Madrasa English teachers use latest teaching methods to teach English.
Hₜ: Madrasa English teachers use out of date teaching methods to teach English.

Variables: To test this hypothesis, twin dimensional parameters have been formulated:

1) Students’ and teachers’ responses about the ELT situation in classroom at Madrasas: This will help find out how the teaching practice is carried out in the classroom.

2) Students’ and teachers’ perception about ELT: This will highlight how they think about English language teaching and learning.

Variable 1: Students’ and teachers’ responses about the ELT situation in classroom at Madrasas

Table 6.7
ELT situation at Madrasas

<table>
<thead>
<tr>
<th>Students’ (S) and Teachers’ (T) responses about the ELT situation at Madrasas</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>My English teacher asks us to translate lessons into the mother tongue, and memorize bilingual vocabulary.</td>
<td>126</td>
<td>13</td>
<td>11</td>
<td>3</td>
<td>8</td>
<td>130</td>
<td>5</td>
<td>79</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>My English teacher often corrects my errors in class.</td>
<td>128</td>
<td>17</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td>119</td>
<td>12</td>
<td>115</td>
<td>10</td>
<td>49</td>
</tr>
<tr>
<td>He spends much time in the classroom on explaining and practising grammar rules.</td>
<td>26</td>
<td>1</td>
<td>45</td>
<td>19</td>
<td>19</td>
<td>33</td>
<td>14</td>
<td>52</td>
<td>20</td>
<td>99</td>
</tr>
<tr>
<td>He makes us write answers to the questions given in the exercise.</td>
<td>20</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>54</td>
<td>0</td>
<td>114</td>
<td>10</td>
</tr>
<tr>
<td>He teaches us how to give directions, make requests/apologies, agree/disagree, using charts, maps, and diagrams.</td>
<td>300</td>
<td>31</td>
<td>30</td>
<td>0</td>
<td>31</td>
<td>300</td>
<td>31</td>
<td>300</td>
<td>31</td>
<td>300</td>
</tr>
</tbody>
</table>

\[ X^2 = 144.59, p = 7.815, Df = 3, \alpha = 0.05 \]

Source: Field survey at select Madrasas of India, 2012

Table 6.7 shows that the calculated Chi-square value is \( X^2 = 144.59 \) with 3 degrees of freedom at 5% level of significance about the ELT situation at Madrasas with reference to students’ responses on the statements that ‘students are asked to translate lessons into the mother tongue, and to memorize bilingual vocabulary’, ‘students’ grammatical errors are often corrected in the classroom’, ‘teachers like to spend much time in the classroom on explaining and practising grammar rules’,
students are made write answers to the questions given in the exercise, and they are taught how to give directions, make requests/apologize/, agree/disagree, using maps, charts, graphs and pictures. Since the Chi-square value ($X^2 = 144.59$) is greater than the critical value (P=7.815), hence, the null hypothesis (Madrasa English teachers use latest teaching methods to teach English) is rejected and the alternative hypothesis (Madrasa English teachers use out of date teaching methods to teach English) is accepted. This means that Madrasa teachers do not use latest teaching methodologies in their classroom, which affects students’ performance. This is further explained through the following figure 6.12

![Graph showing percentage distribution of various teaching methods](image)

Figure: 6.12 Students’ and teachers’ responses about the ELT situation at Madrasas
Source: Field Survey at select Madrasas, 2012

A summary of the responses of the teachers and students regarding the ELT situation at Madrasas is:

- Approx. 85% of the students and the 97% of the teachers say that lessons are translated into the mother tongue, and bilingual vocabulary is memorized.
- Approx 77% of the students and 39% of the teachers say that the grammatical errors are corrected often in the classroom.
- 93% of the students say that their teachers like to spend much time in the classroom on explaining and practising grammar rules. While approx. 55% of the teachers accept this idea.
Approx 65% of the students say that their teachers make them write answers to the question given in the exercises of the textbooks. This is supported by approx. 34% of the teachers.

78% of the students say that their teachers do not teach them how to give directions, make requests/apologize, agree/disagree, using maps, charts, graphs and pictures. 70% of the teachers also accept that they do not teach them social conversation.

In the above mentioned responses, it is found that the majority of the students and teachers say that lessons are translated and bilingual vocabulary is memorized without any context. Translation practice at Madrasa is common, as it was also noted during the observation and the interaction with the teachers and students. Students cannot understand the text until the teacher translates it into their mother tongue. This shows the extent of the motivation level of the students and their competence in the reading comprehension.

Similarly, bilingual vocabulary is taught, for which students are asked to write words with meaning in their native language in order to memorize them. Several lists of bilingual vocabulary such as synonyms, antonyms, and one word substitution are given to memorize, without asking them to use in any context. Students memorize the list of bilingual vocabulary given in the exercises of the textbooks. In their examinations too, students are asked to write synonyms, antonyms, and one word substitution as it was noted in the analysis of the chapter 4.

The majority of the students and the teachers agree that errors in grammar are corrected instantly, which indicates that grammar is taught very much in their classroom. That teachers immediately correct their errors, shows teachers’ active participation and attentiveness in the classroom, which ultimately helps learners to be active and involved in the classroom activities. However, when the teacher corrects students’ errors immediately, this might affect their flow of learning, resulting in little learning. Therefore, teachers should maintain a balanced approach to pass on feedback. In addition, grammar teaching in Madrasas classrooms is traditional and without a context. Teachers spend a lot of time in explaining each language item of grammar, for example, definition of noun and pronoun and their kinds. Students are provided with a few examples of each kind, which has no context. Students mug up these examples and write the same in their examination.
Moreover, the majority of the students and 34% of the teachers say that questions in the exercises of the textbooks are solved and written. Students memorize the same answers for their monthly tests and examinations. The process points to out of date teaching methods to teach and learn reading skill. Teachers do not use reading strategies such as scanning and skimming, since they are untrained and unaware of communicative language teaching methods.

The majority of the students and the teachers admit that social conversations such how to give directions, make requests/apologize, agree/disagree, using maps, charts, graphs and pictures are not taught. This is a major concern that the students whose one of the target objectives is to communicate, are not trained in daily life situations.

**Variable 2: Students’ and teachers’ perception about ELT**

<table>
<thead>
<tr>
<th>Students’ (S) and Teachers’ (T) perceptions about ELT</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of agreement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>94</td>
<td>25</td>
<td>44</td>
<td>2</td>
<td>63</td>
<td>15</td>
<td>74</td>
</tr>
<tr>
<td>Agree</td>
<td>97</td>
<td>6</td>
<td>63</td>
<td>9</td>
<td>52</td>
<td>13</td>
<td>111</td>
</tr>
<tr>
<td>Disagree</td>
<td>65</td>
<td>0</td>
<td>76</td>
<td>15</td>
<td>69</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>44</td>
<td>0</td>
<td>117</td>
<td>5</td>
<td>116</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>31</td>
<td>300</td>
<td>31</td>
<td>300</td>
<td>31</td>
<td>300</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 139.96, \ P = 7.815, \ Df = 3, \ \alpha = 0.05 \]

Source: Field survey at select Madrasas of India, 2012

Table 6.8 shows that the calculated Chi-square value is \( \chi^2 = 144.59 \) with 3 degree of freedom at 5% level of significance about the students’ and teachers’ perception about English language teaching and learning with reference to their responses to the following statements: ‘I believe the more grammar rules one memorizes, the better he becomes at using English’, ‘I believe my regional language
or mother tongue should be frequently used in the class for better understanding of the lessons'. The practice of vocabulary exercises given at the end of each lesson has helped students learn more words', 'The practice of vocabulary exercises given at the end of each lesson has helped students learn more words', and 'Students are proficient in using English when they leave Madrasa after having completed the course'. Since the Chi-square value \((X^2=144.59)\) is greater than the table value \((p=7.815)\), therefore, the null hypothesis (Madrasa English teachers use latest teaching methods to teach English) is rejected and the alternative hypothesis (Madrasa English teachers use out of date teaching methods to teach English) is accepted, which indicates that students and teachers use traditional methods of teaching and learning and are not aware of the modern strategies of learning and teaching. This is further explained with the help of the following figure 6.13

![Bar chart showing percentage of responses to various statements related to ELT](chart.png)

**Figure 6.13 Teachers' and students' perception about ELT**

**Source:** Field survey at select Madrasas of India, 2012

A summary of the students and teachers' perception about ELT is:

- Approx. 64% of the students and 100% teachers believe that the more grammar rules one memorizes, the better he becomes at using English.

- Approx. 36% of the students and teachers believe that their regional language or the mother tongue should be frequently used in the class for better understanding of lessons.
Approx. 38% of the students and 91% of the teachers believe that the practice of vocabulary exercises given at the end of each lesson has helped students learn more words.

Approx. 38% of the students and approx. 93% of the teachers believe that they are proficient in using English when they leave Madrasa after having completed the course.

The majority of the students and teachers believe that the memorization of grammar rules guarantees better English, which shows the extent of their knowledge of language teaching and learning. This perception of the Madrasa teachers results in grammar-centred teaching practice in Madrasa classroom.

36% of both teachers and students think that the mother tongue should be used frequently. Rest of the respondents believe that the first language (L1) should not be used in the classroom. However, teachers use L1 in the classroom frequently, as it was also noticed during classroom observation, showing a contrast between teachers' belief and their practice.

The majority of teachers think that the practice of vocabulary exercises given at the end of each lesson helps students learn more words. While majority (62%) of students think that the exercises did not help them very much, which indicates that vocabulary exercises do not cover very well the texts, providing them with no room to use words in any context. The analysis of the presentation and the exercises of the texts confirm that a list of vocabulary is given at the end of each lesson of the text, with no instruction how to use them in any context.

Most of the teachers think that students are proficient in using English when they leave Madrasa after having completed the course. On the other hand, majority of the students think that they are not proficient, which shows the real experience of the students when they use English language in real life situations and face problems. Students are weak in English even after studying it for 8-12 years in their Madrasa, which is a serious concern and should be taken into consideration by the teachers and the authorities of Madrasas. Above all, the Indian government and language programmers should take initiatives to improve the EFL programs at Madrasas.

In short, the null hypothesis (Madrasa English teachers do not use dated teaching methodologies) is rejected and the alternative hypothesis (Madrasa English teachers use dated teaching methodologies) is accepted with reference to two
variables: Students’ and teachers’ responses about the ELT situation in classroom at Madrasas and Students’ and teachers’ perception about ELT practice. It was found that the mother tongue dominates in Madrasa classrooms and vocabulary and grammar is taught without any context. Students are asked to memorize the list of bilingual vocabulary given in their textbooks, which does not help them very much. Students’ ability in English is poor, and they are unable to communicate even after graduating from their Madrasas.

6.2.5. Hypothesis 5

H₀: Madrasa teachers have almost no specialization in English language teaching course, and are untrained.

H₁: Madrasa teachers have specialization in English language teaching course, and are trained.

Variables: To test this hypothesis, three variables have been specified:

1) Teachers’ background and qualification
2) Whether the teachers ever attended any English teaching and training program
3) Training needs of the teachers

Teachers’ background and qualification

Teachers at Madrasas have different background of qualification. Some of them studied at Madrasas and then got a graduation or masters’ degree, generally in Arabic and Urdu and started teaching at Madrasas. On the other hand, other teachers who do not have Madrasa background, but are teaching at Madrasas, are either graduates or masters in Urdu, Commerce, Hindi, and Science and have not received any training in ELT. The teachers who are graduates or masters in English are not trained, as the figure 6.14 shows.
Figure 6.14 Whether the teachers ever attended any English teaching and training program
Source: Field survey at select Madrasas of India, 2012

Figure 6.14 shows that 84% of the teachers did not attend any training program in English language teaching, which indicates the extent of the need of Madrasa English teachers, especially in view of their lack of qualification in ELT in order to improve the quality of their teaching, enabling them to teach effectively and help their students learn as much as possible within the limited resources and time. The following graph 6.15 will show what the teachers want to be trained in.

Figure 6.15 Teachers' needs of training
Source: Field survey at select Madrasas of India, 2012
Figure 6.15 shows that 40% of the Madrasa English teachers need training in language skills (listening, speaking, reading and writing), 9% in pronunciation, 7% in vocabulary, and 6% in grammar. 39% of the teachers want training in classroom management and activities, strategies of delivering lectures, and skills for interacting students.

In conclusion, the majority of the Madrasa English teachers have not received any degree or certificate in ELT and are untrained. Therefore, the hypothesis formed, ‘Madrasa English teachers have almost no specialization in English language teaching course, and are untrained’ is accepted, which is a matter of deep concern for the language fraternity. The government of India and the language trainers and programmers should look into matter and take initiatives in the development of the EFL programs at Madrasas, including resources, material, and infra structure.

6.2.6. Hypothesis 6
H₀: 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 want to employ this language for the specific use of preaching Islam.
H₁: Madrasa students want to learn English for fulfilling their social needs and for getting admission to a university for further qualification.

This present hypothesis resides on two variables which are as follows:
1) Students’ target needs of learning English
2) Significance of learning English in students’ daily life

Variable 1: Students’ target needs of learning English

Table 6.9
Target needs to learn English

<table>
<thead>
<tr>
<th>Statements:</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students want to learn English in order to:</td>
<td></td>
</tr>
<tr>
<td>Get a better job</td>
<td>$\chi^2=72.59$</td>
</tr>
<tr>
<td>Understand technical material in English</td>
<td>$\chi^2=72.59$</td>
</tr>
<tr>
<td>Enter a university for further qualification</td>
<td>$\chi^2=109.95$</td>
</tr>
<tr>
<td>Read books and magazines with ease</td>
<td>$\chi^2=106.00$</td>
</tr>
<tr>
<td>Make their personality presentable</td>
<td>$\chi^2=58.21$</td>
</tr>
<tr>
<td>Make friends via social networking</td>
<td>$\chi^2=16.40$</td>
</tr>
<tr>
<td>Df=4, P=7.815, Level of significance 0.05</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey at select Madrasas of India, 2012
In Table 6.9, the calculated values of Chi-square test in response to the statements that the students want to get a job, understand technical material in English, enter a university of their choice, read books and magazines in English with ease, make their personality presentable, and make friends over the world through letters, emails, and some other social networking sites are $\chi^2=72.59$, $\chi^2=72.59$, $\chi^2=109.95$, $\chi^2=106.00$, $\chi^2=58.21$, and $\chi^2=16.40$ respectively with 3 degree of freedom at 0.05 level of significance are higher than the tabulated value ($P=7.815$). Hence, the null hypothesis (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 for the specific use of preaching Islam) is rejected and the alternative hypothesis (Madrasa students want to learn English for fulfilling their social needs and for getting admission to a university for further qualification) is accepted, indicating that their target needs of learning English are other than those of spreading Islam.

![Graph showing percentages of students' target needs of learning English](image)

Figure 6.16 Students' target needs of learning English

Source: Field survey at select Madrasas of India, 2012

A summary of the students' responses in figure 6.16 regarding their target needs:

- 84% of the students want to learn English to get a job.
➢ 65% of the students want to learn English to understand technical material in English.

➢ Approx. 80% of the students want to learn English for entering a university of their choice for further qualifications.

➢ 79% of the students want to learn English to read English books, magazines, and newspapers with ease.

➢ 78% of the students want to learn English to have a presentable personality.

➢ 56% of the students want to learn English to make friends throughout the world via social networking.

The above responses indicate that the target needs of learning English of the majority of the students is to get a job, understand technical material in English, enter a university of their choice, read books and magazines in English with ease, make their personality presentable, and make friends over the globe through letters, emails, and some other social networking sites. The responses elucidate that Madrasa students are learning English not only for propagating Islam and understanding Islamic material in English online and offline but also they have other several objectives behind learning English, reflecting their goals of life. To elaborate, they want to enter a university of their choice after graduating from their Madrasas for further qualification, which will help them build their presentable personality either for preaching Islam or for any other social role. The university education will provide them with an opportunity of learning and practising English, enabling them to read English books and magazine, and more importantly to get a suitable job.

**Variable 2: Significance of learning English in students’ daily life situations**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Chi-square values</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV and radio programs in English</td>
<td>$\chi^2 = 122.80$</td>
</tr>
<tr>
<td>Class lectures</td>
<td>$\chi^2 = 259.95$</td>
</tr>
<tr>
<td>Orders, instruction and announcements</td>
<td>$\chi^2 = 236.72$</td>
</tr>
<tr>
<td>Newspapers, course books, and magazines</td>
<td>$\chi^2 = 292.00$</td>
</tr>
<tr>
<td>Instructional language</td>
<td>$\chi^2 = 162.45$</td>
</tr>
<tr>
<td>Emails/letters</td>
<td>$\chi^2 = 152.56$</td>
</tr>
<tr>
<td>Speaking with strangers</td>
<td>$\chi^2 = 237.55$</td>
</tr>
</tbody>
</table>

$DF=4, P=7.815$. Level of significances 0.05

Source: Field survey at select Madrasas of India, 2012
In table 6.10, the calculated values of the Chi-square test in response to the students’ reactions about the significance of use of English in their daily life, such as TV and radio programs in English, class lectures, orders, instruction and announcements, newspapers, course books, and magazines, instructional language, emails/letters, speaking with strangers are $\chi^2 = 122.80$, $\chi^2 = 259.95$, $\chi^2 = 236.72$, $\chi^2 = 292.00$, $\chi^2 = 162.45$, $\chi^2 = 152.56$, and $\chi^2 = 237.55$ respectively with degree of freedom at 0.05 level of significance. Since all the calculated values of the given statements are greater than the tabulated or critical value (p=7. 815), therefore, null hypothesis (Madrasa students do not want to learn English for fulfilling their social needs and for getting admission to college or a university for further education, rather they just want to use this language only for specific purpose of preaching Islam) is rejected and an alternative hypothesis (Madrasa students want to learn English for fulfilling their social needs and for getting admission to college or a university for further education rather they want to use this language only for specific purpose of preaching Islam) is accepted.

The following figure 6.17 will further signify the objectives of the Madrasa students for learning and practising English.

![Figure 6.17](image_url)

Figure 6.17 Significance of learning English in students’ daily life
Source: Field survey at select Madrasas of India, 2012
A summary of figure 6.17 regarding the students’ responses about the significance of learning English is:

- Approx. 82% of the students say that the use of English is important for following programs in English on TV and radio
- 88% of the students say that the use of English is important for understanding classroom lecture
- Approx. 92% of the students say that the use of English is important for understanding orders, instructions and announcements
- Approx. 92 of the students say that the use of English is important for understanding newspapers, course books, and magazines in English
- Approx. 84% of the students say that the use of English is important for understanding instructional language such as how to give directions, make requests/apologize/, agree/disagree
- Approx. 85 of the students say that the use of English in important for understanding emails and letters
- 92% of the students say that the use of English is important for speaking with strangers at streets and platforms/airports

The majority of the students feel that the use of English is important in order to follow programs in English on TV and radio, to understand orders, instructions, announcements, newspapers, course books, magazines, instructional language, and to speak with strangers at streets and platforms/airports, which makes it clear that students are learning English for various purposes and not only for spreading Islamic teachings in order to fulfill their daily life communication needs.

It was noted during the interaction with students and teachers that in view of the advancement of science and technology, students along with studying religious material, learning Arabic language and literature have become serious towards learning English. Students who do not know English or lack proficiency in English face many problems in their day-to-day life.

**Conclusion**

In short, the analysis of the two variables: students’ target needs of learning English, and significance of learning English in students’ daily life, set for testing hypothesis 6, applying Chi-square concludes that null hypothesis (Madrasa students do not want to learn English for fulfilling their social needs and for getting admission to a
university for further education, rather they just want to use this language only for specific purpose of preaching Islam) is rejected and an alternative hypothesis (Madrasa students want to learn English for fulfilling their social needs and for getting admission to college or a university for further education, rather they want to use this language for specific purpose of preaching Islam) is accepted. This implies that the students have several target needs and societal demands of learning English rather than only for preaching Islamic teachings.

In light of the data analysis of the teachers' and students' questionnaires based on six hypotheses, the chapter 6, ‘Analysis of the data with special reference to teaching methodologies’, concludes that teachers use dated teaching methods, and are untrained. Most of them do not have any certificate or degree, especially in teaching English. They face problems with regard to appropriate teaching material, teaching resources, and sufficient time. Students have several objectives in their life for learning English, including entering a university for further education in order to get a better job, build their presentable personality and to fulfil their daily life communication needs, but they lack proficiency in English. That is why teachers and students want a new syllabus, covering all the language skills, vocabulary, grammar, and pronunciation.

One significant observation while interacting with teachers and students was that students are highly motivated and interested in learning English. If students are provided with suitable teaching and learning resources, with proper infra structure, language lab, and trained teachers, they will learn English in better a way and will be able to meet their communication needs.