Chapter 7
ELT in Madrasas: A Case Study of the English Language Teaching and Learning Program at Haque Education and Research Foundation, Kanpur, UP (India)

7.1 Introduction

Hundreds of Madrasas (Islamic religious institutions) playing a lively part in the national development of the education system have been imparting almost free religious education, with no or very little focus on modern subjects such as English and science to thousands of educationally, socially and economically deprived Muslim children in India. The researcher collected data from Haque Education and Research Foundation (HERF), Kanpur, Uttar Pradesh, using two questionnaires designed for both teachers and students and face to face interaction with students and teachers in order to evaluate the situation of the English language teaching and learning program, analyzing teaching methodologies, students' target needs to learn English, syllabus and material, testing and evaluation system, and teachers' and students' perception with the aim of ascertaining the effectiveness of the program.

English being an international language has been accepted throughout the world, to be learnt to communicate globally for several purposes such as craft, government, educational activity, social links, spreading beliefs, and spiritual practices. In line with the significance of learning and using English language for social purposes in general and spreading Islamic message in particular, many Madrasas (Islamic seminaries) such as Jamia -tul- Falah, Madrasa -tul- Islah, Jamia -tul- Ashrafiyya in Azamgarh, Nadwa -tul- Ulama in Lucknow, and Jamia -tul- Hidayah in Jaipur, of which the basic aim is to impart religious education to Muslim students who are generally socially, economically and educationally deprived in the society, included English as a contemporary subject in their curriculum in order to meet needs of the day, and to convey the message of Islam to non-Urdu and non-Arabic speakers by using English.

However, hundreds of other Madrasas like Darul Uloom, Deoband, and Mazahirul Uloom, Saharanpur which follow Dars-e Nizami course, consisting of Fiqh (Islamic jurisprudence) and its principles, Tafseer (explanation of the Holy Quran and Hadith (sayings of the Prophet), Ilim-e Kalam (Islamic philosophy), Mantiq (logic),
Balaghat (Rhetoric), Tasawwuf (Sufism), literature, Arabic grammar and syntax, and Islamic history do not teach English because of their policy not to include any modern subjects other than Islamic subjects in their curriculum. Hence, graduates from such Madrasas remain unaware of the knowledge of the English language and face difficulty in performing communication and using computer and cyberspace.

In order to bridge the gap of demand 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 across the globe, Maulana Badruddin Ajmal Qasmi started a two-year Diploma course in English language and literature (DELL) at Markazul Ma’arif, Delhi in 1994. The aim of the DELL course as given on the website of Asian Tribune is to “help the students to demonstrate their skillful articulation of thoughts and presentations about their religion-Islam and to boost their confidence to face the challenges of the modern world and ultimately serve the nation and to equip them with subjects hitherto unknown to them such as English language, Computer & Internet, Comparative study of religions, History, basics of Geography, Mathematics, Political science and other general sciences.”¹ (Mumbai, 17 April, 2013- Asian tribune- Striving for Asian Solidarity).

Markazul Ma’arif is a non-government social-welfare organization started at Hojai, Nagaon, Assam on October 2, 1982, and later on it established some branches in other parts of India, including Institute for Higher Studies, New Delhi, Markaz-e-Islami Education & Research Centre, Ankleashwar, Gujarat, Al-Ma’hadul Imam Shah Waliullah Education and Research Center, New Delhi, Jamia Jalalia, Hojai, Assam, Alma’ahadul Aali Al- Islami, Hyderabad and Haque Education and Research Foundation, Kanpur. MMERC along with its branches helps socially, economically and educationally underprivileged segments of society.

7.1.1 Objectives of Haque Education and Research Foundation (HERF)

Haque Education and Research Foundation (HERF), a branch of Markazul Ma’arif started DELL course in 2011 which targets:

1. To train Madrasa graduates in the English language and literature, computer, and internet

2. To enable them to support and preach Islam through English writings and public dialogues
3. To train a group of proficient and competent Ulama (Muslim religious scholars) for journalism in the English language
4. To prepare such groups of Ulama who could meet the needs of the hour, and work for the Muslim community with research

7.2 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 loopholes of the program at the HERF institution.

7.2.1 Research questions

The research at these two Madrasas aimed at evaluating the ELT program in general.

The following research questions indicate the specific purposes of this study.
1. To assess students’ target needs of learning English
2. To identify teaching methodologies
3. To ascertain the perception of the teachers and students towards the English language teaching and learning program
4. To evaluate testing and evaluation system
5. To find out teachers’ training needs

7.2.2 Methods of the study

The study was administered to three teachers of Education and Research Foundation (HERF), Kanpur and twenty students pursuing a two-year Diploma program in English language and literature (DELL) there. As a tool for the study, two questionnaires both for the students and teachers were constructed and handed out to the 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.
7.2.3 Samples and population

The survey was carried out among all the thirteen students and five teachers of the HERF institution, Kanpur, Uttar Pradesh.

7.2.4 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 already graduates from any Madrasa in India, having spent 8-12 years there. This subject will be an open window for the educational programs of the government of India and ELT researchers and practitioners, assisting them in understanding the problems in the ELT programs at Madrasas and to take some steps to remedy them.

7.2.5 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 towards, English language teaching and learning process, teaching methodologies, and testing and evaluation system is a dire need of the day in order to upgrade the DELL program at HERF.

7.2.6 Background of the students and the enrolment criteria at HERF

Madrasa students generally come from socially, economically and educationally disadvantaged segments of the Muslim society. The candidates appear in the test at the HERF in order to study the DELL course, after they have spent 8-12 years in studying Islamic religious courses and in learning Urdu, Arabic, and Persian languages to get a degree of Aalimiyat (Islamic scholar’s degree). These candidates have to qualify an entrance test paper, which is set on the basis of the subjects the candidates have already studied at their previous institutions. Since most of these students generally are unaware of the knowledge of English, therefore, the test paper does not include any questions to assess their knowledge of English. The test is of two kinds: written and oral. Madrasa graduates who qualify their written test face an oral test for the final selection in the program. Currently, the number of students at HERF is twenty.

7.2.7 Teachers’ background and their qualifications

The full number of the teachers teaching the DELL course is five at HERF,
including the head. The teachers like the students had also studied at Madrasas for 8-12 years, studying Islamic religious course in order to become Aalim (Islamic scholar) and then they did the DELL course of two-years from one of the centers of Markazul Ma’arif. One of the teachers of HERF is currently pursuing his graduation degree.

7.2.8 Teachers’ and students’ accommodation

The HERF provides teachers and students with accommodation, breakfast, tea and biscuits during tea-break, lunch, and dinner, free of charge. Students are supposed to arrange for only their bedding, books, and bear their personal expenses. The Foundation also helps such students who cannot bear their expenses of books and mattress.

7.2.9 Source of income of HERF

The operation of the HERF is based on charity, which is collected from the nearby people of Kanpur. All the expenses such as food, electricity and water bills, teachers’ and other employees’ salaries, including two persons in the kitchen and one caretaker are paid by the Foundation.

7.2.10 Teaching hours at HERF

Eight teaching hours are officially assigned to the students of HERF, which start after one hour of the Fajr (early morning) prayer till Zohar (afternoon) prayer between 1 pm to 2 pm. Students are likewise expected to be present in their class after Maghrib (after the sunset) prayer till Isha (late evening) prayer, and then after having dinner till 11:30 pm for their self-study.

7.2.11 Writing and journalism practice at HERF

To develop students’ skills in writing and Journalism, the center started two wall posters named Skyline and Starling. Every month students compose their writings generally on Islam and some contemporary topics and post their work on the wall magazine. It has been informed that students are asked to send their writings generally in Urdu to the newspapers. On every Thursday evening, students deliver their speeches in English. To encourage students’ oral and writing skills some competitions are also organized, followed by prizes for good performers.

7.2.12 Job prospects and placement

The information obtained during interaction with students and teachers

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indicates that students after completing their DELL course do not have any scope of employment in any standard private companies or any government sector. However, the meritorious students have opportunities to work at branches of Markazul Ma’arif Education and Research Center (MMERC). In addition, these students can also teach English at any private school. Some of the students from such centers also got a placement as Imams (Islamic clerics) in some English speaking countries like USA, UK and Canada.

7.3 Syllabus/course content of the DELL program at HERF

Students at HERF study the following course content:

1. K.G. (I and II English Reader) edited by M.S. Sadana published by the Singh Publishing House, Kanpur

2. Textbooks:
   i. New Oxford Modern English I and II by David Horsburg and Nicolas
   ii. Gul Mohar III to VIII edited by M L Tickoo, M P Bhaskaran, Shanta Rameshwar Rao

3. Grammar:
   i. High school English grammar and composition by P. C. Wren and H. Martin
   ii. Active English Grammar (I to V) by Sanjeet published by the Singh Publishing House, Kanpur

4. Dawa Studies (Preaching Islam) by Dr. Abdullah Ansari Ghazi, Dr. Tasneema Khatoon Ghazi developed by Iqra International and Educational Foundation, Chicago, US
   i. Our Prophet’s life in Makkah
   ii. Our Prophet’s life in Madina
   iii. Our Dua (prayers)
   iv. Short Surahs (verses from the holy Quran)
   v. Teachings of the Quran (I to III)

5. General Knowledge

6. Translation (Urdu-English)

7. Spoken English

7.3.1 Daily classroom functioning

Everyday class has six periods. In the first and second periods, literature is taught. The third period is assigned for teaching Hindi language and general
knowledge. Next period is for Tea break, in which students listen to speeches of eminent Islamic scholars and some other stories in English on computer. The fourth and fifth periods are assigned for conversational English, in which the students practise to speak generally on Islamic topics and current issues. In addition, in order to develop students’ confidence in the speaking skill, every Thursday evening they prepare their speeches on different topics and deliver their weekly English speech/debate program in their classrooms. The sixth period is set for language teaching to teach grammar and vocabulary, in which the teacher asks students to memorize definitions of grammatical rules. This period also helps them become familiar with the structure of sentences in English in order to enable them to practise English. The seventh period is assigned for translation practice, in which students are given sentences either in Urdu or in English to translate. To support the translation practice the teacher gives them clips of newspapers such as ‘The Times of India’, ‘The Hindu’, and some Urdu newspapers to translate. The eighth period is set for Dawa studies (i.e. How to preach Islam). After Maghrib (sunset) prayer, students practise to improve their handwriting.

7.4 Analysis of the questionnaires

The data collected through two questionnaires both for students and teachers are analyzed in order to find out the status of the program at the HERF. Each questionnaire consists of five different sections. The students’ questionnaire includes: A request to the students to respond to the questionnaire, Personal information, Target needs to learn English, Learning English language by Madrasa students, English language teaching (ELT) situation at My Madrasa, Students’ perception about English language teaching and learning, Learning Strategies, and Problems related to learners’ needs, time, resources and materials. Firstly, the students’ questionnaire is examined.

7.4.1 Analysis of the students’ questionnaire according to its sections

I- Information about students’ background

Most of the students come from the socially, educationally, and economically deprived Muslim community. All of the students are graduates from a Madrasa, where they spent 8-12 years for studying Islamic religious studies.

II- Needs to learn English

A. Target needs to learn English

This section investigates the target needs of the HERF students for learning
English, which will help ascertain what influenced them to take the DELL course and why they want to learn English after spending 8-12 years of their life in their Madrasas, studying Islamic religious texts and learning Arabic and Urdu language in their Madrasas up to the completion of their graduation degrees.

Figure 7.1 Target needs of the students to learn English
Source: Field survey at HERF, September, 2014

A summary of the responses of the figure 7.1 about the students’ target needs of learning English is that:

- 70% of the students agree that one of their target aims of learning English is to get a job.
- 60% of the students agree that they need to understand study materials available in English such as the material of computer and general cognition.
- 70% want to proceed for further higher studies in universities and colleges.
- 85% agree that they want to be able to read English books and magazines with ease.
- 45% believe that the knowledge of English will help them improve their personality.
- 45% agree that they need English to establish social contacts in order to communicate with people through emails, chats, and letters online.
- 65% agree that they want to understand English literature.
The majority of the students agree that their target aim of learning English is to get a job, which indicates that they want to utilize their knowledge of English not only for spreading the words of Islam and removing misconceptions about the Islamic religion, but they also need English for making money in order to meet daily life expenses for living happily with their families, for connecting themselves with the world in order to communicate for various purposes through chats, emails, letters, videos online, and for understanding the material, literature, newspapers, and magazines in English with ease. They also require sound knowledge of the English language to appear in the entrance tests of several colleges and universities for getting access to further education.

The majority of students also want to learn English in order to equip themselves for higher education after the DELL course. However, 30% of the students, who do not want to go for further education, have some specific reasons. First, all of the students are already graduates from one of the Madrasas in India and their minimum age is twenty-one and by the close of the DELL course they will be twenty-three/twenty-four or even twenty-five, and their parents would require them to stop their studies, start work and get married. Second, most of these students are economically poor and do not find money to continue their studies further. They want to earn money to support their family and get themselves settled down. These are some factors which stop the students from going to a university or college for further education. They want to start their professional life, after they complete their course in order to make some money.

Madrasa learners want to read English literature, magazines, newspapers, and some other pieces of writing in English, which indicates that they have a multiple taste of knowledge; hence, they desire to change their personality.

Interestingly, it has been found that the Madrasa students do not want to keep themselves limited only to the Muslim community, instead they want to expand their social network across the globe for social welfare and contributing to the development of the nation and the world.

B. Significance of learning English in learners' daily life situations

This section of the students' questionnaire aims to highlight students' interest and the need of the use of English in daily life situations such as the need for following news on rádio and TV, music, newspapers, classroom lectures, posters,
banners, emails, and social talks.

![Graph showing the percentage of learners using various English learning methods in daily life situations.](image)

**Figure 7.2 Significance of learning English in learners' daily life situations**

Source: Field survey at HERF, September, 2014

A summary of the reactions from the figure 7.2 about the significance of learning English in students' life is that:

- 75% of the students believe that one of their needs of using English is to follow the news on radio and TV.
- 90% believe that knowledge of English is important for them to understand lectures.
- 95% believe that English is important to follow newspapers, course books, and magazines.
- 80% consider that English is important to follow posters, banners, notices, and instructions on wrappers.
- 75% believe that English is necessary to understand emails/letters.
- 75% think that English is important to have talks with strangers on streets and at platforms/airports.

The responses obtained about the significance of the use of English in students' daily life situation indicate that majority of the students greatly need knowledge of English to fulfill their daily life needs such as understanding news on radio, television and online, following newspapers, course books, magazines, posters.
banners, notices, instructions on wrappers, and emails/letters, and to have talks with strangers on streets and at platforms/airports, which shows that students are curious and enthusiastic enough to learn English.

Students' interest in and enthusiasm towards learning English is a positive signal for the institution in general and for the teachers in particular as they will not have the problem of lack of motivation in their students. If the students are interested and passionate towards learning, the teacher's job of teaching becomes easy, as the effective teaching and learning take place in a healthy environment, wherein everybody (both the teacher and the students) is at his best to a particular assigned task.

The responses show that the most of the students want to benefit from radio and TV in order to watch the latest news in English, but presently the students do not have this facility at HERF. The students are only shown some religious speeches and some other recorded stories in English during their tea-break.

Latest news and authentic audios and videos on different issues, including politics, environment, wildlife and Islam will be a novel and live material for the students, giving a big boost to language learning. Therefore, the administration should arrange for the technical devices such as radio, TV, or a projector if possible in the classroom or in the language laboratory to teach and learn take a linguistic process. The students should be given drills in conversational English by playing CDs on computer or on tape-recorder, which will help them learn and speak daily life language. The more the students will hear dialogues in English, the more they will be able to speak.

III- Learning English Language by Madrasa students

A. Assessment of students' exposure to English as a foreign language (EFL)

Assessment of students' exposure to English as a foreign language (EFL) will help know when the students started learning English and what they got to learn and practise that language.

3.1 When did you start learning English?
Figure 7.3 Students' starting age of English language learning
Source: Field survey at HERF, September, 2014

Figure 7.3 shows 10% of the students started learning English before the age of seven, 10% between seven and eleven, 10% between twelve and eighteen, and 60% between twenty and twenty-two.

The responses show that the majority of the students had already been adult when they started learning English at HERF, which suggests that these students got no chance of learning English in their previous Madrasas or if they had, it was very little. This also puts a heavy obligation upon the HERF teachers to teach majority of such students who are already 20-22 years old, which is a big challenge for them.

B. Attitude and perception about English language

This section of the students' questionnaire is directed at measuring students' attitude and perception about what language skill they need to use most in their daily life and if the present syllabus helped them learn English. The responses will determine how effective the present syllabus of the DELL program at HERF is.

3.2 Which one is the most important language skill for you?

- [ ] Listening
- [ ] Reading
- [ ] Writing
- [ ] Speaking
- [ ] All of these
Figure 7.4 The most important language skill(s) Madrasa learners need
Source: Field survey at HERF, September, 2014

Figure 7.4 shows that the majority (65%) of the students believe that all the four language skills (listening, reading, speaking and writing) are necessary in their life. However, students preferred speaking and composition skills to other two language skills, indicating their interest in passing along with the world in English.

3.3 Does the prescribed English syllabus help you improve your language skills?
□ Yes □ No

Figure 7.5 Whether the English syllabus helps students improve English
Source: Field survey at HERF, September, 2014

Figure 7.5 shows that 45% of the students say that the present syllabus is not fit to improve all their linguistic needs. About half of the students are dissatisfied with
the effectiveness of the present syllabus, which suggests that the syllabus is not fulfilling their needs and demands of learning all the four language skills. They expect an alternative syllabus, which should be planned according to their previous education, proficiency level, social setting, and their needs and demands of communication.

A communicative based syllabus, focusing on improving all the four language skills, vocabulary, grammar, and pronunciation will help the students of the HERF achieve their objective of learning and using English.

IV- English Language Teaching (ELT) Situation at My Madrasa

The intent of this division of the students’ questionnaire is to assess what the position of the English language teaching (ELT) is at HERF, how the English teachers teach, and what methodologies they usually practise in the classroom while teaching grammar, textbooks, vocabulary, pronunciation, and language skills.

The following statements shown in the graph given below, inquired if the teachers asked the students to translate lessons into Urdu, and to memorize bilingual vocabulary, if the teachers often corrected students’ errors, whether the teachers asked them to read the text aloud in order to check pronunciation, whether the teachers made them write all the answers to the questions in the exercise, whether the teachers taught them how to give directions, make requests/apologize/, agree/disagree.

![Graph showing English Language Teaching Situation at My Madrasa](image)

**Figure 7.6** ELT situation at HERF

**Source:** Field survey at HERF, September, 2014
A summary of the responses from the figure 7.6 about the ELT situation at HERF indicates that:

- 95% of the students of HERF agree that their English teachers ask them to translate lessons into Urdu, and to memorize bilingual vocabulary.
- 100% students of agree that their English teachers often correct students’ errors in the classroom.
- 95% agree that their English teachers ask them to read the text aloud in order to check pronunciation.
- 50% agree that the teachers make them write all the answers to the questions in the exercise.
- 60% report that the teachers do not teach them how to give instructions, make requests/apologize/, agree/disagree.

The students’ reactions, interaction with students, and classroom observation show the frequent use of the mother tongue by their English teachers in their classroom while teaching texts, grammar, vocabulary, and other language items. The students are required to memorize a list of bilingual vocabulary without using them in any context. Passages are given to translate from Urdu into English and from English into Urdu. Interestingly, a separate period is assigned to teach translation and to have translation practice. The teachers are given a notice that they should promote their students to practice new words in actual life that will enable them to memorize the words for their whole life, not only from the point of passing their examinations.

Correcting students’ errors in the classroom for their every single mistake, indicates teachers’ active performance in the classroom. Nevertheless, this also shows teacher’s intolerance towards students’ errors during their learning process that might affect their flow of the learning process. This might discourage them and may become a hurdle in their learning process. So, to avoid any hurdle in the language learning process, teachers should maintain a balanced approach towards students’ errors. They must know the right ways to make their comments on students’ errors of writing, reading, and speaking.

The responses indicate that teachers ask their students to read the text aloud in order to check pronunciation, which proves that teachers are not aware of the knowledge of phonetics that would help them instruct their students how to identify, transcribe and then pronounce. The teachers should gain the knowledge of phonetics.
The procedure of writing answers of the questions given in the exercises of the textbooks for their students shows teachers' lack of knowledge about the ELT methods and strategies, causing low confidence in their students to attempt the exercises independently. Students' lack of proficiency in answering comprehension based questions or other linked exercises are a serious concern which should be analyzed and remedied. Teachers are advised to encourage students to develop their confidence in order to do their work and assignments independently.

The majority of the students report that their teachers do not teach the language in different situations such as how to give instructions, and make requests/apologize/agree/disagree, though they should be taught these social conversations in order to help them express themselves while communicating in social situations.

V- Students' perception about English language teaching and learning

This section of the students' questionnaire aims to ascertain the students' perception about English language teaching and learning, and what they believe about particular items of the language, including pronunciation, grammar, vocabulary, and social conversations.

The statements displayed in the graph given below, try to find out the students' perception whether their teachers should instantly correct their pronunciation and grammatical errors; if they think the more grammar rules one memorizes, the better they are at using English; if they think that their regional language or mother tongue should be frequently used in their English class for their better understanding of the lessons; if they think the practice of vocabulary exercises given at the end of each lesson has helped them learn more words; if they think they should be taught English by giving different situations such as making requests, giving directions, and social talk.
Figure 7.7 Students’ perception towards English language teaching and learning
Source: Field survey at HERF, September, 2014

A summary of the responses from the figure 7.7 about the students’ perception about English language teaching and learning is that

- 75% of the students believe that the more grammar rules one memorizes, the more proficient he becomes at using English.
- 55% believe that their regional language or mother tongue should be often used in their English class for their better understanding of lessons.
- 100% think that the practice of vocabulary exercises given at the end of each lesson has helped them learn more words.
- 100% believe that they should be taught English by giving different situations such as making requests, giving directions, and social talk. This will enable them to learn and utilize a variety of social conversational language items.

Interpretation

Students’ opinion about the memorization of rules of grammar indicates that they have not been told how to learn grammar, which reflects the teachers’ inefficiency in handling teaching methodologies and strategies.

Students’ perception of the translation of the text in their mother tongue by their teachers for the better understanding indicates the students’ dependence upon their teacher. This illustrates that teachers do use mother tongue during their teaching frequently, and do not encourage their students to follow lectures in English.
Students learn new words through the exercises given at the end of each lesson, indicating a positive sign of learning new words. This also indicates that the textbooks have a place for vocabulary. However, students' memorization of the lists of words without using them in a context remains a concern.

The students want to make use of English for daily social conversation, which they think should be taught necessarily. Therefore, the teachers should focus on this aspect of communication in their teaching.

VI-Learning strategies

This section of the students' questionnaire aims to assess students' present learning strategies which they practise for learning English. Eight questions given in this section attempt to investigate if the students learn pronouncing sounds by imitating and repeating them aloud when the teacher pronounces, if they learn vocabulary by repeating and memorizing words, if they can understand the text after their teacher translates it into their language, if they learn more when they study and work with a group, if their self-study has helped them improve their proficiency, and when they study alone, they learn and remember things better.

The following graph displays the responses of the students regarding the above mentioned statements.

![Graph showing learning strategies](image)

**Figure 7.8 Learning strategies by Madrasa students**

Source: Field survey at HERF, September, 2014

A summary of the responses from the figure 7.8 about the students' learning
strategies:

- 85% of the students report that they learn to articulate sounds by imitating and repeating them aloud after their teacher pronounces.
- 90% say that they learn vocabulary by repeating and memorizing words.
- 60% believe that they can understand the text after their teacher translates it into their language.
- 100% believe that they learn more when they study and work with a group.
- 60% believe that when they study alone, they learn and remember things better.

The above responses of the students show that their learning strategies are traditional, and not in accordance with the ELT approach. For instance, they learn pronunciation and vocabulary by simply repeating and memorizing, though pronunciation should be learnt by identifying the International Phonetic Symbols (IPA), practising transcription, and listening to authentic audios and videos, while vocabulary should be learnt by using words in a variety of contexts.

It was discovered that they have sheets containing the lists of the words for learning vocabulary with their meaning in Urdu and they have to memorize them without using them in a context. Repetition and memorization are the strategies of learning given by behaviorism theory, which have been discarded by the communicative approach.

The majority of students says that they are dependent upon their teachers for the translation of English texts into their mother tongue, which indicates students’ lack of tackling the text. They are not encouraged to understand the text on their own.

Interestingly, all the students say that they enjoy group learning, which is a good signal. This is the teachers’ responsibility to keep them involved in different group activities, bringing creativity and productivity in their students. Group learning gives them opportunities of having discussions, cooperating, solving problems, enhancing their language skills in general and speaking skill in specific, and acquiring their confidence which is necessary to speak English.

Self-study is an important part of the language learning process which gives one an opportunity to learn English language to read, write, listen and speak. This is why the 60% of the students also want to study alone as they realize they learn when they study alone. However, group learning is more effective than studying alone.
Students employ traditional strategies because they had already applied these strategies during their Aalimiyat course at their previous Madrasas.

To conclude, the students use traditional strategies of learning such as repetition and memorization of vocabulary, grammar rules, and pronunciation, and translation practices. However, they also use group learning strategy, which is a positive signal, helping them learn quickly and with outstanding results. The teachers should motivate their students to engage in group learning and understanding the text on their own.

VII- Problems related to learners’ needs, time, resources, and materials

This set of students’ questionnaire aims to assess students’ problems related to their needs of learning English, the time allotted for teaching, resources, accessibility of resources, and the level of the satisfaction with the prescribed material, helping the researcher determine if the students have sufficient time, resources and materials to learn English.

Questions:

7.1 Do you think the time given to teach English is sufficient? □ Yes □ No
7.2 Resources provided to you for learning English are sufficient or not? □ Yes □ No
7.3 Resources provided to you for learning English are easily available or not? □ Yes □ No
7.4 How do you find the stories in your textbook? □ Easy □ Difficult

![Figure 7.9 Problems related to learners’ needs, time, resources, and materials](image)

Source: Field survey at HERF, September, 2014
A summary of the responses from the figure 7.9 about the students' learning strategies:

- 60% of students think that the time given to teach English is insufficient.
- 60% believe that the resources provided to them to learn English are insufficient.
- 55% believe that the resources are not easily available.
- 60% believe that the stories are difficult to understand.

The majority of students claim that the resources for teaching are not available. During the survey of the HERF institution, it was noted that there are some computers in a room, with no extra equipment used for language learning such as microphone and camera, projection and sound system, a smart board, playback devices, and audio-video software. Students only learn how to operate computers in the final year of their courses, which shows that students are not taught the English language by using technology. It was also noticed that a video of news or any other, especially religious speakers' videos are shown during their tea-break for 30 minutes, which is not followed by any assessment.

The majority of students is not satisfied with the time allotted to teach them, which indicates that there is a problem in administering teaching hours and this should be resolved.

Textbooks are the main hurdle for the students, which they think are difficult to understand. The administration should prescribe some other books, according to their level and background. The students' experience of the English textbooks in terms of the degree of the difficulty and low interest shows that they need new English textbooks, focusing on their needs, level of proficiency, and their cultural traditions.

### 7.4.2 Analysis of the teachers' questionnaire according to its sections

The teachers' questionnaire was designed to examine the practical teaching situations of the English teachers of Haque Education and Research Foundation (HERF), Kanpur, India. It aims to investigate the teachers' profile, the teaching methods which they practise, their attitude towards English language teaching and learning, issues and needs of their training, which will assist the researcher to highlight the problems and challenges in the present teachers, dealing with the Diploma in language teaching and literature (DELL) program at the HERF. This information will help researchers, policy makers of the government of India and the
ELT programmers focus on, study and take measures for the development of the programs running at Madrasas.

Below are the interpretation of the teachers’ questionnaire, followed by tables and graphs.

I- Personal Information of the teachers

Personal information about the teachers of the HERF will help know their identity, the background of their education, qualifications and the level of competence they possess, determining whether the teachers have sufficient qualifications and training to teach Madrasas students pursuing the Diploma in English Teaching and Literature (DELL) course successfully.

The information received through the teachers’ questionnaire indicates that all the teachers of the HERF are males, and are Madrasa graduates. After completion of their Madrasa degree they did a two-year Diploma in English language teaching and literature (DELL) from one of the centers of Markazul Ma’arif. Only one out of the five teachers of the HERF has been pursuing graduation in English literature.

II- Teaching English

A. Teaching Experience

Teaching experience matters much for a language teacher in the language teaching, helping him/her attain teaching skills such as using effective methods of teaching, managing discipline in a classroom, making lesson plans, selecting and producing material according to the needs of the students, and testing and grading. In sum, the teacher also develops the experience for different tasks such as encounters, meetings, writing reports, supervision, oversight, and conducting different programs related to the English language teaching and learning program.

Therefore, this portion of the teachers’ questionnaire considers the teaching experience of the teachers in order to understand Madrasa teachers’ profile, and the period of their teaching experience.

2.1 How long have you been teaching English?

<table>
<thead>
<tr>
<th>Table 7.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Experience</td>
</tr>
<tr>
<td>No. of Teaching years</td>
</tr>
<tr>
<td>Responses</td>
</tr>
</tbody>
</table>

Source: Field survey at HERF, September, 2014

The table 7.1 shows that one teacher of the HERF started teaching English
career for about two years and two teachers for about four years, which shows that the teachers started their teaching career a few years back and that they do not have much experience.

B. Teaching Load

2.2 How many class hours a week do you teach English?

Table 7.2
Working load on teachers

<table>
<thead>
<tr>
<th>Teaching Hours</th>
<th>5-10</th>
<th>10-15</th>
<th>15-20</th>
<th>20-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field survey at HERF, September, 2014

Table 7.2 shows that the teachers have enough working load and seem to be engrossed for a whole week on six working days. However, the teacher can find sufficient time to develop their teaching tasks every day, according to the working load mentioned here.

C. Resources

2.3 Which of the following resources do you utilize to teach English? [You can tick more than one option]

☐ Classroom  ☐ Black Board  ☐ Lecture
☐ Computer  ☐ Internet  ☐ Audio-visual  ☐ Language laboratory

Figure 7.10 Resources used by the HERF teachers
Source: Field survey at HERF, September, 2014

Figure 7.10 shows that all the teachers only chose the options of the internet,
classroom, computer, lecture, and blackboard as their resources when they teach English, which indicates that they do not use audio-visual aids and the language laboratory to teach and learn a language.

D. Teachers’ perception about the students’ need of learning English

This part of the teachers’ questionnaire aims to ascertain how the Madrasa English teachers assess their students’ needs and the significance of learning of English, and what language skill they believe as the most important skill to be learnt by their pupils.

2.4 Which one is the most important language skill for them?

- Listening
- Reading
- Writing
- Speaking
- All of these

![Diagram showing language skills distribution]

Figure 7.11 Important language skills sets (%)
Source: Field survey at HERF, September, 2014

Graph 7.11 shows that the majority of the teachers believe that the students need all the four language skills, including listening, reading, writing, and speaking, which is a good sign. The teachers know the importance of every skill for their students’ daily life needs and for their long term goals. Teachers’ understanding about their students’ needs of learning of English helps them pay attention to all the four language skills in the classroom.

Nevertheless, during the observation, the interaction with the students and the instructors, and findings of the students’ questionnaire, it is found that the primary focus of their teaching is on interpretation and writing skill with little focus on
speaking and listening skills, which shows teachers' lack of ability in managing and maintaining the educational activity of all four the language skills equally.

E. Teachers' perception about the English language teaching (ELT)

2.5 This part of the teachers' questionnaire aims at investigating teachers' beliefs and perception towards English language teaching and learning. The statements in the following graph 13 inquire when teachers do not translate the text, students do not understand it; whether a good teacher should correct students' grammatical errors; whether it is a poor practice to give students such exercises which requires them to translate these from mother tongue into English and from English into the mother tongue; whether they believe the more grammar rules one memorizes, the better he/she becomes at using English; Learning a language means to be able to communicate; even if students are unaware of modern trends in language learning.

![Graph 13: Teachers' perception about English language teaching](image)

Figure 7.12 Teachers' perception about English language teaching
Source: Field survey at HERF, September, 2014

A Summary of the responses in the figure 7.12 about the teachers' perception about the English language teaching (ELT):

- 100% teachers believe that their students cannot understand textbooks until they interpret these texts for them in their native language.
- 100% teachers believe that a good teacher should correct their learners' grammatical errors, which demonstrates that teachers are attentive and careful
about their learners' errors.

- Approx. 67% of the teachers believe that it is a poor practice to supply students with exercises which forces them to translate these from mother tongue into English and from English into the mother tongue.
- Approx. 67% of the teachers believe that the more grammar rules one memorizes, the more proficient he/she becomes at using English.
- Approx. 67% believe that learning a language means to be able to communicate.
- Approx. 67% believe that their students do not know the modern trends in language learning.

**Interpretation**

All the teachers believe that their students are fully dependent on them for understanding the text, which shows that the students are not encouraged to understand the text on their own and indicates that they are not provided with reading strategies to improve their reading skill. It is a pity that the students are not proficient in reading skill, as the course of the HERF is heavily loaded with the English textbooks.

All the teachers believe that a teacher should instantly correct students' grammatical errors, which proves that teachers are active and attentive in their class and serious about feedback. This stance of the teachers will help students learn attentively and carefully. However, teachers' instant correction of the student's errors might affect their flow of learning process. Therefore, teachers should practise the skills of passing on the feedback and should maintain a balanced approach to this.

The majority of teachers think that they should not assign the translation practice to their students, which indicates that they disapprove this practice. However, in the classroom they often do it and one period is specially assigned for translation practice, which indicates a discrepancy between their beliefs and application.

The majority of teachers believe that memorization of the grammar rules leads to having a command over the language, which is a traditional view. Memorization of the rules of grammar is an old strategy of behaviorism, a language learning theory which has been superseded by the communicative approach. Behaviorism theory is now regarded as ineffective for language learning. According to the communicative approach, grammatical rules should not be memorized; rather grammar should be
internalized in a context, applying rules in a variety of real life situations. This helps develop students’ linguistic and communicative competence in order to utilize the language effectively and appropriately.

It is good to know that the majority of the instructors favor that learning a language means to be able to communicate, which indicates that they intend to enable their pupils to communicate in English with the capability of using each language skill i.e. listening, reading, writing, and speaking.

The majority of the teachers believe that their students are not equipped with the latest learning strategies and approaches, which indicates that the teachers are unable to guide them in the proper ways of the modern styles of learning English.

**F. Assessing students’ language proficiency**

Students’ proficiency level when they leave Madrasa

<table>
<thead>
<tr>
<th>2.6</th>
<th>My students are proficient in using English when they leave Madrasa after having completed the course.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

![Graph showing students' proficiency in English](image)

Figure 7.13 Students' proficiency in English at the time of completion of their degree

Source: Field survey at HERF, September, 2014

Figure 7.13 shows that 67% of the teachers believe that their students are proficient in using English when they leave HERF after having completed the course, while 37% think that their students are not, which indicates that the students face
problem of fulfilling their daily life needs of communication and meeting their target needs.

III- English syllabus and textbooks prescribed at your Madrasa

A (3.1) Teachers’ perception about the exercises given in the English textbooks

The aim of this part of the teachers’ questionnaire is to evaluate whether the exercises in the prescribed textbooks consist of all four the language skill (listening, reading, writing, and speaking), vocabulary, grammar, and pronunciation.

![Diagram showing percentage of language skills]

Figure 7.14 Quantum of the language content in the prescribed textbooks
Source: Field survey at HERF, September, 2014

A summary of the responses displayed in the figure 7.14 about the teachers’ perception about English textbooks:

- Approx. 20% of the instructors say that the drills in the prescribed English textbooks have a sufficient space for grammar practice.

- Approx. 20% say that the practice sessions in the prescribed English textbooks have ample room for vocabulary practice.

- Approx. 40% say that the exercises in the prescribed English textbooks have moderate space for pronunciation, while 60% say that pronunciation has no place in the practice session.

- 40% of the teachers say that the textbook exercises have average space for improving listening and speaking skills, which is an indication that these two
skills are not very well covered.

- 60% say that the textbook exercises have sufficient room for improving the reading skill.
- 60% say that the textbook exercises have an average place for improving writing skill.

**Interpretation**

The above responses indicate that the exercises in the English textbooks are mainly reading skill based with an average space for writing skill. Other two language skills, listening and speaking, are not as much focused as they are expected to be. Grammar and vocabulary have ample space in the practice sessions. It is suggested that all the exercises must have appropriate coverage of all four language skills, pronunciation, grammar, and vocabulary, which will enable learners to communicate language appropriately, meeting their needs of communication.

3.2 How do you find stories in the prescribed textbooks?

- Interesting
- Dull
- Easy
- Difficult

![Graph showing degree of interest in stories in textbooks]

Figure 7.15 Do you find stories in the prescribed textbooks?
Source: Field survey at HERF, September, 2014

A summary of the responses in the above figure 7.15 about the stories in the textbooks:

- None of the instructors thinks that the stories in the given textbooks are
interesting.

- Approx. 67% of the instructors think that the stories are hard to follow.

Students’ interest and involvement in the stories do matter a great deal. If the stories are difficult and not appealing, students do not take interest, causing their low performance in the reading skill.

3.3 Do you think the present syllabus should be changed? □ Yes □ No

Figure 7.16 A demand for an alternative syllabus
Source: Field survey at HERF, September, 2014

The majority of the instructors think that the present syllabus should be changed since it is not fulfilling the needs of the learners. It should be replaced by a new syllabus as to fulfill the students’ needs according to their background, level, and requirements.

IV- English situation in the classroom

7.5 How does English practice take place and what are the methodologies which the teachers employ in the classroom?

This part of the teachers’ questionnaire aims to investigate the classroom practices, i.e. how the teachers teach and what methodologies they use in their teaching. The part of the questionnaire was to obtain the information from the teachers, that is, whether they ask their students to translate lessons into their mother tongue, and to memorize bilingual vocabulary, whether they like to spend much time in the classroom on explaining and practising grammar rules, whether they ask their
students to speak on general topics in the classroom, and whether they teach them how to give directions, make requests/apologize/, agree/disagree, using maps, charts, graphs and pictures.

Figure 7.17 Teaching methodologies adopted by Madrasa English teachers
Source: Field survey at HERF, September, 2014

A summary of the figure 7.17 about the ELT situation at HERF:

- 100% instructors agree that they ask their pupils to translate lessons into their mother tongue, and to memorize bilingual vocabulary.
- 80% of the teachers agree that they like to spend much time in the classroom on explaining and practising grammar rules.
- 60% of the instructors agree that they ask their students to speak on general issues in the classroom.
- 40% of the instructors teach them how to give instructions, make requests/apologize/, agree/disagree, using maps, charts, graphs and pictures.

Interpretation

The majority of the teachers agree on using the Grammar Translation Method, according to which teachers translate the text into the students’ mother tongue, ask students to memorize grammar rules and bilingual vocabulary without any context, and to do translation exercises.
The majority of the teachers agree that they like to spend much time in the classroom on explaining and practising grammar rules without any context, which shows that they employ the Traditional Grammar which is prescriptive, according to which certain prescribed rules are to be practised.

The majority of the teachers say that they assign their students topics in order to establish conversational practice. This is a good sign that students are given an opportunity to practise speaking. In addition, students are also taught to practise social conversation in a diversity of situations such as talking with strangers, officers, postman, cashier, at the platform and the postal services office. Such practices will enhance students’ confidence, enabling them to speak in any new situations boldly and without any hesitation.

V- Professional training experience

5.1 Have you ever attended any English teaching training program? □ Yes □ No

If yes, please give details- when................. where ..................... for how long............... title of the program......................................................

![Graph showing the percentage of teachers who have received any training program.](image)

Figure 7.18 Whether the teacher received any training program

Source: Field survey at HERF, September, 2014

- None of the teachers received any training in ELT skills, which calls for teacher training for these instructors.
VI- Your expectations, needs and suggestions

6.1 What courses do you think should be provided in the training program according to your needs in the Madrasa context? Please tick the items you think to be necessary.

- Grammar  
- Vocabulary  
- Pronunciation  
- Listening skill  
- Reading skill  
- Classroom activities  
- Writing skill  
- Speaking skill  
- Classroom management  
- How to deliver an effective lecture  
- Interaction with the students in the classroom  
- Using computer and Internet

![Diagram showing percentage for different skills](image)

Figure 7.19 HERF
Source: Field survey at HERF, September. 2014

Figure 7.19 show that 5% of the teachers realize the need for training in vocabulary, pronunciation, and listening, speaking and writing skills. 11% require training in developing and conducting classroom activities. Interestingly, 16% of all the teachers realize that they should be educated in classroom management for delivering a lecture effectively, skills of interaction with students in the classroom, and skills of using a computer and internet.

The above responses indicate that all the teachers feel comfortable with teaching the language skills, vocabulary, and pronunciation, and their needs are to educate them in classroom activities, classroom management, delivering a lecture effectively, interaction skills with students in the classroom, and skills of using a computer and internet. On the contrary, the analysis of other segments of both the
teachers’ and the students’ questionnaires indicates that the HERF teachers are not comfortable with teaching language skills, grammar, and pronunciation, because they still employ dated teaching methodologies and strategies in their classroom.

The following analysis of the test papers designed for the students by the teachers will also underscore that they are untrained in ELT skills and require training.

7.5. Analysis of the test papers at HERF

An analysis of the types of the questions given in the test papers of all the four semesters of the DELL course is reproduced below in order to evaluate the actual teaching practice there, deciding whether the teaching is text-oriented, language skill based, grammar or vocabulary based, or function and situation based.

Types of the question asked in 2013-2014 at HERF were:

A. Comprehension and Writing based Questions

Q.1 A reading passage is given, followed by comprehension based questions

B. Writing based Questions

Q.1 Paraphrasing one of the extracts of the prescribed chapters
Q.2 Writing a summary of one of the given topics
Q.3 Three topics are given to write a paragraph of twenty words
Q.4 Five situations are given to write a paragraph of about 100 words

C. Grammar and Vocabulary Based Questions

Q.1 Pluralizing the given five words
Q.2 Choosing forms of the given verbs
Q.3 Making adverbs from the given 10 adjectives
Q.4 Making sentence using the given idioms and phrases
Q.5 Constructing-ing forms of the given five words

D. Vocabulary based Questions

Q.1 Words are given, asking students to make sentences using them
Q.2 Ten words are given to write their meanings
Q.3 Vocabulary practice- matching words with their meaning
Q.5 Vocabulary practice- matching words with their meaning

E. Grammar based Questions

Q.1 Telling the correct and the incorrect sentences and asking to write the correct one, if found incorrect
Q.2 Six sentences are given with blank space, left to be filled by one of the articles
F. Translation based Questions

Q.1 A passage to be translated into Urdu

These are the sample questions taken from the test papers designed by the HERF teachers for both the half yearly and annual examination in the year 2013-2014, which indicates that the test papers mainly emphasize comprehension of a text, vocabulary, grammar, translation, and writing.

7.6 Conclusion

The analysis and interpretation of the questionnaires both for the teachers and the students of Haque Education and Research Foundation (HERF) notes three main problems in the program: untrained teachers, insufficient resources for teaching and learning, teaching and learning material.

The first problem is that the teachers are untrained in the English language teaching (ELT). That is why they employ dated teaching methods in the classroom, causing low performance in their students who want to learn English in order to meet their target needs such as the need of English for daily life situations, for following newspapers, magazines, talks, and programs on TV and radio, for getting admission to the university of their choice, and to propagate Islamic teachings throughout the globe.

Teaching resources are not sufficient for teaching and learning the language. The main resources which the teachers use in their classroom are blackboard, textbooks, chalk, and classroom. For a better result of the DELL program, it is advised that the HERF should arrange for a language laboratory equipped with the latest tools to teach and learn the language.

It has been also noted that the course is heavily loaded with many textbooks, which become a burden for the teachers to complete them, and a hurdle for the learners to follow them. It is advised that the present course should be replaced by an alternative syllabus, focusing on the communicative approach for learning all the four language skills, grammar, vocabulary, and pronunciation.
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