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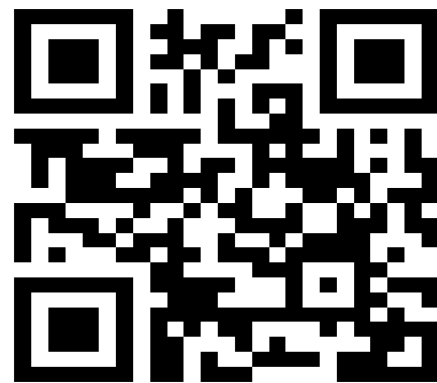
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## Indexing & Abstracting Agencies

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## Measures of Designing an English Language Course for Teachers of Madrassas (Religious Schools)

### Abstract

*Madrassas or Islamic seminaries (religious schools) are a big part of Pakistan's education system with more than 40000 madrassas in the country according to some estimates. They teach old syllabus which is almost 100 years old. English, being an international language, has created new dimensions of communication, teaching and learning with ever-changing demands of the masses have made it a need of the day. Madrassas in Pakistan lack the training of English language for its students and teachers (Ulema). The present research highlights the importance of English language for the teacher of Madrassas. The study has examined various Madrassas and concluded that the teachers of these Madrassas are not well-acquainted with the language of the world. So they are not being able to expose themselves to the modern trends and research on Islam. The researchers evaluated the syllabus of these Madrassas and discovered that the present syllabus was missing an adequate course of English language. This article has especially been written as a guideline for designing an English language course for the teachers of Madrassas. The research ends with a proposed English language course on English for Specific Purpose (ESP) basis to enhance the expertise of the teachers of Madrassas in English. It is a quantitative research based on sample tests and questionnaires. For the study, ten students from three different madrassas were tested as sample population.*

### Introduction:

The teachers of our madrasas though have an authoritative knowledge about religion and its implications yet they have insufficient knowledge about English. The factors which play a fatal role in their way to get handsome knowledge of the English language are following. Firstly, they receive most of their education from Madrasas where the English language is not taught as a compulsory subject. Secondly, it is the traditionally prejudiced view of the religious Ulema who think English as useless and enemies' language and they are of the view that they can serve their religion without knowing the English language. These causes prove great hurdles in religious institutions. Thirdly, religious infrastructure does not wish to inculcate or incorporate English language in Madrassa education because Arabic, Persian, Urdu and regional languages are already prevalent in its syllabus and curriculum. So the fifth language cannot be accommodated as the second language. Fourthly, the present teachers, religious scholars and muftis / jurists of Islamic sciences are glaring the cutoff from English language and western culture from the very outset. So they least bother to learn English language by themselves and then start teaching it to their successors. Actually, the religious teachers do not want to become a pupil of English language and literature.

The need of the day is to create awareness among teachers and students of religious madrasas about the importance of English language because English has become global language. In Pakistan, millions of students and teachers of madrasas are not good in English communication. They feel difficulty in expressing their ideas and views to the modern world in the English language. Religion encircles human activities, faith, discipline and life. So, everyone needs to seek guidance from religious scholars at some point in life.

The researchers have tried to find out the ways by which the teachers of madrasas can enhance their knowledge of English Language. There are four basic skills i.e. reading, writing, listening and speaking. Every learner requires to be taught these skills effectively. Keeping these circumstances under observation, the researchers viewed that an E.S.P course for teachers of madrasas will prove a positive step. According to needs and requirements of madrasas, the researchers arranged a pretest for twenty five teachers of five madrasas; and finally selected ten teachers for the research purpose.

The teachers at madrasas in Pakistan are mostly those who study English only at primary level. They intend to learn English language more but they do not find a proper chance to fulfill their needs. The researchers visited different madrasas for research purposes and had observed the system of education of the madrasas. Out of this visit and evaluation of English syllabus and the competency of the Madrassa teachers, the researchers decided to prescribe a regular syllabus for the teachers of Madrassas in a short duration of three months.

The researchers had inferred that a well-designed needs-based English Language Course would improve communicative skill of the teachers of Madrasas (Religious Schools). The objective of the present research is to provide a teacher training course which would develop practical skills in teaching English in Madrassas as a foreign language. In language teaching, the function of a syllabus is always to map out the content or subject matter of the course. It is a route map to its users. Ayesha Moeen Butt throws light upon this issue as follows: "A syllabus is an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of "fit" between the needs and aims of the learner." [1]

This article aims to provide a teacher training course which develops practical skills in teaching English in madrassas as a foreign language. The course is especially designed to meet the needs of teachers who teach in large, inflexible classes with few resources in madrasas. They followed a set syllabus and textbook, and have little control over course content or choice of material. They had little time available for lesson planning or preparation.

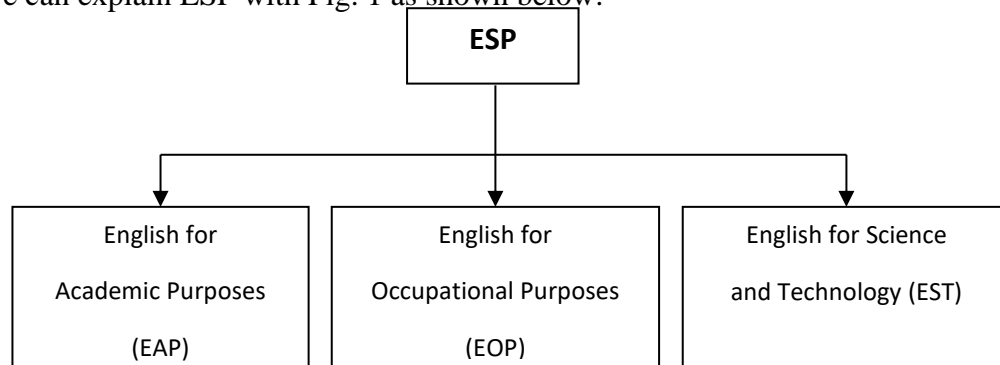
The course therefore concentrates on methods and techniques which do not require lengthy preparation of material, elaborate use of aids or equipment, or complex forms of classroom organization.

#### **ENGLISH FOR SPECIFIC PURPOSES (ESP)**

English for Specific Purposes (ESP) has been playing a significant role in English teaching since the last decade. It deals with

the learning of English for purely utilitarian purposes in different fields / professions of human interest such as commerce and trade, science and technology, sports and tourism, banking and finance, hoteling and travelling, scouting and medical etc. It lays emphasis on communicative skills for professional development. It is actually a need-oriented syllabus. [2]

We can explain ESP with Fig. 1 as shown below:



**Fig. 1. ESP**

ESP deals with the learners who need English in order to gain access to knowledge and for those who need to express in English the knowledge they already have.

Sterevens (1988) defines ESP as:

“ESP entails (attaches) the provisions of Eng-Lang instruction.

- Devised to meet the learners’ particular needs.
- Related in themes and topics to palisade occupational areas of study.
- Selective (that is not general) as to language contents. When indicated, restricted as to language “skills” included.” [3]

ESP is of two types as indicated in Fig. as shown below.

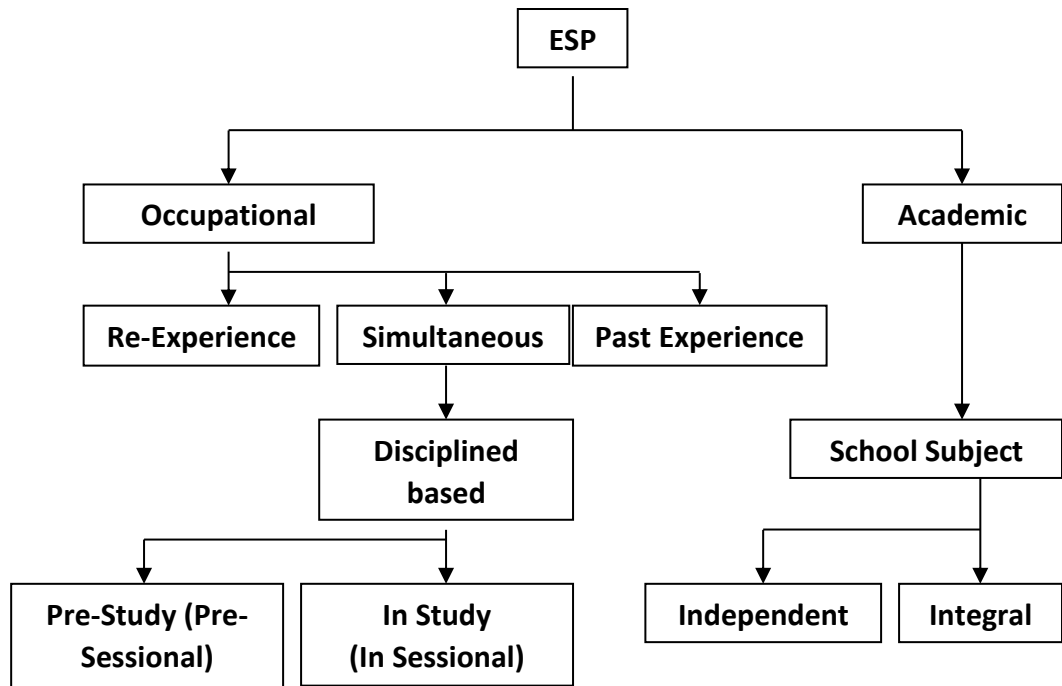


Fig. 2. Types of ESP [4]

#### A. Kinds of Madrassas in Pakistan

In terms of level of education, the madrassas in Pakistan are categorized as: 1) Ibtedai (Elementary), where only the Quran is memorized and taught; 2) Vustani (Middle level), where selected books from Dars-i-Nizami are taught; and 3) Fauquani (Higher level), where the entire Dars-i-Nizami is taught [5].

Every Muslim child in Pakistan is expected and encouraged to read the Quran either in a mosque or at home. Quranic schools usually function in a mosque where the local religious scholar teaches the Quran to children, both boys and girls. At basic level, the Quran is taught in words only and no translation or interpretation is provided to students. The end objective is that all Muslims must be able to recite the Quran in Arabic even if they do not understand the language itself. Quranic schools offer classes at various times – evening, morning, afternoon – to accommodate the time schedules of teachers and students.

The mission of these Madrassas in Pakistan is to prepare students for religious duties. Adhering to strict religious teachings, Madrassas teach Islamic subjects such as the Quran, Islamic law and Jurisprudence, Logic and the Prophet's traditions. Depending upon the level of the Madrassa (primary, middle or high), the concentration of religious teachings increases. Hafiz-e-Quran (the one who memorizes the Quran fully) or Qari (the one who can recite the Quran with good pronunciation and in a melodic tone) are produced at the lower level of Madrassas. The higher levels of Madrassas produce Alim – the Islamic scholar or teacher. In some cases, an Alim from a Madrassa is equivalent to an MA degree in Islamic studies or Arabic from a regular

university. A Madrassa student after graduating from grade 10, is qualified enough to declare Fatwas (religious verdicts). Those students who enroll in Madrassas full time do so with the knowledge that they will become well versed in religious studies only and will find jobs in the religious sector since very few Madrassas supplement religious education with other subjects.

## **B. The Islamic Boards in Pakistan**

There are four major Islamic boards in Pakistan: Tanzeemul Madaras, Wafaq-ul-Madaras, Salfiyat-ul-Madaras, and Jafariat-ul-Madaras.[6] Each board has its own Madrassas in which they teach their own version of Islam. The two main boards, Tanzeemul Madaras and Wafaq-ul-Madaras – dominate the Madrassas system in Pakistan. Wafaq-ul-Madaras are most commonly found along the Afghan-Pakistan border and within the city centers. The core religious curriculum in Pakistani Madrassas is similar to any other Madrassa in the world except that it has a few more books in Persian. It focuses on the teachings of Islam – Hadith, Fiqa, Tafseer, Sunnah and the like. The yearly distribution of syllabuses in Pakistani Madrassas is following:

- **First Year:** Biography of the Prophet (Syra), Conjugation-Grammar (Sarf), Syntax (Nahv), Arabic Literature, Chirography, Chantillation (Tajvid).
- **Second Year:** Conjugation-Grammar (Sarf), Syntax (Nahv), Arabic Literature, Jurisprudence (Fiqh), Logic, Chirography (Khush-navisi), Chantillation, (Tajvid)
- **Third Year:** Quranic Exegesis, Jurisprudence: (Fiqh), Syntax (Nahv), Arabic Literature, Hadith, Logic, Islamic Brotherhood, Chantillation: (Tajvid), External study (Tareekh Millat and Khilafat-e-Rashida- these are Indian Islamic movements).
- **Fourth Year:** Quranic Exegesis, Jurisprudence (Fiqh), Principles of Jurisprudence, Rhetorics, Hadith, Logic, History, Cantillation, Modern Sciences (sciences of cities of Arabia, Geography of the Arab Peninsula (a long narrow piece of land) and other Islamic countries)
- **Fifth Year:** Quranic Exegesis, Jurisprudence, Principles of Jurisprudence, Rhetoric, Beliefs (Aqa'id); Logic, Arabic Literature, Chantillation, External study (History of Indian Kings) Sixth Year Interpretation of the Quran, Jurisprudence, Principles of Interpretation & Jurisprudence, Arabic Literature, Philosophy, Chantillation, Study of Prophet's traditions Seventh Year Sayings of the Prophet, Jurisprudence, Belief (Aqa'ed), Responsibility (Fra'iz), Chantillation, External Study (Urdu texts) Eighth Year Ten books by various authors focusing on the sayings of the Prophet [7].

For graduate classes beyond eight years, greater emphasis is paid on interpretation of the Quran and various books written in Persian and Arabic are mastered at this stage. In addition, various aspects of Islamic jurisprudence are mastered through different books in Arabic and Persian, which cover all aspects of Muslim life,

including banking, divorce, etc. English has now also been included but not as a compulsory subject. It comprises only basic knowledge of English language from 6th year of studies to 16th years.

As it can be seen from the above list of subjects, there is no mention of modern sciences, such as Chemistry, Biology or technology and especially English as second important language. The researchers had tried to evaluate the fact that no doubt Urdu is Pakistan's national language and it is essential to include it into madrassa's syllabus. Persian is the language of old master-pieces and it is necessary to make it the part of syllabus in madrassas. In the same way Arabic is also important because it is the language of Quran and it should be properly understood to get the proper understanding of Quran, which is the complete code of life for the Muslims. The researchers are of the view that here the universal language, the language of the world, i.e. English. It is the only language through which one can spread the universal message of Islam throughout the world. If the religious scholars are good only in Urdu, Persian and Arabic, Islam will be limited to India, Iran and Arabic countries, where it is already present in its mature form. The need of the day is to present Islam as the best religion on scientific bases in front of the world and give the answers of the questions about Islam. For this purpose comprehensive knowledge of English is required.

The above discussion shows that; the Muslims pay more importance to Persian and Arabic as to English. That's why they are not able to compete with the modern world. Especially in Pakistan, the teachers of madrasas are far-away from English and even do not know the basics of English language. In result they always face difficulty and shyness to speak at any international forum.

The researchers tried to do something in this respect. They were of the view that as ESP was playing an important role in all other departments of life it should be used in madrasas as well. It would improve the English of the madrasa teachers and they would be able to convey their thoughts to the whole world without any inferiority complex and would play an important role in the progress and development of Islam [8]. To achieve this purpose, they devised the syllabus for the teachers of Madrassas.

### **C. Syllabus Formation**

In language teaching, the function of a syllabus is to map out the content or subject-matter of courses. It is a route-map to its users, indicating where they are going, where they are and where they have been. Traditionally syllabus design has been seen as a subsidiary component of curriculum design. It is concerned with the planning, implementation, evaluation, management, and administration of education program in syllabus. On the other hand, it focuses more narrowly on the selection and grading of content. [9].

Stern (1984) defines syllabus as connected with content, structure, and organization, while curriculum development is viewed as connected with implementation, dissemination and evaluation. [10] For Yalden (1984) syllabus is connected with learner's needs and aims. Syllabus is also connected with not only selection and grading of

content but with specifying and grading learning tasks and activities. While syllabus design refers to the ‘what’ of a language programme, ‘methodology is concerned with the ‘how’ [11].

There are two major kinds of syllabuses i.e. product-oriented syllabuses aiming at ‘knowledge and skills which learners should gain as a result of instruction’ and process-oriented syllabuses putting an emphasis on ‘the learning experiences themselves [12].

The teachers of Madrasas are religious persons and they do not have any direct concern with English. But in this modern world they have to learn English also because anywhere, anytime they might be in need to speak in English in order to preach Islam. It is not an easy task to make them master in English speaking, writing, reading and listening in a short interval of time. That’s why the researchers had devoted their best efforts to find out the solution of the problem. They visited many madrassas to observe their system of education and decided to bring certain changes in it. But at first, they wanted to do something special for the teachers of madrassas. They decided to prescribe a regular syllabus for the teachers and students of madrassas which they wanted to teach in madrassas throughout the whole year and they also made a short course of studies for the teachers that would be completed in one month only. The aids that they used during the research are following:

- Pictures
- Word Flash Cards
- Picture Flash Cards
- Work Cards
- Blackboards
- OHP (Overhead projector)
- Motion Pictures
- Television
- Radio
- Newspapers and Magazines

As they knew the learners, under observation had problems in English communication. In order to overcome these problems and difficulties, they strived to chalk out a course to improve their basic skills of language learning.

It is a wise saying of Napoleon Bonaparte that word, “impossible is a word to be found only in the dictionary of the fools” [13]. So it was thought that this deficiency in English language could also be removed / improved by applying certain language learning approaches and certain techniques.

### **III. RESEARCH METHODOLOGY**

#### **A. The Research Design**

The research methodology used is both descriptive and experimental. The tools used are “Questionnaire” and “Tests”. Tests have been consequently structured to measure the various aspects of progress of teachers of madrasas towards the acquisition of four skills of English language. It helped the researchers to know the needs of the teachers of madrasas and to chalk out a suitable syllabus by conducting pre-test and post-test.



### 1) **Population**

The teachers under study were of three madrasas in Islamabad. The names of Madrassas were:

- Golra Sharif, Madrassa Ghousia Mahria, E-11, Islamabad.
- Jamia Masjid Syeda Ali (R.A.), Madrassa Ghousia Rizviya G-9/1, Islamabad.
- Madrassa Qutab Shaeed, G-6/4, Islamabad.

The actual population was the teachers of all Madrassas but the researchers had selected only ten teachers on the basis of pre-test. Test related to writing skill was taken and only those teachers were selected who performed well in this test and were taken up as experiment to teach tenses for improving writing skill.

### 2) **Sample**

As a sample, the researchers had selected only ten teachers. They had the M.A. degree in Arabic Literature, Hadith and Quranic studies. However their English was that of a primary level student. The results had been assessed with the help of pre-test and finally post-test.

In the pre-test, they had found that the teachers taken as sample were weak in tenses especially in all the four skills. They wanted to learn English language but it was a Hercules task for them. To sum up their motivational level was high and this thing helped the researchers to complete this research. The pre-test provided them the track to design a strategy which was emphasized on all the four skills. They used different A/V aids for this purpose, e.g. white board, multi-media, picture-description and handouts. The interesting thing that they observed was that in the beginning, they had used the white board frequently but it was problematic for the learners, then they had changed this strategy and used handouts and the learners were at ease. The post-test disclosed the fact that the motivation of the learners helped them a lot to improve their learning of English language.

### 3) **Teaching Methodology**

The following methodology was adopted by the researchers in order to improve the four skills of language learning.

### 4) **Teacher's Preparation:**

The researchers prepared the teachers first to start the research. The teachers might read the lesson and underline difficult words, writing their meaning in L1. The exercises given at the end of the lesson were solved by them, usually taking out answers directly from the text.

### 5) **The Traditional or Prevalent Method:**

The lesson is conducted mostly in lockstep (all students locked into the same activity), with the teacher in full command, standing before the students and very seldom moving from her/his place. She/he asks one of the other students (usually a good one) to read the first paragraph. The students listen. The teacher then explains the paragraph in simple English supplemented by L1. The difficult words are translated in L1. Student participation is limited while the teacher plays an active role. There is no student - student interaction.

Students took turns in reading each paragraph. Comprehension questions at the end of the lesson were usually direct. The teacher gave

the answers orally or might even mark them from the text. The students had to reproduce answers to improve the understanding. Such a method encouraged rote learning and memorizing. Vocabulary items/fill in the blanks/MCQS (Multiple choice questions) might be given for homework. It might be noted that pair/group work was almost nil. The teacher did not allow any communication between the students as, according to her/him, class discipline would be at stake. The entire lesson was conducted under the vigilant eye of the teacher, so that writing was mostly controlled or guided. The students hardly get a chance of free writing.

#### **B. The Syllabus and Course of Studies**

Following is the syllabus and course that the researchers had selected to improve the four skills of language learning.

##### 1) **For Speaking Skill:**

The following topics were practiced.

##### a) Common Topics For Speeches:

The Home, My School, My Country, Hajj, Mosque, The Quran, The Holy Prophet, The Quaid-e-Azam, The Allama Iqbal, Science

##### b) Topics For Representation:

Teacher, Doctor, Imam Masjid / Preacher, Policeman, Postman, Prime-minister, President, Husband, Father, Student.

##### c) Topics For Group-Discussion:

Co-education or Separate education, Uses of Television—Abuses of TV, Uses of Science—Abuses of Science, Village Life or City Life, Worldly Education or Religious Education.

##### 2) **For Listening Skill:**

- English Step by Step (By B.B.C.)
- Hajj Documentaries, by Video War Center, Lahore
- Visit to Shrines, by Video War Center, Lahore
- Recitation of Quran with English translation, by Video War Center, Lahore
- Translation & Explanation, by Video War Center, Lahore
- Speeches By Zakar Nike In English

##### 3) **For Writing Skill:**

- Exercises From Text Books
- Pick Me Up No: 1,2,3
- Moinul Terjima No: 1, 2, 3
- Tenses / Active Passive
- Direct & Indirect made easy

##### 4) For Reading Skill:

- English Text Books For 6th, 7th, and 8th classes (Punjab Text Book Board Lahore)
- Reading Practice
- Comprehension
- Vocabulary
- Summary
- Use of Parts of Speech

#### **IV. DATA COLLECTION AND ANALYSIS**

In order to collect data for this research, the researchers arranged the class of ten teachers of different age group who had learnt

English language at primary level. The duration of the class was one month, two hours a day and five days a week. The tests helped to classify the targets and to determine the ratio of success and failure. The text books published by Punjab Text Book Board Lahore were used as primary source. Other ESP syllabus and foreign course of studies of Islamic universities was also consulted. As secondary sources, the books and literature of Pakistani and foreign authors was / were considered.

The questionnaire for research, the needs analysis test or pre-test and post test that were conducted in order to know the needs of teaching English in Madrasas and to know the development after teaching the set course for one month are attached with the article.

After completing the process of teaching the madrasa teachers, the researchers came to find the following results, findings, recommendations and conclusion.

1) **Analysis of Graph No. 1**

The researchers selected ten teachers as sample to complete their research. This graph shows the desire of these teachers to learn English language. Among them 10% were excellent, 25% were good, 60% were poor and 5% were in a very bad condition.

Test based results further strengthened their hypothesis which gave them more curiosity and courage to start their research-work on practical grounds which is reflected in Graph No. 2.

**Graph No. 1**

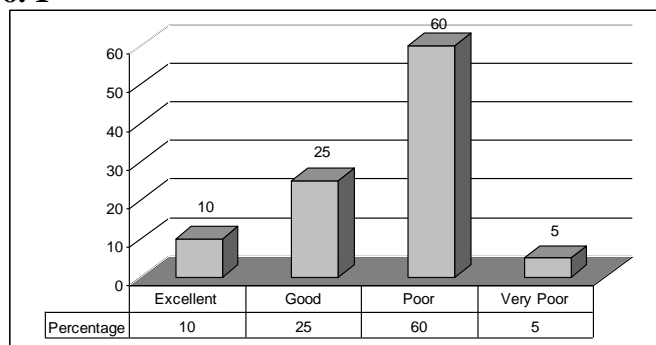


Fig. 3. Results of the Needs-Analysis Research

2) **Analysis of Graph No. 2**

This graph shows the pre test based results. The researchers conducted the test of the thirty students and found these results about the existed knowledge of these teachers related to English language. Among them 5% were excellent, 10% good, 40% poor and 35% very poor, following is the pre-test result statement.

These candidates / teachers of madrasas had been selected for teaching tenses for improvement of writing skills.

## Graph No. 2

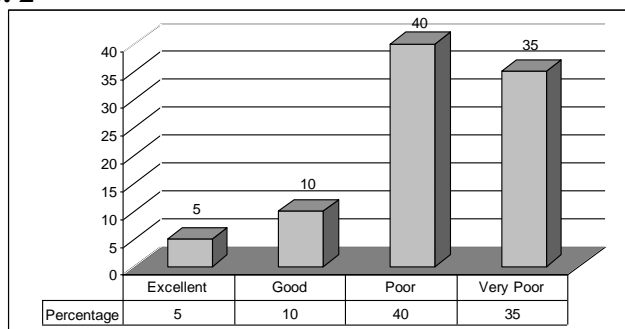


Fig. 4. Pre-Test

### 3) Analysis of Graph No. 3

This graph shows the post test results which were conducted at the end of the research. This test was conducted by the selected 10 teachers. Here a progress among the teachers with respect to their familiarity with English now is considerable. Among these 10 teachers 25% were excellent, 45% were good, 10% were poor and 20% were very poor. The comparison between pre test and post test shows that our hypothesis was acceptable and it really brought changes among the learners. The post test is the proof of the hypothesis.

Whatever is being claimed here, in this article, is not so easy to achieve with the present situation but let the researchers hope for better results with sincere efforts on the part of a true teacher.

## Graph No. 3

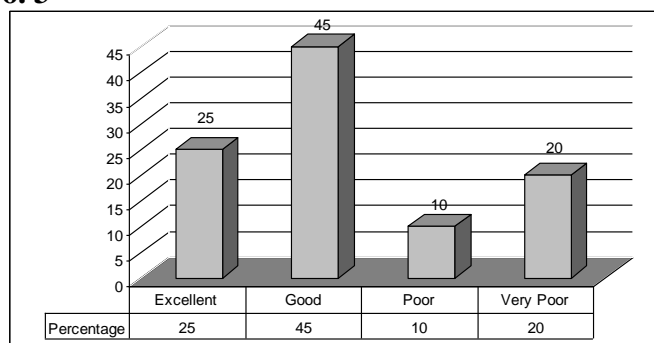


Fig. 5. Post Test

## B. Pre-test Result Statement

No Of Students	Qualification
Eleven (11)	Middle
Thirteen (13)	Matric
Two (2)	F.A
Three (3)	B.A.
One (1)	M.A.

Total Marks	25
Total Candidates	30
Students with 11 to 16 marks	`10

**C. Course Plan Format**

**1) Books**

- Punjab Text Book Level – 8
- Pick Me Up No. 1
- Moin ul Tarjama No. 1

**2) Secondary Material**

ESP Syllabus & Foreign courses of studies of Islamic Universities regarding the four skills.

**3) Topics of Essays**

The Home, Hajj, Mosque, The Holy Quran, My School, The Holy Prophet, My Country, Allama Iqbal, Science

**4) Topics for Group-Discussion**

- Co-Education or Separate Education
- Uses of Television – Abuses of Television
- Uses of Science – Abuses of Science
- Village Life or City Life
- Worldly Education

**5) Story Writing**

- Short Fillings

**6) Picture Description (Speaking)**

**7) Reading Comprehension**

**8) Role Plays (Speaking Skill)**

**9) Listening Skill**

- News Items
- Movies, The Message (Selected Clips)
- Dr. Zakir Naik's Speeches

**10) First Week Syllabus Plan**

**Day One:** Present Indefinite Tense (Writing Skill)

*Moin ul Tarjama* Ex No. 1

**Day Two:** Reading comprehensions + Text Book Lesson No. 1

**Day Three:** Group Discussion on Co-education (Speaking Skill)

**Day Four:** Listening News Items + Story Writing (Short Fillers)

**Day Five:** Role Play

Topic: Customer & Seller

**11) Second Week Syllabus Plan**

**Day One:** Paragraph Writing + Listening Comprehension for skimming information

**Day Two:** Teaching of Nouns

Pick Me Up Ex No. 1

Pronouns + Present Continuous Tense Ex No. 2

**Day Three:** Role Play

**Day Four:** Reading Comprehension + Story Writing

**Day Five:** Group Discussion + Lesson No. 3 Text Book + Role Play

**12) Third Week Syllabus**

**Day One:** Picture Description + Use of Prepositions  
Pick Me Up Ex No. 2

**Day Two:** *Moin ul Tarjama* Ex No. 3 (Present Perfect)  
Paragraph Writing on “The Quran”

**Day Three:** Listening (Movie)

**Day Four:** Lesson No. 4 Text Book + Role Play “Police and Citizen”

**Day Five:** Representation + Use of Adverbs  
Pick Me Up Ex No. 5

**D. Speaking Activities**

**1) Activity No. 1**

The following words were written on the board and the learners were asked to make the sentences of their own by using these words. The students stood up one by one and said their sentences.

For example: winter / winter has set in.

<b>Words</b>	<b>Sentences</b>
• Crow	
• Thirsty	
• Summer	
• Roof	
• Plan	
• Pitcher	
• Pebbles	
• Happily	

**2) Activity No. 2**

The same pattern was revised here in this activity. Now the students were asked to make the sentences of the following idioms.

For example: All in all / He is all in all in his office.

<b>Idioms</b>	<b>Sentences</b>
• Here and there	
• In search of	
• All of a sudden	
• To catch sight of	
• Upto	
• Full of	
• How to	
• To lose heart	
• To think of plan	
• To drop into	
• After a while	
• To ones hearts content	

The researchers now demanded that every learner would say something on the topic.

**E. Writing Activities**

**1) Activity-1 (Mixed-Sentences)**

Mixed-sentences were written on pieces of cardboard and stuck on the blackboard in a jumbled order as shown below:

- He was in Bedouin camp
- The story of his escape is dramatic.
- The horsemen of the Abbasids appeared
- The younger brother swam back and was killed.
- Among the very few who escaped was Abdul Rehman
- He finally reached Ceuta
- Abdul Rahman dashed into the river
- The older boy kept on and gained the opposite bank.
- He set out south-westward
- Syrian troops accepted him as leader.

The students were asked to join the relevant parts of the sentences and arrange them in proper sequence. This gave them the idea of coherence and sequence.

### 2) **Activity-2 (Using pictures)**

Using pictures, diagrams, charts and graphs etc. in teaching guided writing was a very interesting and useful strategy. The researchers provided learners a lot of material to explain, narrate and describe in writing.

### 3) **Using Pictures**

Using pictures for teaching guided writing was an interesting and useful strategy. The display of every picture would move the students to work more. Pictures would be placed in full view of each student. Suppose the picture contains a man, a woman and a tree. The class would be divided into small groups and students would be asked to discuss about the topic. Since “variations in observation and in formulating ideas about what was observed were crucial to the studies dealing with human consciousness that follows”, the students saw pictures differently and suggested different topics, for human perception differs from person to person even “viewing identical phenomena”. A few words and phrases, supporting the “seen” features of the man would be written on the blackboard, like expressions, color, black hair, dressing, etc. The students would be asked to make a short description of the man in picture with the help of the words written on the blackboard.

The researchers would write a few questions like:

- Describe the man by his dress
- What the woman is looking like?

## F. **Reading Activities**

### 1) **Activity No. 1**

Read the following passage and give the contextual meaning of the given words.

We live for our near and dear ones and for those with whom we are linked by ties of sympathy. We are indebted to the labours of others. So it is a moral duty of ours to take part in the welfare of the Community.

#### **Words**

- Welfare
- Sympathy
- Duty
- Community

- Part

2) **Activity No. 2**

Read the passage and describe the main idea in your own words. Human memory becomes sharp by regular exercise just like our arms and legs which become strong by regular physical exercise. Lack of exercise affects the both. The reason why illiterate people have better memories than the literate ones is that they have to remember the name of things, and thus they go on exercising their memories.

**G. Listening Activities**

1) **Activity No. 1**

Listen and Fill in the blanks. Then he went into a field where there were a great number of rabbits. He lay there as if he were dead. But he kept the strings of the bag between his paws. He waited, until a young rabbit came into the bag to eat the bran. At once he pulled the strings tight and caught it.

**(Audio)**

Fill in the blanks:

He went into a \_\_\_\_\_.

He kept the \_\_\_\_\_ of the bag between his paws.

The young rabbit came into the \_\_\_\_\_.

2) **Activity No. 2**

Listen to an interview and tick the correct statement. A fisherman once caught a very small fish. "Please Sir" said the fish, "Put me back into the river. After a few months, I shall grow much bigger. Then you can catch me." The fisherman was greatly amused to hear the talk of the clever little fish. But he knew that "a bird in the hand is worth two in the bush." So he put it into his basket and took it home.

**(Audio)**

The fisherman caught:

a. Big fish      b. Cod fish

c. Trout fish    d. Little fish

He put the fish into his:

a. Bag    b. Bucket

c. Basket      d. Tub

A bird in the hand is \_\_\_\_\_ two in the bush.

a. Better      b. Good

c. Well    d. Worth

**V. CONCLUSION**

The researchers concluded that the teachers of the madrasas were mostly passive learners. They considered English language as a difficult subject and their teachers also did not show enthusiasm. They would not be able to learn English language unless they became active learners. So the teachers of madrasas should not confine themselves within four walls of religious literature in Arabic, Persian and local languages but they also need to lessen their reluctance to learning English language at elderly stage of their life.

It is an obvious fact that English language is the need of the day. The religious scholars can do a lot to fulfill their purposes in Pakistan by following only native languages, but a scholar who is not



familiar with English, the most modern, developed and international language cannot convey his message to the modern without English.

This weakness of the religious scholars forced the researchers to devote themselves for this research and now after a continuous struggle including the thorough observation of various religious madrasas, the class-work with ten students for three months and the study of the relative literature, they had concluded that a well-planned course of English language was the need of the religious madrasas.

The ten students which had been taken by the researchers as the sample for this research could be taken as a proof of this fact that if they had got improvement in one month, a regular course of English language in religious madrasas could perform a wonder and it was the dire need of the present Ulema, so that they could confront the challenges of the modern world.

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**Annexure**  
**Test For Religious Scholars/Students**

*Max Marks: 50*

Q No. 1: Introduce yourself in 5-7 sentences. (10)

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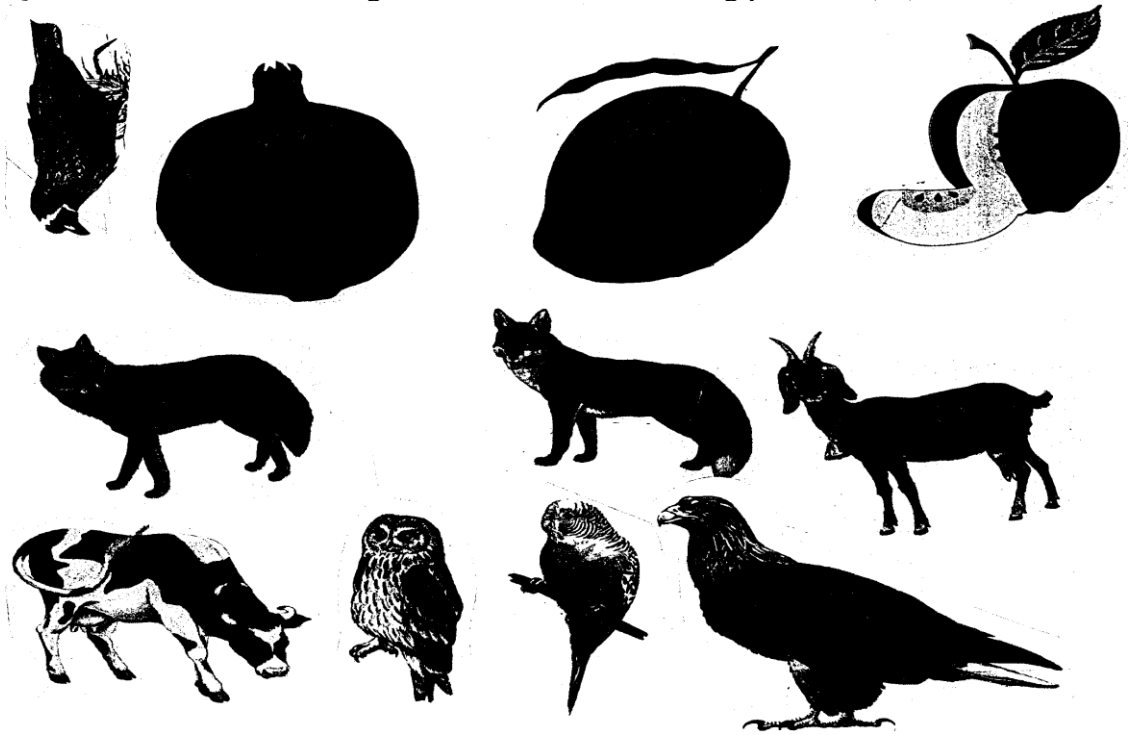
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Q No. 2: Write down the English words for the following pictures: (10)



Q No. 3: (a) Give plural (5)

Chair \_\_\_\_\_, Child \_\_\_\_\_, Man \_\_\_\_\_  
Glass \_\_\_\_\_, Knife \_\_\_\_\_

(b) Change the gender (feminine) (5)

Doctor \_\_\_\_\_, Actor \_\_\_\_\_, Dog \_\_\_\_\_  
Boy \_\_\_\_\_, Bull \_\_\_\_\_

Q No. 4: Fill in the blanks with suitable prepositions. (5)

- a) The principal is \_\_\_\_\_ his office.
- b) He went \_\_\_\_\_ the room.
- c) The books are \_\_\_\_\_ the table.
- d) I am looking \_\_\_\_\_ my lost keys.
- e) She came out \_\_\_\_\_ her house.

Q No. 5: Tick the correct form of the verb. (5)

- a) Put
  - i. Putted, Putted
  - ii. Put, Put
  - iii. Putting, Putting
- b) Send
  - i. Sended, Sended
  - ii. Sender, Sender
  - iii. Sent, Sent
- c) Rise
  - i. Rose, Risen
  - ii. Rised, Rised
  - iii. Rosed, Rosed
- d) Catch
  - i. Catched, Catched
  - ii. Caught, Caught
  - iii. Catch, Catching
- e) Shut
  - i. Shut, Shut
  - ii. Shuted, Shut
  - iii. Shout, Shout

Q No. 6: Fill in the blanks with correct form of verb. (5)

- a) He is \_\_\_\_\_ a letter. (write)
- b) I have \_\_\_\_\_ my work. (finish)
- c) They will \_\_\_\_\_ tomorrow. (come)
- d) He did not \_\_\_\_\_ the idea. (like)
- e) They were \_\_\_\_\_ TV. (watch)

Q No. 7: Write ten sentences on any one of the following topics: (5)

(i) Table      (ii) Chair      (iii) Horse      (iv) Book

## Post Test

For the class of students of Madrasas

Name: \_\_\_\_\_ Roll No: \_\_\_\_\_

Address: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_

Maximum Marks: 100

Time Allowed: **2:30 hours**

Pass Marks: 50

Class Teacher: **Muhammad Ali Farooqi**.

Note: Neat and clean handwriting is required.

Q No: 1 Write down your routine of daily life from sunrise to sunset within 15 to 20 sentences. (25)

Q No: 2 Describe a story in at least 15 sentences with the moral "Greed Is Curse". (25)

Q No: 3 Suppose you are going to perform Hajj next month. Now write down 15 to 20 sentences describing how you will perform Hajj. (25)

OR

Your trip is going to visit historical places in Lahore. Tell within 15 sentences the details of your suggested programme.

Q No: 4 Read the following sentences and then change them one by one into present perfect, past indefinite and future continuous tenses. (Do only 10) (25)

1. I work hard.
2. Nasima plays with doll.
3. Aslam writes a letter.
4. They never tell a lie.
5. Do we speak the truth?
6. Does she love Allah?
7. The boys do not cheat anybody.
8. Mr. Karim works round the clock.
9. The birds chirp in the trees.
10. The animals swim in the water.
11. Why did the children make a noise?
12. Where do you live?
13. The teachers like reading books.
14. The students help the poor.
15. Death keeps no calendar.

The researcher followed the decided course and engaged the class of the selected students into different activities related to the four skills of English language i.e. speaking, writing, reading and listening. The following activities are the examples which clarify the ways in which the researcher has collected the data.