

## **Teaching of English at Secondary Level: A Comparative Study of Public Schools and Madaris of District Mianwali**

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The study was designed to compare Public Schools and Madaris of District Mianwali regarding teaching of English as a subject and to find out satisfaction of students with English teachers. Multi-stage sampling method was used to draw sample. At first stage 6 public schools were selected through simple random sampling method and all 6 Madaris where English was taught were selected. At second stage, 120 students of 8<sup>th</sup> and 9<sup>th</sup> class were selected from each school and Madrisa by giving equal representation. At third stage, 12 English teachers of 8<sup>th</sup> and 9<sup>th</sup> class were selected through simple random sampling from public schools and 12 teachers from Madaris were selected. Results of the study showed that reading and writing were given some attention by the English teachers of both Public Schools and Madaris while listening and speaking skills were not given attention by teachers. Teachers of English of both types of institutions were using simple method of grammar translation but students of Public Schools were able to understand easy English without translation in Urdu as compared to students of Madaris who were not able to do that. Moreover, students were satisfied with their teachers. It is recommended that professional training of teachers should be arranged in order to update them about English language .

**Keywords:** teaching of English, teaching methodologies, public schools, Madaris, satisfaction level

English is being spoken as a native or foreign language in many countries of the world and it enjoys the status of international language (Crystal, 2000). English is used by the government of Pakistan and renowned schools—Aitcheson College (Lahore), Burn Hall (Abbottabad), Grammar School (Karachi), some private schools and all convent and public schools feel pride to teach all subjects in English and making efforts to include English in daily conversation of their students (Rehman, 2002).

The education system in Pakistan is generally divided into following levels:-

1-Primary (Grade one to Grade Five)

2-Middle(Grade Six to Grade Eight)

3-High(Grade Nine to Grade Ten) also known as secondary

4-Intermediate(Grade Eleven to Grade Twelve) also known as Higher secondary

5-University (Undergraduate and Graduate degree) (Blood, 1994).

Pakistan's Education System has three types of institutions: English Medium, Urdu Medium and Deeni Madaris. According to the financial level, every class chooses the institution for their children. Poor and religious minded community chooses Madrassah for their children (Ahmad, 2011).

English is popular not only in Public Schools but in Madaris also. Rehman (1999), in his survey of student attitudes towards English in different school types of Pakistan, says that students from not only Public schools but from Madaris also, want to learn English and he further says that Madaris are considered most conservative part of society.

Ayub Khan's regime (1958-1969) was known for modernism and authoritarian style. Ayub Khan's Commission on National Education stressed on the use of both languages (Urdu and English). It recommended English as alternative medium of instruction at secondary level (the other being Arabic). Actually, the aim behind the inculcation of English language was to make ulmas capable of understanding the modern world (Rehman, 1998).

It was highly recommended in 2009 Education Policy that the students of Madaris shall be brought to the status of students of public secondary schools by introducing formal subjects. The curriculum from class I onward shall include English (as a subject), Urdu, one regional language and mathematics. Further it stated that provincial and area education departments were free to choose the medium of instruction up to class V (NEP, 2009). Ahmad (2009) while discussing educational policies of Pakistan, described that there was no proper emphasis to acquire modern education and the dichotomy of reason and faith in educational policies of Pakistan did not allow the emergence of critical mass that can nourish independent thinking among students.

Most of the Madaris in Pakistan prepare students for religious duties and they teach Islamic subjects such as the Quran, Islamic law and Jurisprudence, Logic and the Prophet's traditions. According to the level of Madrassah (primary, middle or high), religious teaching is more emphasized gradually. Hafiz-e-Koran (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 Madaris. The higher levels of Madaris are producing Alim – the Islamic scholar and/or teacher. Mostly Madaris concentrate on religious education only whereas some of them focus on secular subjects also (Anzar, 2003). Some Madaris conduct regular classes of school education and prepare students for the service of religion and society. In such type of Madaris, English is being taught along with other subjects. Some Madaris do not allow English but in some Madaris, it is taught as a compulsory subject. A Madrisa teacher of Khyber Pakhtunkhwa says “through English we can communicate Islam to others, we can learn about Judaism and Christianity, we can achieve harmony, we can learn” (Coleman, 2010).

Akhtar (1997) says that in Pakistan English is given the status of a subject like other subjects as Urdu, Social Studies, Mathematics and Islamiyat. It is usually divided into two parts: English A and English B. English A includes a text book with some lessons. Teachers translate the stories and poems into Urdu using the Grammar Translation Method and answer comprehension questions which students memorize word by word. English B is the grammar side of the subject and syllabus of English B consists of essays, moral stories, letter writing, application writing, tenses and translation from Urdu to English. Teachers make the students learn essays, stories, letters, and the rules of grammar. Students write these rules in tests and exams.

There is a plenty of research in comparison of public schools and private schools but hardly any research can be seen related to Madaris in the context of teaching learning process of English. That is why researcher decided to highlight that area of Madaris and public schools.

### **Problem statement**

English is being taught in Pakistan as a compulsory subject not only in Public Schools but in Madaris also. Most of the Madaris of Pakistan do not allow general education of the students and they have their own courses but some Madaris equally concentrate on general

education also. Some of such Madaris have their own model schools in which students attend classes like students of Public schools and other Madaris prepare their students privately for exams of board besides their special courses for Islamic education. Mianwali is considered one of the backward areas of southern Punjab and this area has a trend to send their children to Madaris because of non availability of nearby schools and poverty. As Madaris provide free accommodation and education to the students so they are convenient in sending their children to Madaris. That is why researcher chose that district for comparative study of public schools and Madaris.

### **Significance of the Study**

English is being taught in every public or private school of Pakistan but as Madaris are concerned, all of them are not teaching it on any level but most of them are doing that. It is assumed in society that Madaris are very rigid in their religious education and they don't pay attention to the subject like English that is need of the time. The study provides details regarding that assumption by comparing teaching learning process of English of both types of institutions. Madaris are also an important part of education system in this country because it is a Muslim country and Muslims give priority to religious education. The study shows that Madaris are trying to concentrate English subject as well and it will be a great source of research for those who want to do research on Madaris. Public schools and Madaris are working efficiently and smoothly but teaching learning process of English of both systems has areas of improvement and strengths also and there are some differences and commonalities in teaching learning process of English of both systems. The study has identified those commonalities and differences for the improvement of weak areas of both systems.

It is not only beneficial for teachers and students but also for the government (the education division) to formulate technical policies.

### **Objectives of the study**

Objectives of the study were to compare:

1. Teaching Learning Process of English in terms of four language skills i.e. reading, writing, speaking, and listening in Public Schools and Madaris of district Mianwali.
2. Teaching methodologies used by English teachers of public schools and Madaris of district Mianwali.
3. The satisfaction level of students with the English teachers of Madaris and Public Schools of district Mianwali.

### **Method**

The main purpose of the study was to compare the teaching learning process of English in public Schools and Madaris of district Mianwali.

### **Population**

Population of the study was consisted of the following categories.

Category I

English teachers and students of secondary schools of Public Sector in District Mianwali.

Category II

English teachers and students of Madaris in District Mianwali.

### **Sample**

In order to ensure adequate representation of the population, the sample comprised of 120 students and 12 English teachers of Public Schools and Madaris. At first stage six schools were

selected through lottery, while all Madaris were selected where English was taught. At second stage, teachers and students were randomly selected.

Six Public Schools from Tehsil Piplan and Tehsil Mianwali are as under:

1. Government Girls High School Piplan (Mianwali)
2. Government Girls High School Chak no. 1/ML (Mianwali)
3. Government Girls High School Chak no.3-4/ML (Mianwali)
4. Government High School Chak No. 32-DB (Mianwali)
5. Government Higher Secondary School Wan Bhachran
6. Government High School Hafizwala (Mianwali)

Six Madaris from Tehsil Piplan and Tehsil Mianwali are as under:

1. Jamia Akbaria Mianwali.
2. Jamia Ghousia Wahdia Mianwali.
3. Jamia Islamia Hakeem Abdul Raheem Khan Lilbinat Mianwali.
4. Al Kulia Muhammadia Ghausia Sultania Lilbinat Wan Bhachran (Mianwali)
5. Jamia Mehmoodia Lilbinat Piplan.
6. Jamia Qudisia Lilbinat Piplan.

The researcher put her effort to get purposeful responses. Researcher selected 10 students and one teacher as a sample from each school and the same number of students and teachers from each madrassah. The total number of respondents from each category of institutions was 66.

The study was quantitative in nature and survey method was used for conducting the research.

### **Data Collection Tool**

It was decided to use interview schedule as a tool of data collection. Because most of the respondents of the study were children, so structured interviews appeared the most appropriate tool for the purpose and it helped to get first-hand information through face to face meeting. A semi structured interview schedule was developed to get information from teachers.

### **Tool Development**

In view of the objectives of the study a structured interview for students was developed on five points rating scale (likert's). Responses on the items were scored as followed: Strongly agreed was scored 5, Agreed as 4, Undecided as 3, Disagreed as 2 and strongly disagreed as 1.

Interview schedule for students was consisted of following items:

- Teaching method of English teachers (8items)
- Satisfaction of the students with the teachers of English (7items)

Interview schedule for teachers was consisted of some questions. These questions were related to the teaching learning process of English.

### **Pilot Testing**

The main purpose of pre testing was to know the weaknesses and complexities of the interview items and minimize the ambiguities and misconceptions .Pre testing was conducted to know the preliminary results and to determine the efficacy and appropriateness of the interview items to the content or subject matter.

For the sake of validation, interview items were reviewed by testing them on small sample. For this purpose researchers interviewed 6 students and 2 teachers from a Madaris and a Public school and noted down their comments. Results of those interviews were discussed with and on the basis of them certain amendments were made in order and nature of the questions, while some questions had to be excluded. So after pre testing the tool i-e interview schedule was given the final shape.

### Data Collection

After pre-testing, data was collected. The researchers personally visited Public schools and Madaris in Tehsil Mianwali and Tehsil Piplan. Interviews of teachers and students were conducted by the researchers.

### Data Processing

After data collection, the next phase of research is data processing which includes the following steps:

### Editing

Editing was done by the researchers very carefully to ensure that all the interview schedules were filled accurately. During this vague and ambiguous information was made precise while certain irrelevant responses had to be omitted.

### Classification

Responses of the open ended questions of the interview schedule were classified on the basis of their common characteristics. After this the whole data was transferred to the data sheet for the purpose of tabulation.

### Analysis

The tables were analyzed both statistically and descriptively. In the statistical analysis percentages were worked out while in descriptive analysis narrative interpretation was made.

## Results

**Table 1**

*Use of Audio/Visual Aids by English Teachers*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	0	0	0	0
Agree	0	0	0	0
Undecided	0	0	0	0
Disagree	0	0	0	0
Strongly Disagree	60	100	60	100

Table 1 provides information about the use of Audio/Visual aids in class by English teachers of Public Schools and Madaris. 100% Students from Public Schools and 100% Students from Madaris strongly disagreed to the statements.

This is obvious from the table that no teacher from both types of institutions was using Audio/Visual aids in the class of English.

**Table 2**

*English Spoken by Teachers in Class*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	0	0	0	0
Agree	24	40	14	23.3
Undecided	0	0	0	0
Disagree	32	53.3	39	65
Strongly Disagree	4	6.7	7	11.7

In Table 2, we can see that 40% of students of Public Schools whereas 23.3% of Madaris were agreed to the statement “Most of the time teacher speaks English in the class” As 53.3% students of Public school but 65% students of Madaris disagreed to the same statement. 6.7% from Public schools and 11.7% students from Madaris Strongly disagreed to the statement.

It can be seen in this table that majority of the teachers of both types of institutions did not speak English in the class. But the number of English speaking teachers in Public Schools was greater than that of Madaris.

**Table 3**

*Students' Involvement in Class Discussion by Teachers*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	50	83.3	36	60
Agree	10	16.7	17	28.3
Undecided	0	0	0	0
Disagree	0	0	7	11.7
Strongly Disagree	0	0	0	0

The Table 3 indicates that 83.3% students of Public Schools compared to 60% of Madaris strongly agreed to the statement “Teacher involves you in class discussion”. Anyhow 16.7% students of Public Schools and 28.3% from Madaris simply agreed to the same statement. Nobody from Public Schools disagreed to the statement while 11.7% from Madaris disagreed to it.

The table shows that majority of the teachers from both types of institutions involved students in class discussion. But the number of teachers who involved their students in class discussion from Public School was higher than that of Madaris' students. Almost all the teachers of Public Schools involved their students in class discussion while some teachers from Madaris did not do so.

**Table 4**

*Efforts by Teacher to Improve English Hand Writing of Students*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	44	73.3	56	93.3
Agree	14	23.3	4	6.7
Undecided	2	3.3	0	0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0

The above table showed that 93.3% of the student at Madaris strongly agree with the statement, compared to 73,3% at public schools. Anyhow 23.3% students from Public Schools but 6.7% students from Madaris agreed to the same statement. Moreover, 3.33% students from Public Schools were undecided about the statement.

We reached the point from the above table that almost all the teachers from both types of institutions had tried to improve English handwriting of the students while some students were not able to decide about this.

**Table 5**  
*Students' Understanding regarding Questions in English*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	22	36.7	0	0
Agree	22	36.7	16	26.7
Undecided	0	0	2	3.3
Disagree	16	26.6	34	56.7
Strongly Disagree	0	0	8	13.3

This Table indicates that 36.7% students of Public Schools strongly agreed to the statement “you understand what your teacher asks from you in English” while 36.7% students from Public Schools and 26.7% students from Madaris agreed to the same statement. Moreover, 26.6% students from Public Schools but 56.7% students from Madaris disagreed to the statement. 13.3% students of Madaris strongly disagreed to this statement. 3.3% students from Madaris were unable to decide about the statement.

The above information tells that more than half of the students of Public Schools were able to understand the questions in English asked by the teacher of English while less than half of the students of Madaris were able to understand such questions. The difference is very clear that the number of students from Madaris who can understand English teacher’s questions asked in English were less than half of the number of students from Public Schools (who can understand English).

**Table 6**  
*Teachers' Effort in Correct Pronunciation of Words by Students*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	58	96.7	54	90
Agree	2	3.3	6	10
Undecided	0	0	0	0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0

Table 6 reveals that 96.7% students from Public Schools compared to 90% of the students from Madaris strongly agreed the statement “Teacher concentrates on your reading, by his/her effort you can pronounce correct words. 3.3% students of Public Schools and 10% of the students from Madaris simply agreed to the above statement.

Almost all the teachers from Public Schools and Madaris concentrated on the reading of the students. There was no much difference among the opinions of the students.

**Table 7**  
*Daily Homework Given by Teachers*

Options	Public Schools		Madaris	
	F	%	F	%
Strongly Agree	40	66.7	46	76.7
Agree	20	33.3	4	6.6
Undecided	0	0	0	0
Disagree	0	0	10	16.7
Strongly Disagree	0	0	0	0

The Table 7 exhibits that almost all English teachers of Public Schools used to give homework to the students daily while some teachers from Madaris did not give homework to the students daily. Majority 66.7% from Public Schools whereas 76.7% of the students from Madaris strongly agreed to the statement “Your teacher gives you homework daily”. Moreover, 33% students from Public Schools but 6.6% students from Madaris agreed to the statement while 16.7% students from Madaris disagreed to the statement.

It is apparent from the above information that all teachers from Public Schools and majority of the teachers from Madaris used to give homework to the students on daily basis.

**Table 8**  
*Method of Teaching Used by English Teachers*

Answers	Public Schools		Madaris	
	F	%	F	%
Grammar Translation Method	6	100	6	100
Direct Method	0	0	0	0

The above table shows that 100% teachers from Public Schools and 100% teachers from Madaris were agreed about the fact that they were using “Grammar Translation Method to teach English in class”. From the above information we can say that teachers of both types of institutions were using the same method of teaching English.

**Table 9**  
*Technique Used by Teachers to Improve Reading Skill of Students*

Answers	Public Schools		Madaris	
	F	%	F	%
I use to read by myself first and then ask the students to read again.	0	0	2	33.3
I use to read by myself and next day I say them to read it.	1	16.6	1	16.6
Do not use any special technique.	2	33.3	1	16.6
Students are asked to read in front of class by themselves.	3	50	2	33.3

The above table reveals the responses of the teachers for the question “Which technique do you use to improve reading of students”? Almost 16.6% teachers from Public School and the same percentage of teachers from Madaris answered that they used to read by themselves and next day students are asked to read the text. Moreover 50% teachers from Public Schools compared to

16.6% teachers from Madaris answered that their students were asked by them to read the text in front of the class. Anyhow 33.3% teachers from Public Schools and 16.6% teachers from Madaris said that they were not using any technique.

It can be said that teachers from both types of institutions were using almost similar techniques to improve reading skill of the students but the percentage of the teachers from Public Schools who were not using any special technique was a little bit higher than that of the Madaris.

**Table 10**

*Technique Used by Teachers to Improve Writing Skill of Students*

Answers	Public Schools		Madaris	
	F	%	F	%
I always give them home work to do.	1	16.6	4	66.6
I take their test on white board.	1	16.6	0	0
I always take their written test.	4	66.6	2	33.3

The above table indicates the answers of the teachers from Public Schools and Madaris for the question “Which technique do they use to improve writing of the students?” Almost 16.6% teachers from Public Schools compared to 66.6% teachers from Madaris told that they used to give homework to improve their writing. Moreover, 16.6% teachers from Public Schools said that they used to take written tests from the students on whiteboard whereas 66% teachers from Public Schools and 33.3% teachers from Madaris said that they used to take their written tests to improve their writing.

It can be seen from the above table that majority of the teachers of Public Schools was using written tests to improve writing of the students while majority of the teachers of Madaris was giving written assignments to improve the writing of the students.

**Table 11**

*Technique Used by Teachers to Improve Listening Skill of Students*

Answers	Public Schools		Madaris	
	F	%	F	%
I use to ask questions to check their listening.	0	0	1	16.6
Do not use any technique.	6	100	5	83.3

This table indicates the answers of the teachers for the question “Which technique do they use to improve the listening of the students?”. 100% teachers from Public Schools compared to 83.3% teachers from Madaris said that they did not use any special technique. Anyhow 16.6% teachers from Madaris used to ask questions to check the listening of the students.

It can be concluded from the above information that no teacher from Public Schools was using any technique to improve the listening of the students. Teachers from Madaris were also not using any technique except 16.6% teachers who used to ask questions to improve the listening of the students.

**Table 12****Technique Used by Teachers to Improve Speaking Skill of Students**

Answers	Public Schools Madaris			
	F	%	F	%
I use to speak easy English so the students can speak it by themselves.	4	66.6	1	16.6
Do not use any special technique.	2	33.3	5	83.3

The Table 13 provides the answers of the teachers about the question “Which technique do they use to improve speaking of the students?” 66.6% teachers from Public Schools compared to 16.6% students from Madaris answered that they used to speak easy English so the students can speak English by themselves whereas 33.3% teachers from Public Schools and 83.3% teachers from Madaris told that they did not use any special technique.

It is apparent from the above table that the majority of the teachers of Public Schools were trying to improve the speaking of the students by speaking English in front of the students while majority of the teachers of Madaris was not using any technique to improve the speaking of the students.

**Table 13*****Students' Satisfaction about Answers Given by Teachers to their Questions***

Options	Public Schools Madaris			
	F	%	F	%
Strongly Agree	50	83.3	47	78.3
Agree	10	16.7	4	6.7
Undecided	0	0	0	0
Disagree	0	0	9	15
Strongly Disagree	0	0	0	0

This table shows that 83.3% students from Public Schools whereas 78.3% students from Madaris strongly agreed to the statement “When you ask questions, your teacher satisfies you”.

Moreover, 16.7% students from Public Schools and 6.7% students from Madaris agreed to the statement whereas 15% of the students from Madaris disagreed to the same statement.

It is clear from the above information that almost all the students were satisfied with answer of the teacher except some students from Madaris, the other students of Madaris were also satisfied with the answers of teachers.

## Discussion

Analysis of the findings of survey of teachers showed that grammar translation method was used in both institutions. There was no difference between Public Schools and Madaris regarding concentration on reading and writing skill. Grammar translation method is one of the oldest methods to teach English in the past. A study by Liu and Littlewood (1997) discusses the reasons of hesitation of students to participate in classroom in Asian countries and tells that at that time grammar translation method was popular to teach English. They were of the view that the methods used to teach English in Asian countries revolve around teacher, book and rote memory. All the methods are based upon grammar-translation method. Akhtar (1997) also says that English teachers didn't use any other method except grammar translation method. In one of the studies, Tsui (2007) used the term of “dumb English” for English that the teachers of China were teaching to the students of schools and universities of China because they were teaching English in a traditional way in which students were focusing on intensive reading, text recitation and rote

memorization. The grammar translation method was used widely in China.

The results of the study made it clear that teachers from both type of institutions were not using any special technique to improve listening or speaking skill of the students. Warsi (2004) points out mother tongue and national language as one of the reasons of unsatisfactory condition of teaching English in some areas of Pakistan. He is of the view that after these two languages come English as L3. As a result of three languages at a moment the students don't have competency in four language skills: listening, speaking, reading and writing. One of the reasons behind the low achievement in speaking skill is pointed out by Ramanathan (1999) that students feel a distance between English language and their culture. Another reason in this regard can be that Pakistani society is a multicultural society and cultural differences create hindrance in educational performance of the students. As Lim, Kang and Ha (2021) are of the view that students' language development is highly affected by multicultural differences among them. It gives them reasons for biasness which affects their academic performance as well.

The analysis of survey of students highlighted that the number of teachers who try to speak English in Public Schools was greater than that of Madaris. The students' involvement in class discussion with teachers, was greater in public schools than that of Madaris. More students from public schools were able to understand English questions than that of Madaris. The reason behind this may be highly qualified teachers in public schools and their lesson planning before class by teachers of public schools. Another reason behind this may be government pressure. Audio/visual aids in both types of institutions were not being used. Butler (2007) highlighted the same situation in Korea by saying that English language teaching is nothing more than reading, writing and the use of grammar. Grammar translation method is very common in teaching learning process of Pakistan; in which teacher is there to translate the text of English in Urdu and the students learn the translation (Diaz-Rico, 2008). Less use of Audio / Visual aids was making teaching learning process boring because grammar translation method lacks in games and activities but many researchers as BiBi (2021) regards games and activity based learning more beneficial than lecture method because activities based on games engage the students more than lecture method.

Almost all the students were satisfied with the behavior and methods of their teachers. May be they didn't have the clarity about satisfaction or the less age might be a reason for the decision regarding satisfaction level. If we have a look on different studies that dealt with grammar translation method, gave a different picture of the teachers who used grammar translation method. As Akhtar (1997) exhibited the role of English teacher in grammar translation method by saying that the teacher was all in all who used grammatical rules that were rigid in nature and was not having flexibility. He was starting the lesson and the only way of teaching was to impart the mere knowledge to the students. Another reason behind their satisfaction may be examination and might be based on their preparation for examination because Ramanathan (1999) has tried to link examination system with rote memorization and rote learning in India and the situation in India is not far from Pakistan regarding teaching learning process. He is of the view that teachers do nothing except preparing students for exams and he says that the stress of examination is responsible for rote memorization. The students have the only aim to pass the examination. Akhtar (1997) declares in his research that Pakistani schools are not producing the students who can speak English fluently because they teach English not as a language but as a subject. This is the reason that the students can pass examination but can't have any creative skill in English language. Teacher training is highly recommended by Larbcharoen (2021) to make them successful in their career. For this purpose efficient programs are needed which may create competency in the teachers of modern world.

### **Conclusion**

On the basis of the results of study we can conclude the main shortcoming in Public Schools was that English teachers of Public Schools were not using any technique to improve the listening of the students. As for as shortcomings in Madaris were concerned the English teachers were not speaking English in their classes and most of the students were not able to understand the simple questions asked by the teacher in English language, teachers were not serious about improving speaking / listening skills of the students.

It is concluded that teaching learning process of English in public Schools was found to be better than that of Madaris on those dimensions: English teachers of Public Schools always used to give homework to their students on almost daily basis ;all the students of Public Schools were satisfied with the answers of their teachers in response to the questions asked by the students; English teachers in Public Schools tried to utter English words most of the time in class and most of the students were able to understand easy English without translation in Urdu.

We can conclude that teaching learning process of English in Madaris was, however, found to be better than of Public Schools on the these aspects: Teachers of Madaris always remained relevant to the topic and never wasted their time; teachers of Madaris were never rude to the weak students of their institutions; students of Madaris not only obeyed their teachers morally but they tried to obey their teachers in doing their work assignments also.

It is concluded that teaching learning process of English in Public Schools and Madaris was equally good on the these dimensions: Teachers of English of both types of institutions were using simple method of grammar translation to teach their students; English teachers of both types of institutions tried to improve handwriting of their students; English teachers were concentrating on the reading of their students and because of the efforts of their teachers, the students were able to pronounce correct words and teachers from Public schools and Madaris rewarded their students for their good performance.

Both types of institutions were found to be deficient on these areas: Teachers from both types of institutions were not using any audio/visual aid in their class of English; no teacher from Public Schools or Madaris used direct method of teaching English in any case and teachers from both types of institutions were not using any special technique to improve listening or speaking of the students in the class of English.

### **Recommendations**

On the basis of conclusions, the following recommendations are made in order to improve teaching learning process of English in Public Schools and Madaris: Teachers of Public Schools/ Madaris should be made aware of the importance of the skills of listening and speaking so that they can use any of the techniques to improve this area of the students; teachers from both types of institutions should use audio/visual aids in their class of English so that students should be attracted towards teaching learning process of English. ; teachers from both categories of institutions should use direct method of teaching English along with grammar translation method and these methods should be used alternatively according to the requirement of the situation.

Since the scope of this research is limited to the study of some major components of teaching learning process of English. In addition to the replication studies, future investigation may be conducted by taking other components of teaching learning process of English; future studies should be carried out to identify training needs of the English teachers and areas where they need further orientation to strengthen weak areas; future studies may be aimed at comparing teaching learning process of English in Pakistani Schools with that of the schools in other

countries of the world where English is taught as second language and these comparative studies of teaching learning process of English may be conducted at all levels of education. Higher education commission may be approached for funding comparative studies of teaching learning process of English at national as well as international level especially in the Asian countries.

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