

**Analysis of the Communicative and Academic Needs to Learn English in Students of
Jamia- tul-Madina (Faizan E Madina), Karachi, Sindh, Pakistan**

Ali Siddiqui¹,
PhD Scholar, Institute of English Language and Literature (IELL),
University of Sindh, Jamshoro, Sindh, Pakistan

Dr. Abdul Ghaffar Madani²
Assistant Professor @ Shaheed Benazir Bhutto University, Sanghar Campus
<https://orcid.org/0000-0001-5053-1844>

Dr Muhammad Israel Khan³
Assistant Professor @ Muhiuddin Post Graduate College, Rawalakot

Khawaja Arshid Ali⁴
Research scholar @ University of Karachi

Ahmed Raza Sanghera⁵
Lecturer @ Shaheed Benazir Bhutto University, Sanghar Campus

Abstract

The study is designed to analyze the communicative and academic needs in English for the students at Jamia Tul Madina (Faizan e Madina) madrassah at master's level in Karachi. The theme of study is aimed to project the needs of students to learn English for the specific purposes (ESP) in light of Islamic seminary institute. The mixed method approach is followed that practice both quantitative and the qualitative methods. Two separate research instruments have been used in the study. The interview protocol is used to find the qualitative responses of English teachers and the close-ended questionnaires have been used to collect responses of the students in descriptive form. The results have shown that the students of Jamia tul Madina, an Islamic seminary institute have the particular objectives to learn English. These objectives are separate from the objectives of learning English in public and private academic institutes in Pakistan. The use of English in learning of subjects includes Hadith, Quranic Tafseer (Interpretation), Fiqh, History, translation, Business and Management. In addition to it, the responses of the participants have presented a fact that English is used for the research purposes at the international level; it helps in the write up of thesis projects and for the communication with the foreign Islamic research scholars at the research platform. Therefore, the study concluded that the use of English is significant for the students in Madrassah to comply their specific needs in academic and communicative domains for their successful future.

Keywords: ESP, academic, communicative, needs, Karachi, Seminary, Students,

1. Introduction

The learning of English language is acknowledged as the significant source to survive for the learners that belong to almost every technical and the professional fields. It has not only been a source of communication in classes of technology, medicine, engineering and the law. However, the English subject is taught in Islamic seminary institutions (Madrassahs) throughout the World and specifically in Pakistan. Therefore, the learning and the teaching of English is necessarily felt even in the Islamic seminary institutions of Pakistan. The learning of English has enriched the translation of specific Islamic literature in Arabic and Persian into English for its proper understanding. The students of the various disciplines in natural and social sciences need English to be taught and studied in almost all renowned Universities of Pakistan. Therefore, there is an urge to teach and learn English that could merely focus on the disciplinary needs of the learners. Hutchinson and Waters (1987) have defined the concept of needs that is related to the necessities of learners. The learners must identify ones specific necessities to consider a major role in the learning of English.

1.1.Problem Statement

The students of Islamic Seminary Institutions (Madrassah) are taught the general English course. It does not stand enough for them to utilize the learned general English for their communicative and academic learning objectives in future. The students in Madrassah are expected to get higher degrees and become the research scholars in Islamic literature and law. However, the present demand to acquire this dream is difficult without a proper comprehension and utilization of English in their research field. Therefore, the current consequences pay emphasis to learn specific Islamic English that could prove useful for them in da'wah (invitation) and communication for the broader perspectives.

1.2.Aim of this Study

The current study is aimed to find the communicative and academic needs of Dars-e-Nizami students to learn English in one of the renowned Islamic seminary institutions (Madrassah) in Karachi, Sindh, Pakistan.

1.3.Research Objectives

To find the communicative needs of *Dars-e-Nizami* students to learn English in one of the Islamic seminary institutions in Karachi

To find the academic needs of Dars-e-Nizami students in English in one of the Islamic seminary institutions, Jamia-tul-Madina of Karachi.

1.4. Research Questions

What are the communicative needs of MA students in English in one of the Islamic seminary institutions of Karachi?

What are the academic needs of Dars-e-Nizami students in English in one of the Islamic seminary institutions, Jamia-tul-Madina of Karachi?

1.5. Limitation of this Study

The focus of this study is restricted to find the communicative and academic needs of students in English at their Master's level in one of the Islamic seminary institution, Jamia-tul-Madina Faizan-e-Madina in Karachi, Pakistan. The scope of this topic can be extended to the other seminary institutions of Sindh and in the entire Pakistan.

1.6. Significance of the Study

The study tends to present an analysis of students' needs to learn English in one of the renowned Islamic seminary institute (Madrassah) of Sindh, Pakistan. The responses of participants will help to design a specific ESP course that could meet with the actual communicative and academic needs of students in Madrassah institutes of Pakistan. The study tries to analyze the current materials of English course that is taught to the students and the problems they face in learning of English. The study can prove a beneficial document for all stakeholders to design a course with appropriate materials in English for the students in various renowned Madrassahs of Pakistan.

2. Literature Review

2.1. Sketch of English Vitality Around the Globe

The spread of English as the language for correspondence among individuals around the World cannot be halted (British Council, 2013). Kachru (2006) has different sources of information that is more than the British Council. Inward circle populace, which communicates in English as a first language, is around 408 million individuals. Then again, external circle, in which individuals communicate in English as a subsequent language. It has assessed populace around 416 million individuals, while growing circle where individuals in this circle utilize English as a foreign language. It arrives for populace around 306.9 million individuals. It is well seen that the number of local speakers of English is currently dwarfed by the speakers of English as a second/unknown dialect which is about (external + growing circle) 722.9 million individuals. Indeed, even Gem (1994) gauges around 900 million individuals in the world utilize English as a second and or a foreign dialect. Individuals can get information by dominating language that for the most part involved by various individuals from various nations around the globe. According to Lobachev (2008), it portrays that books, papers and magazines, insightful diaries,

movies and recordings, and site pages for the most part utilize English as the language utilized. Besides, Lobachev (2008) shows that 200.698 titles or 21.84% of books distributed on the World utilize English language, 2499 titles or 62.55% of papers and magazines in World are in English, 28.131 titles or 45.24% of academic diaries around globe utilize English in the diaries, 158.611 titles or 34.89% of movies and recordings are in English, and 1142.5 million pages or 56.43% of dialects utilized on the web. Many individuals, after the stunning 9th November misfortune at the USA, have become inquisitive with Islam and see Islam as a narrow minded religion, or even a religion that let its kin to do psychological warfare. As this view is not accurate, Muslims can fix this condition by telling individuals embracing various religions that Islam does not support illegal intimidation. English, as a second/foreign dialect, can be utilized to impart thoughts among individuals coming from various nations where they do not talk or even compose a similar language. It is on mark of dispatch that for next Muslim ages, a move is sought to be finished from here on out. The instruction of English as a foreign dialect at madrasah *ibtidaiyyah* is a great worry.

2.2. Need of English Language in Islamic Seminary Institutions (Madrassahs)

In present, the Islamic seminary institutes use English for various academic and communicative purposes. They need English to communicate with research scholars of foreign countries at the common research platform. According to Wardhaugh (2006), the environment of language is important for the survival of language itself and for the communication.

2.3. Brief Introduction of the Islamic Seminary Institute Jamia-tul-Madina

One of the renowned Islamic seminary institute, *Jamia Tul Madina, Faizan-e-Madina* is located in Karachi, Pakistan. The department of English is newly introduced in the institute for the students at their master's level in order to learn a foreign language for their future purposes. The system of Jamia Tul Madina was started by the Dawat-e-Islami (Dawat-e-Islami is largest non-political Islamic movement for propagation of Quran and Sunnah that is founded by Maulana Ilyas Qadri in 1981 at Karachi). Jamia tul Madina is an Islamic project which teaches the traditional Islamic science known as *Dars-e-Nizami*. More than five hundred branches of Jamia tul Madina are established around the world. It tends to follow the Hanafi fiqh (Jurisprudence) in the teaching and practicing of the Islamic principles. It does possess one of the highest standards to disseminate education of Islamic literature. The curriculum offers the combined formula of various contemporary and traditional academic disciplines. It teaches the literature of Islamic laws and principles with politics, English and management of business.

2.4. Departments that offer Courses in Jamia tul Madina

According to Khan (2019), presently there are following functional departments that tend to serve different courses in the following institute.

Nazrah-e- Qur'an (the practice on the recitation of Holy Qur'an),

Tahfeez-ul-Qur'an (memorization of the Holy Qur'an),
Tajweed (the practice on the Phonetics of Holy Quran),
Department of the Islamic Economic System,
Department of the Islamic Jurisprudence and Law,
Department of the Hadith (Practices of Holy Prophet S.A.W.W),
Department of Tafseer (Interpretation of Holy Verses and Hadith),
Department of English,
Department of Politics,
Department of Arabic,
Department of IT (Information-Technology) and
Department of the Business Management (it is affiliated with the Pakistan Institute of Management).

2.5.Account of the Previous Studies

Sundari (2008) tried to explore the learning purposes in English of the professional candidates in one of the vocational training high school in Jakarta, Malaysia. Sundari (2008) further analyzed the language needs in school and around the five main companies. The purpose of this project was aimed to design a syllabus of English for the trainees in one of the vocational schools in Jakarta, Malaysia. The contribution of Aniqoh (2018) focused on the design of ESP content that is required for the medical students in one of the famous health polytechnic college, Semarang. Suardi, Emzir, and Rafli (2017) studied about the learning of English in one of the Islamic school of Al-Junaidiyah. The research followed ethnographic method to analyze the effect of environment in learning context of English. The results have revealed that the needs of students to learn have been greatly influenced by the environment.

2.6. Theoretical-Framework

The proper examination of different mentalities towards learning and involve of instruction for English lays on the broadly acknowledged supposition that they foresee individuals' way of behaving (Osam and Ağazade, 2004). This study follows a granular perspective directed by the view that these mentalities measure, foresee as well as lead to change in conduct towards the attitudes' objectives (Myers, 2005). The project uses the formative model introduced by Antonio Gramsci (1891- 1937), as per whom, improvement is certainly not a programmed and unavoidable result of verifiable persons and the majority need to act to achieve social change by fostering a philosophy. It is the obligation of social tip top and educated people to back and help them through positive plans to empower them to advance toward the wanted beliefs and leave on change-driven activities (Anyon, 2011). As far as he might be concerned, change ought to be founded on social authority instead of on economy and pressure (Ritzer, 2011).

Another foundational model that illuminates this study is introduced by Pierre Bourdieu (1930-2002) whose ideas of emblematic power and representative predominance are of fundamental

significance. Like Gramsci, he does not stick to the activity of force through plain actual power and keeps up with it to be the result of control of the representative commercial center. He gives prime significance to language and inclined towards designing emblematic resources in etymological business sectors (schooling system, work market, organization, and 'high' society). To Bourdieu, the capital acquired through communicative trades likewise decides ones direction in the space (Mesthrie et al, 2009).

The struggling point of view of Rahman (1949-) and Simmel (1858-1918), it additionally adds to the meaning of this review. From one perspective, Tariq Rahman focuses to English as the justification behind current class partition and lingual separation in Pakistan giving ascent to a contention circumstance (Tariq, 2005). Then again, Georg Simmel focuses to polarization and the similarly significant capacity of contention to enact usually confined gatherings to deliver union with other unfriendly gatherings through a progression of partnerships (Coser, 1965; Ritzer, 2011). In any case, the specialist adds that the principle of English for all can possibly get rid of this separation and to coordinate the general public.

3. Research Methodology

3.1. Research Design

The design of current study is based on qualitative method. The responses of students and the teachers are qualitatively analyzed. The data in form of responses is analyzed through a technique of content analysis. The specific needs of learning English in one of the Islamic seminaries in Karachi, Sindh is determined.

3.2. Participants of Study

The participants taken for this study are thirty M.A students and two English teachers. The English teacher had the teaching experience to teach English of one year to the students of Jamia- tul-Madina at the master's level in Karachi.

3.3. Site of Research

One of the renowned seminary institutions of Islamic teachings in Karachi, Jamia-tul-Madina in Landhi Town, has been selected as the site of data collection.

4. Instruments of the Data Collection

The two research instruments have been utilized to collect the data from the participants. The close ended questionnaire and the interview protocol were used. The questionnaire was organized under the principle of Oppenheim (1992). The content in the questionnaires have been adopted from the questionnaire of Sundari (2008). The interview protocol was adopted from the same study of Sundari (2008). The purpose to use interview protocol was based on the collection

of in-depth insights from the English teachers about the communicative and academic needs in English of the students at Jamia-tul-Madina in Karachi.

4.1.Procedure to Analyze the Data of this Study

The responses of the students that have been taken from the close ended questionnaire were analyzed through descriptive statistics. On the other hand, the responses of the two English teachers that have been taken through interview protocols were analyzed through content analysis.

4.1.1. Courses of Collecting Data-Meetings with the Madrassah Officials: Spot and Time

The determination was made during the visit in madrassa by two ways. Right off the bat, the researcher advised the experts about the idea about topic with exploration and mentioned them to find a calmer spot (McNamara, 2009). This was additionally mentioned that the interviewee would feel loose with an assumption there was security and no external obstruction (Oppenheim, 2001). The three significant actual elements of recognizing place for interview included 'solace, security what's more, calm' (King and Horrocks, 2010, p. 42). To deal with the time appropriately for the interview, it was needed to think about the time that could skip obligation hours of the instructors and learners and then fixed time with them whenever it might suit them (Turner, 2010). On another event, a meeting with an instructor in Darul Ulum Qadria was interfered by a few calls to him as he needed to go to a memorial service parade. In organizing the spot and season of the meetings with the students, the experience was enormously benefited by 'Melmastia' (friendliness). It is social association of Sindh society that gives extraordinary significance to the visitors. Generally, they give organization to their visitors and take all consideration of serving their necessities. It implies offering of neighborliness rising above the religion, race or monetary status. It likewise incorporates full assurance and security to the visitors that have been against an adversary (Elphinstone, 1815).

To guarantee the smooth progression of the meeting, there were unessential issues that the researcher needed to deal with. Commotion in madrassas was a deterrent that researcher tried not to by choosing relatively calmer spots. The researcher needed to stop the meeting when there would be the ideal opportunity for petitioning God call (Azaan) through the amplifiers.

4.2. Ethical Attentions

According to Narula (2009) it is better to recognize Arabic and better to keep away from gruff examination between the two different lingual codes. Moreover, the recitation of the heavenly Quran after the requests as was ordinary there (Narula, 2009). By and large, the titles were conferred on the specialists like Qari Sahib, Maulana Sahib, Mufti Sahib, Ustad Sahib and stayed away from the utilization of 'sir' that the researcher did not take note or on the other hand heard from individuals there. The utilization of these titles was likewise as per the nearby culture where they give product to the emblematic with kind regards for other people. In one meeting with the

Nazim of Jamia-tul-Madina that there was need of trust that to learn and practice his name with extended time just for asking his name.

As knowing the basic facts of behind political situation in country, it was noticed that students would make sense of exhaustion and had the option to quit from the interview or to pull out a specific remark. It was even informed to them that it was morally answerable for guaranteeing the secrecy of their interview accounts (Flick, 2014; Oppenheim, 2001; Ryen, 2007). This procedure was especially accommodating in acquiring their own perspectives and attitudes as contended by McNeil and Chapman (2005).

During the course of collecting the data, the researcher did not attempt to mislead the interviewees or to lay out kinship with them so as to limit the possibilities of social attractiveness' predisposition (Ryen, 2007). This system was additionally in concurrence with 'be agreeable however not excessively well disposed' (Oakley, 1981, p. 33; see likewise Oppenheim, 2001). During interviews, the researcher kept away from gruff inquiries and proclamations that might have humiliated the respondents or might have caused them to feel awkward.

5. Analysis of the Data and Discussion

The present study have followed the technique of Dudley-Evans and St. John to analyze the communicative and academic needs of Dars-e-Nizami students to learn English in one of the renowned Islamic seminary institute of Karachi, Sindh, Pakistan. They are discussed below.

5.1. Analysis of the Target and Objective Needs

The analysis of target and the objective needs have presented this fact that they both are interrelated. They are related to the purpose of suitable choice in learning of English.

The envisioned characteristics in students of Jamia-tul-Madina are stated by the **English teacher 2**. According to the ET2:

“The students must have the in-depth knowledge of Islamic teachings; they are expected to preach (da’wah). Therefore, they need to develop expertise in communication as well. Therefore, the focus to learn English must develop the speaking skills of students to preach the teachings of Islam. In addition to it, the English is a need for higher education of students abroad in future.”

(English Teacher 2-English Department, Jamia-tul-Madina, 2022)

The specific course of English is a requirement of students in Jamia-tul-Madina. However, the general English course is still taught to the students, despite of knowing the fact that it rarely satisfies the lingual needs of students. The **English teacher 1** stated in an interview that the students have not yet received the actual essence of learning the English course in correspondence to the principles stated by Jamia-tul-Madina. It is general in nature. According to the statement:

“The subject of English is general in nature, I personally take content to teach that is prepared and approved by the Education Ministry of Sindh. Therefore, the focus of my teaching is based on successful passing of examination by students.”

(English Teacher 1-English Department, Jamia-tul-Madina, 2022)

From the above ideas that have been shared by both of the English teachers tend to state that it is significant to design a course of English that should correspond with the Islamic perspectives.

5.2. Analysis of Lingual, Discursive and the Genre Devices in Practice

The study analyzed the four language skills of students that are required for the successful communication in English. This vision has been in view of principles raised by Jamia-tul-Madina for its students. In addition to it, the two skills of language, reading and speaking are more focused to successfully carry out the academic activities in vicinity and out premises of Madrassah in English. According to Graves (2000) the speaking skill in English with colleagues, teachers and the other are significant components to analyze the needs for the ESP content. The results have revealed a fact that the students have very low intensity to communicate in English. 49 students out of 60 with a percentile ratio of 81.6% stated that they never have spoken English with either their instructors, colleagues or others. The speaking skill is very significant to deliver religious speeches. Therefore, the focus of Jamia-tul-Madina administration is to develop the speaking skills of students in English. It is because they are sent for Tabligh to other countries. With speaking, the second skill ranked low by the students was the writing skill in English. 48 students out of 60 with a ratio of 80% stated that they are weak in basics to write in English. Keeping in view the intensity of students to use skills to communicate in English that is low, it was certain to design a course that could meet with the needs of students' language at their master's level. The overall analysis have shown that from the selection of discourse that the teachers of English must introduce new materials based on different activities that could develop creativity in students. The analysis of genre has given this idea that the materials in English can be used for the future target purposes. It is the need of students.

The materials are described by **English teacher 2** in an interview as:

“The materials in English that tend to increase skills of reading are descriptive reports, Islamic historical events and noted speeches of renowned foreign Islamic scholars. The materials that students need to increase their skill of speech in English require debate, deliverance of speech techniques and conversation on Islamic topics in English.”

(English Teacher 2-English Department, Jamia-tul-Madina, 2022)

The materials that have been suggested by **English teacher 2** tend to present the level of students in Madrassah. This will definitely bring positive changes in students to communicate in English and process their ideas on scientific foundations.

5.3. Analysis of the Subjective Needs of Students

The analysis of subjective needs tend to address the wants and means of students. It highlights the learning style of students, the specific choice of English materials, the process to learn and the specific language tasks that could motivate the students. These overall objectives tend to give a basis of a design for the ESP course.

5.3.1. Theoretical Foundations of Teaching Materials to Learn English

The materials of English to teach students generally fall into a teaching of the English grammatical structures. The students are usually asked to memorize the chunks of grammatical correct sentences. Therefore, the students tend to lose motivation to learn English. This is one of the basic reasons that the students feel difficult to comprehend the Islamic literature and the speeches of renowned Islamic scholars in English. The data that have been revealed show this fact that out of 60 students, 11 agreed with a ratio of 18.3% that they prefer theoretical based learning of English. However, 9 students were neutral to give any point of view about it with a ratio of 15%. 40 students with a major consent of 66.6% stated they did not prefer theoretical learning of English, instead they preferred the practical approach to learn English.

5.3.2. Disassociation with the Lecture Method

The method of lecture deliverance is a traditional method. Bligh (2000) stated that it presents the topic to explain the content to students. The method of lecture deliverance had a mixed perspective. Many scholars preferred it and others tend to avoid it. The results have shown that the majority of students in Jamia-tul-Madina became bore with the same traditional method of lecture deliverance. Out of the 60 students, 37 students with a ratio of 61.6% disagreed with a statement to associate with the learning of English by lecture method. 15 students did not show any consent. However, 8 students were agreed to the same lecture method in learning of the English language.

5.3.3. Responses of the Learners for the Collective Learning Activities

The very next important statement in form of question was raised against the students to work in either group activities or individual for different activities in English. The purpose of these assignments is to increase the managerial and individual skills in students. Out of 60 students, 45 of them with the ratio of 75% agreed for the group activities and the rest of 15 students tend to agree for the individual tasks. This has shown that the students are more inclined towards group activities than the individual tasks.

5.4. Analysis of Present Situation

The analysis of a current situation in Jamia-tul-Madina tends to present use of English by the students in a given Islamic context. The analysis of current situation state about the contents of course in English with its actual level and skills in students to comprehend it. According to

Graves (2000), the interest of students and the provided circumstances help to design a particular ESP course.

5.4.1. Pupils' Age of the Students

The age of students is one of the factors to analyze the needs of students to design a specific English course. The pupils' age of students varied that belonged to secondary and higher secondary levels. Around 30 students had ages of around 15-17 years and the other thirty students of higher secondary level had ages of around 20-22 years. English teacher 1 (ET1) stated about the need of analyzing the age factor of students that take course of English in an interview as:

“The design of a course with its specific objectives requires the optimum age of students. The teachers of English can easily provide materials in class to the students with knowing of student's level of difficulty and age. The majority had interaction with English in primary. Therefore, the course that could help to master basics in English is a need of time”

(English Teacher 2-English Department, Jamia-tul-Madina, 2022)

The logic that is presented by the ET1 in a statement above has verily defined the level of students to learn and practice English in Jamia-tul-Madina. The students have not studied in English for long. Therefore, the remarks of the English teacher can be concluded with a fact that the basics of English should be introduced.

5.5. Analysis of Means

The analysis of means is discussed under the topic of learning English language in a given context of Islamic seminary institute. The institute of Jamia-tul-Madina is a suitable place to learn English because it supports the learning of English to translate various texts of Islamic literature in Arabic, Persian and Urdu into English for its further propagation. The students are encouraged to interpret the holy verses of Holy Quran and Hadith into other languages. However, the focused languages are Urdu and the English. **English teacher 2**, who have been teaching English since one year in the same institute highlighted this fact in an interview by stating that:

“Though, the Madrassah offers living of students in dormitory position. Therefore, we, English teachers can have a great advantage to design a particular English course in coordination with the administrators of institute and the students at master's level.”

(English Teacher 2-English Department, Jamia-tul-Madina, 2022)

The statement of ET2 above tends to state that the application of English in Islamic zone of Madrassah can create a learning atmosphere that is required for the intensive practice of English by students in certain days of week even after their classrooms.

Beside the advantage of time, the other benefit of English is based on different activities. The activities in the following institute are varied in nature. The **English teacher 2** further elaborated the means of English use in an interview as:

“The overall theme is Islamic learning and learning of English can be more interesting for students. If, the teacher can help to provide discourses in English to put them in discussion on the cases of fiqh, the selling and buying of economic goods in terms of Islamic economic system, the prescribed laws in Islam like fasting and prayers.”

(English Teacher 2-English Department, Jamia-tul-Madina, 2022)

It shows that the English teachers are motivated to improve the quality of English course with introduction of specific Islamic materials in English that could focus on the theme of Islamic perspectives in society. The students can have better experience to use language with suitable knowledge of their particular fields.

Recommendations Forwarded

- a) In general, Pakistani schooling system subsequently needs to have principal strategy for creators in the field of instruction in madrassah. It is to find available resources to get rid of the polarization and to bring madrassah into the standard school mainstream.
- b) The restricted extent of Dars-e-Nizami in job related market likewise denies the madrassah graduates to blend in with other citizenry effectively. A large portion of them accept that keeping facial hair; wearing a turban or white cap; madrassa trainings; orientation in isolation; detestation for music and so on are signs of a strict disapproval of individual to survive in changing circumstances.
- c) The misinterpreted speculations about the job of madrassahs in aggressiveness and fanaticism have likewise caused outrage in strict circles especially with the circles of researchers. Like never before previously, they have communicated their hesitations about the results of madrassa changes. They likewise name it a supported drive of USA and its partners to additionally limit the job of madrassas in Pakistan. One significant explanation of the absence of trust is the news reports specific in famous media which name all madrassas as fear monger plants. Another test is to answer the worries of world local area in regards to the association of madrassas with radicals and aggressor bunches working in Pakistan and Afghanistan.
- d) To close madrassas working in the confidential area is one way forward. The public authority (Government of Pakistan) has additionally not prevailed with regards to building schools in each niche and corner of the country. The presence of phantom schools is likewise difficult for promoters of general enrolment (ICG, 2014). Keeping in view the above realities,

shutting of madrassas and suspension of strict schooling is probably going to meet opposition at mass level.

- e) The researchers consider English to be representative capital (Tan and Rubdy, 2008) that can engage madrassah learners and can be a decent advance forward in the correct heading.
- f) With regards to curricular changes, different researchers support consideration of current subjects in Dars-e-Nizami like Math, Software engineering, General Science and English language (Sikand, 2008). They are of the view that subjects instructed as parts of the current educational programs are obsolete and deficient to meet the instructive prerequisites of the age. They advocate their correction and to incorporate more favorable data (Qazi, 2013).

6. Conclusion

The Islamic religious seminaries promote learning of English course along with other Islamic disciplines in syllabus. The needs of English language in students of religious seminaries are different from the needs of students in public and private schooling systems in Sindh, Pakistan. The activities of students in madrassah are religious in nature. Therefore, the students in Madrassah are even not allowed to have access of internet services, listen and watch the texts in English videos, etc. It is with a fact that teachers of English in Madrassah can help to design a course to learn English language. The course can be for the long duration that could meet with the needs of students in religious seminary educational setup.

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