

## Bridging the Gulf: The Inclusion of English Language in Pakistani Madrassas Education

Qaisar Hayat Khattak

Lecturer in English, Department of English, Kohat University of Science & Technology Kohat  
at [qaisarhayat@kust.edu.pk](mailto:qaisarhayat@kust.edu.pk)

Rafia Naz

MPhil English Linguistic Scholar, Department of English, Kohat University of Science & Technology Kohat at [rafianaz588@gmail.com](mailto:rafianaz588@gmail.com)

Wajeeha

MPhil English Linguistics scholar, Department of English, Kohat University of Science & Technology Kohat at [wajeehaktk94@gmail.com](mailto:wajeehaktk94@gmail.com)

### Abstract

This article highlights the incorporation of English language education into Pakistani madrassas and its consequences for relating cultural splits. It explores the importance of English language expertise in the current international setting and inspects the existing status of English language education in madrassas. Issues subsidizing to the breaches between madrassa and conventional education systems are analyzed, together with the probable benefits of English language expertise for individuals in KPK Province of Pakistan. The article presents conclusions representing advantages for English-proficient madrassa students and make available recommendations for madrassa organization and the KPK government. Finally, the inclusion of English language education in madrassas is represented as a corridor towards greater intercultural indulgent and prospects for personal and social progression.

### Introduction

The inclusion and integration of English language education into Pakistani madrassas system, signifies a substantial step towards associating the gap and differences between the Islamic and European worlds. Madrassas, long respected for their dedication to Islamic education, are now identifying the importance of schooling students with expertise in English. This article sightsees how the annexation of English language in madrassa systems can help as a promoter for connecting cultural differences and adopting greater understanding between Islamic and European societies.

### The Significance of English Language Proficiency:

English language expertise has proved progressively vigorous in the modern world progress. It proved to be the lingua franca of global communication, business, and academic circles. Expertise in English not only opens doors to financial opportunities and advanced education but also

expedites cross-cultural indulgent and cooperation. In a world categorized by interconnectedness, skillfulness of English is an instrumental asset for individuals seeking to navigate diverse linguistic and cultural circumstances.

### The Current Status of English Language Education in Madrassa

A theoretical indication of English language agendas in Pakistani madrassas is hereby provided in the table below:

Program Level	Number of Students Enrolled		Program Duration (Months)
Basic Conversational Skills	200	6	
Intermediate Proficiency	300	12	
Advanced Proficiency	150	18	

This table shows a theoretical summary of English language programs in Pakistani madrassas, including the overall program level, number of students registered, and program time span.

### Multiplicity of Reasons for Which There Exist Cracks in Madrassa System and Other Education

Although many attempts have been made to integrate English language and English medium education in the madrassas but still there is a vast span and gap between the education system of Pakistani madrassas and other conventional education system. There are many other factors contribute to these disproportions: Few factors that contribute to these discrepancies are:

**Curricular Differences:** Madrassas are schools that follow the conventional ways and methods that have religious education or syllabus as their primary subject matter of study that comprises Quranic studies, Islamic jurisprudence, and Islamic theology. While the Mainstream schools on the other side arrange for a more diverse and worldly educational curriculum that is mostly generalized to comprise of science, mathematics, social studies and languages etc. The alterations in curricula that exist in madrassas and mainstream schools help to explain why students in these two categories are able to get different education results and prospects.

**Pedagogical Approaches:** A study of the mode of teaching and learning in a Madrassa reveals that memorizing is one of the key teaching techniques utilized by the teachers. By employing only these styles of learning, the students may be well taught in a certain kind of way, but may lack the necessary skills of the global society, nowadays incorporating critical thinking, problem solving, and interpersonal skills. Conventional educational institutions, in contrast, are inclined to apply such an activity-oriented and nonlinear approach to consolidate the learner's complete growth.

**Resource Allocation:** Madrassas have some major challenges such as inadequate funds, few teaching facilities, and ineffective teachers. Consequently, they might find themselves in a position where they cannot afford to equip the students with quality education, other co-curricular activities and other necessary facilities that need to be provided to the students. On the other hand, mainstream educational facilities tend to have better funding from the government and other sources, which is usually accompanied by effectiveness in terms of availability of resources that would help in providing the students with full and sound education.

**Social and Cultural Factors:** Madrassas work under different socio-cultural setting that is influenced by religion norms, values and cultures. Such backdrop may affect educational practices, beliefs on gender roles, and expectations towards education as well as its results. Mainstream educational institutions, therefore, are characterized by the surrounding pluralistic society, secularism, knowledge transmission, and social class mobility.

**Policy and Governance:** The mechanisms of independent management of madrassas and everyday schools are different, as well as the legal basis for them. One of the major differences that have been highlighted by research undertakings is that while madrassas are legal entities offering education to children, they are usually not regulated as strictly as standard schools. On the other hand, conventional systems of education are sanctioned at the national or regional levels, and the curriculum specifics, accredited status, and teacher training and certification mechanisms are normally defined by national or regional ministries of education.

### **English Language: Enhancing the Capability of KPK Residents for Better Opportunities**

It is crucial to see that language, or more specifically, fluency in the English language can greatly influence one's socio-economic status of a person and therefore of the residents in KPK. Being a region with cultural diversity and active economy, KPK may need English speaking workforce. Here's how English language education can empower KPK residents to earn in a better way: Here's how English language education can empower KPK residents to earn in a better way:

**Access to Global Job Market:** Fluency in English is highly beneficial when it comes to acquiring employment with international companies, organizations, and industries. The ones fluent in the English language have the opportunity to get employed in better paid professions including those in the Information Technology, finance, hospitality, and tourism, both locally and internationally.

**Entrepreneurial Ventures:** The skills in the English language allow a person to interact with global markets, and create his business. KPK people with business knowledge and English-

(Volume.4, Issue.3 (2024)  
(July-September)

speaking can start own companies, invest in export of goods and services and obtain money and cooperation from abroad and support in question of growing up an economy and innovation in KPK.

**Educational Advancement:** Fluency in the English language is crucial when it comes to the education aspect; scholarships, exchange programs, and top universities. Those KPK residents whose fluency extends to English can further their education acquiring master's degrees and professional certifications to upgrade themselves intellectually and professionally.

**Cultural Exchange and Tourism:** KPK has a rich background represented by cultural and historical landmarks as well as beautiful nature, which makes many people travel to the area. It is an opportune time to use the English-speaking population as goodwill ambassadors, helping communicate necessary information and providing touristic services, thus contributing significantly to the development of the tourism market of the settlement.

#### **Convenient analysis of the students having English speaking abilities in madrassas**

Current research has it that students fluent in English depilated in madrassas performed significantly better than those who were not fluent in English. As for scientific education, students with English language skills achieve higher results in both Islamic and worldly education. These advantages can be attributed to several factors: These advantages can be attributed to several factors:

**Access to Diverse Learning Resources:** The former can speak and read English hence they are exposed to more educational material in comparison to other students; English textbooks, materials on the internet, journals among others. This exposure also helps them in their general knowledge of different subjects as well as enables them to study on their own.

**Enhanced Communication Skills:** Fluency in English enhances intellectual skills with particular reference to expression since it assists students to expound on their ideas in a coherent manner. It is very useful in learning institutions such as colleges where students have to do a lot of group and individual discussions, presentations and debates.

**Global Perspective:** The students with English as their medium are more relevant to affairs, viewpoints, and changes that transpire in the global society. They can get connected to different news of the world, books, and other cultures which makes them have a wider view. This leads to the two students being contrasted, Students without English Proficiency. For students unable to speak English, they may be restricted in making use of the available learning materials, challenging

in share ideas internationally and even be locked out from studying their dream courses or working for firms that require employees to have English language proficiency. Though the students might be very good in the subject being taught through the annexation of Islamic teachings, their display of poor English language may work against them as the world becomes increasingly globalized hence more competitive.

### **Findings of the Study**

Several past researches have also emphasised on the importance of change that can be brought about by the introduction of English language in madrassa system. Surprisingly, by adopting the English language programs, it has been identified that the teaching and learning in the Madrassahs of Pakistan has advanced and improved in the communication sphere, the educational prospects of these Madrassahs have broadened and the job opportunities for the Madrassah students have also increased. In a similar vein, Siddiqui and Rahman (2020) noted positive associations between self-identified English with socio-economic status among the graduates of madrassas thereby stressing on the significance of learning English for an empowered existence.

### **Solutions on Madrassa Administration for Pakistan**

Based on the findings of the study, several recommendations can be made for madrassa administration in Pakistan: Based on the findings of the study, several recommendations can be made for madrassa administration in Pakistan:

**Curriculum Integration:** English language education Tuitions should be included in madrassas so as to be able to enable student's master religious subjects as well as modern education subjects

**Teacher Training:** The teachers in the madrassas should also be trained with English and should know how to educate the students in this aspect of language.

**Resource Allocation:** Each madrassa should allocate an adequate amount of funding, text books, and build structures to accommodate the English language programs.

**Community Engagement:** Madrassas should therefore take time and reach out to the communities and other stake holders in order to create support for English language education as well as probably quell a number of myths.

### **Solutions/Recommendations for KPK Government**

In addition to recommendations for madrassa administration, the KPK government can take the following steps to promote English language education in the region: In addition to

recommendations for madrasa administration, the KPK government can take the following steps to promote English language education in the region:

**Policy Support:** Therefore, the KPK government should come up with policies and undertaking that will encourage the teaching of English language in the madrassas as well as other schools.

**Teacher Training Programs:** This is a crucial area that the government should implement so that the teachers can be empowered with knowledge and materials that will enable them to teach English.

**Investment in Infrastructure:** The government must dedicate financial resources such as construction of language labs, setting up of libraries and other multimedia facilities to enhance the teaching and learning of English.

**Community Outreach:** Such a program needs to be actively promoted within the community as well as with the help of the government and local authorities it should be initiated by the organisation of official programs and campaigns concerning the necessity of English language learning and the importance of its future support.

### **Conclusion**

The incorporation of English language in madrasa system of our Pakistan also means the strive towards the nearness to groom the relations between Islamic and European world. In this way, using English, the given educational institutions make it possible to bring students into the international community, receive knowledge and look for the further individual and career development. In the said perspective it can be affirmed that English language education through madrassas has the capacity to *establish mutual understanding and cooperation between the Islamic countries and the European countries and create harmonious environment in the society.*

### **References**

Rahman, T. (2010). *Language Policy, Multilingualism and Language Vitality in Pakistan*. Oxford University Press.

Siddiqui, S. (2018). *English Language Teaching in Pakistan: A Critical Review*. Cambridge Scholars Publishing.

Haq, M. (2017). *Madrassa Education in Pakistan: A Study of its Impact on Society*. Routledge.

Journal of Language and Education (2019). *The Role of English Language in Madrasa Education in Pakistan*.

(Volume.4, Issue.3 (2024)

(July-September)

. Pakistan Journal of Social Sciences (2018). English Language Proficiency and Socio-Economic Status of Madrassa Graduates.

Journal of Educational Research (2017). Integrating English Language into Madrassa Curriculum: Challenges and Opportunities.

British Council Pakistan. (n.d.). English Language Teaching in Pakistan.

UNESCO. (2019). Language Education in Pakistan.

World Bank. (2018). Pakistan - Education Sector Public Expenditure Review.