

## CALL AS A TOOL IN TEACHING EFL IN PAKISTANI RELIGIOUS INSTITUTES (MADARIS): A SURVEY OF ISSUES AND CHALLENGES

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### **Abstract:**

The present research intends to explore the issues and challenges faced by Teachers for using CALL in the teaching of English to the students in Pakistani Madaris. The study was quantitative, based on descriptive survey design. The questionnaire was constructed using the Five Points Lickert Scale and data were collected from 150 Madrisa teachers currently teaching to the students in Madaris in Punjab, Pakistan. The collected data were analyzed on SPSS through descriptive analysis of the responses. The findings of the results reveal that teachers in Madrisa face various issues and challenges like non-availability of the computers and laptops, shortage of electricity, no pre-induction training, theoretical based course work, lack of interest from the old teachers towards learning or using computers, insufficient time for CALL USE implementation. Besides, many female teachers who cannot operate a computer, they have to do domestic duties and resultantly they cannot afford extra time for learning computers. If computers are available, the shortage of electricity causes great hurdle as there is no alternative. The study concludes that without overcoming these issues, inculcating the use of CALL is impossible in Pakistani Madaris. Hence, the policy makers, stakeholders and administrative staff should target these issues so that the advantages of CALL in teaching English may be provided to EFL students in Pakistani Madaris.

**Key Words:** Teachers, Stakeholders, Policymakers, CALL, Pakistani Madaris

### **1. Introduction**

Educational technologies started from the second half of the 20<sup>th</sup> century and in the developed countries, computers entered in school life in the late 1950s and are still developing day by day. Now, it has become easier and convenient to use for storing data. It

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can handle sounds, pictures and many other things of computers have been developed quickly. Use of internet reshapes the English language especially at the end of the 20<sup>th</sup> century because, with the help of the internet, speakers were able to talk all over the world in the target language. Computers have become not only a tool for information but a good source of knowledge as well.

The traditional system of education is being changed day by day and students are now becoming more active with the use of computer technology in their classrooms (Edwards-Groves, 2012). There is the use of mobile, tablets, smart-phone etc. to change the way of education. Now computer technology becomes more complex than some years ago (Levy, 2009). Technology provides an interesting way to interact with people through chat and discussion (Gill, 2011). Computer knowledge is used in every field of life and it according to the needs of the students and it depends on teachers' own choice and teachers choose and his/ her goal and or attention as well. The computer has changed the atmosphere of learning because of its availability of technology even out of classroom boundaries with the use of mobile devices (Abdollahpour & Maleki 2012).

It may be useful in improving four skills of language like speaking, writing, reading and listening. Knowledge can be transferred with the use of the internet and chat. Second language learning with the help of computer technology has a lot of plus points for both teachers and students. Our educational system is not advanced enough to meet the requirements of the international standard of education because our country is not as developed as other countries in Europe. In this context, the use of computer technology is not an easy assignment especially in all educational institutions of Pakistan. Besides, a lot of issues involved in the way of computer-assisted language learning in Pakistan. Teachers neglect the use of technology in the classroom because of different reasons.

Teaching and learning have been changed by the integration of computer technology in the classroom (Hoopingarner, 2009). In Pakistan, most of the educational institutions are not using computer technology because they have some issues. Mostly they have no interest, in its use in the classroom. They are not able to purchase the technology by themselves. It is good that now the Government of Pakistan is

providing laptops and Tabs to schools. Teachers in Pakistan are still facing some barriers related to its use. They have provided little time; they have some financial problems, lack of technical staff, and lack of availability. Now the question is to explore the challenges and barriers related to its use in the classroom. Studies found the difference and prove that students using computer-assisted language learning performed better than students not using computer-assisted language learning (Grgurovic, M., Chapelle, C. A., & Shelley, M. C. 2013). Computerized tests take less time than traditional tests with paper and pencil and are more reliable (Madsen, 1991). Students can repeat their listening activities in schools and their educational institutions and can improve their listening habit individually. Students can correct their pronunciation and way of talking, their intonation etc. Learners of the second language can expand their access and listen to the speakers of the target language by using the Internet. It is important to note that technology changed the educational format especially with the arrival of internet teacher and students can get a lot of related knowledge. Furthermore, computer technology becomes more complex than some years ago (Levy, 2009).

Choi and Lee (2008) conducted research to know the current trends and issues related to the English language in Asia. The study revealed that due to issues related to class hours, the national curriculum and textbooks, English as a medium of instruction, political environment; social and individual the students are unable to learn English effectively.

In this regard, a study was made in Saudi Arabia when Hani (2014) conducted research about the Benefits and Barriers of Computer Assisted Language Learning and Teaching in the Arab world. The study found out problems like an inadequate number of computers, teacher's training, and shortage of time, technological problems and high cost of computers. The study proved that ICT USE enhanced the learning abilities and interest of the learners with useful material etc.

Bhatti et al. (2014) conducted research about trends toward internet usage among Dini Madaris (Religious Schools) teachers of Lodhran District, South Punjab, Pakistan. Lack of availability of computers and load shedding were noticed as major problems in

Pakistan. Speed of the internet was also found as one of the big issues related to computer-assisted language learning in institutions. Another research was made by Haider (2013) explored perceptions of ESL Teachers towards ICT USE implications for ELT at an intermediate level in Pakistan. The results of this study revealed that teachers' perception of computer competence and implementation of ICT USE in ESL class was of significant importance. The participants agreed that it was a powerful tool to enhance learner's interest and to motivate them to do more because it not only saved time but enjoyable as well. Hassan and Sajid (2013) conducted research about ICTs in learning: Problems faced by Punjab province Pakistan. Results revealed that most of the participants had positive perceptions about the integration of ICTs into their teaching and learning. The study found that there were many hurdles like lack of computer lab, lack of computer availability, lack of teachers' experience with computer language teaching and financial support was also a big hurdle. It was decided to support the teachers who are using computers in their classrooms.

### **2.1 Statement of the Problem**

Computer technology is very significant for EFL learning but unfortunately, most of the teachers are not able to use computers for language teaching. In the advanced world of technology, teachers have challenges to acquire the skill of using new technologies in language teaching. The Government and nongovernment NGOs are trying to give awareness to the teachers of using new techniques in the teaching of English.

### **2.2 Objectives of the Study**

The objectives of the study are as follows:

- I. To explore issues and challenges faced by teachers for using ICT in Pakistani Madaris in Punjab, Pakistan.
- II. To find out the teachers' skill for using ICT in the teaching of English to the students in Pakistani Madaris.

### **3. Methodology**

The current study is descriptive based on survey design. A questionnaire with close-ended statements was developed on Five-Lickert Scale (Agree, Strongly Agree, Neutral, Strongly Disagree and Disagree) to collect quantitative data. The population was

intermediate Madrissa teachers in Punjab, Pakistan. The sample population was selected from six (three public and three private) Dini Madaris (Religious Schools) of District Lahore. In the selection of sampling, random sampling technique was used to approach the target population.

#### 4. Data Analysis and Interpretation

The data were analyzed to extract the responses of both samples of the population by using the Statistical Package for Social Sciences (SPSS).

**4.1 Table 1 Showing Level of Opinions from Five Point Rating Scale Questionnaire**

| Levels of opinion | Standards   |
|-------------------|-------------|
| Highest           | 4.50 - 5.00 |
| Higher            | 3.50 - 4.49 |
| Average           | 2.50 – 3.49 |
| Lower             | 1.50 - 2.49 |
| Lowest            | 0.00-1.49   |

**4.2 Table 2 Showing Issues and Challenges Faced by Teachers in Pakistani Madaris**

| Sr/No. | Teachers' opinions                                                         | St. Deviation | Mean Score | Mean Values |
|--------|----------------------------------------------------------------------------|---------------|------------|-------------|
| 1      | There are some problems in using computers technology.                     | 1.22          | 4.78       | Highest     |
| 2      | I have financial problems in purchasing a computer in Teaching of English. | 1.24          | 4.76       | Highest     |
| 3      | Learning computer technology requires extra time.                          | 0.60          | 4.40       | Highest     |

|   |                                                                            |      |          |        |
|---|----------------------------------------------------------------------------|------|----------|--------|
| 4 | The energy crisis is a barrier in having regular assistance of a computer. | 0.69 | 4.3<br>1 | Higher |
| 5 | Internet facility is not available in Pakistani Madaris Punjab.            | 0.74 | 4.2<br>6 | Higher |
| 6 | I know how to use talking tutors and Dictionaries.                         | 0.70 | 4.3<br>0 | Higher |

The above table is to obtain responses on issues and challenges using CALLUSE technique. Statement 1 in the above table finds out the problems of teachers due to lack of knowledge. The arithmetic means a score of the teachers' response is 4.78 that show the highest level of agreement of the teachers' opinions. The results reveal that Urdu Madrissa teachers have some problems related to the use of computer technology due to lack of knowledge. Statement two in the above mention table is to find out the financial problems of EFL teachers. Here mean score of Urdu Madrissa teachers on this statement is 4.76 which show the highest level of opinions. The result reveals that Madrissa teachers have financial problems or they have not extra money to purchase computers or laptop to facilitate the class. Statement three explores the issues related to time management. The arithmetic means a score of EFL on this statement is 4.40 which again results in the highest level of opinions. From the results, it can be deduced that learning to use a computer to facilitate students requires extra time but they are pressed for time. Statement four in the above table is to obtain information about the teachers' issues related to the load shedding or barriers of energy. Here mean score on their agreement related to this issue is 4.31 which show the higher level of opinion. The results indicate that the energy crisis is a barrier in implementing CALLUSE. Pakistan has been seriously facing the energy crisis for the last many years. The shortfall of electricity is also affecting the progress of education as well. Statement five is to gauge information on the problems arising from lack of internet facility. Mean score about this statement is 4.26 which also indicate the higher level of opinion meaning hereby that institutions have a lack of internet facility for teachers. Statement six is to find out the problems of teachers about knowledge of computer related programs. The mean score of the teachers' response is 4.30 which

indicated the higher mean values according to the levels of opinion. The results reveal that teachers have knowledge about talking tutors and electronic dictionaries for Dini Madrissas have.

The interpretation of the data shows that on rating scale statistical results reach the highest and the higher level of opinions which reveals that results are highly significant which prove that many of the Madrissa teachers face a lot of problems and issues in using the computer as a tool for teaching English at an intermediate level. The energy crisis, lack of knowledge about the use of computer and financial problems are the most important issues due to which they think that CALLUSE technique cannot be successful in the teaching of English.

**4.3 Table 3 Showing Teachers' Skill for using calling Pakistani Madaris**

| Sr/No. | Teachers' Opinions                                                                                    | St. Deviation | Mean Scores | Mean Values |
|--------|-------------------------------------------------------------------------------------------------------|---------------|-------------|-------------|
| 1      | I know how to tackle the functional problems of the computer.                                         | 1.84          | 3.16        | Average     |
| 2      | I have enough time to manage Dini Madrissas have room in the given time at Madaris.                   | 1.57          | 3.43        | Average     |
| 3      | I can install the English learning Software.                                                          | 1.52          | 3.48        | Average     |
| 4      | Dini Madrissas have sufficient technical support regarding computer application at Pakistani Madaris. | 1.60          | 3.40        | Average     |
| 5      | Skill in computer application helps Teachers in Madaris in teaching English.                          | 1.08          | 3.92        | Higher      |
| 6      | I have an interest in learning and using a computer for teaching English.                             | 1.04          | 4.96        | Highest     |

The above table is to obtain information on teachers' skill for using CALLUSE technique. The statement one in this table is to find out if ELT teachers how to tackle functional problems of

computer. The mean score of this statement is 3.16 which show the average level of opinion which means that all teachers are not able to solve the functional problems of computer. The second statement is to investigate the time management of the Teachers in Madaris related to using a computer. Here mean score is 3.43 which also show the average level of opinion which means that teachers are not able to manage the extra time forCALLUSE application. Statement 3 is to investigate the teachers' skill related to the user computer. Mean score on this statement is 3.48 which show the average level of opinion which indicates that many Teachers in Madaris have no sufficient skill to undertake installation of language programs. The statement four is to gauge information if Dini Madrissas have sufficient technical support regarding computer application in Dini Madrissas have. Mean score of this statement is 3.40 which show a higher level in the level of opinion. The result reveals that many institutions have no sufficient technical support in using a computer in Dini Madrissas have. Statement 5 finds out if Teachers in Madaris have good skills in using a computer for the benefit of learners in teaching English. The arithmetic means a score of this statement is 3.92 which show a higher level of opinion. The result revealed that Madrissa teachers know well that computer skill is very helpful for EFL students. Statement 6 is to explore perceptions of aboutMadrissa teachers whether Teachers in Madaris' have an interest in using a computer. Mean score of this statement is 4.96 which reveal the highest level of opinion which means that the teachers are very much interested in learning and using the computer for teaching English.

The interpretation of the data shows that on the rating scale, most of the statistical results reach the average level and only two reach the higher level of opinions which reveal that results are not significant which prove that many of the Madrissa teachers are unable to handle computer related issues. On top of that, they are unable to manage handle issues due to the limited time specified at Dini Madaris (Religious Schools). They are also unable to do the installation of the computer. But the higher level of opinions reveals that there are some teachers who can use a computer and they know that the use of computer can give them ample understanding of the latest knowledge about teaching techniques and methodologies.

**4.4 Table 1 Showing Mean, Standard Deviation & T- Value for the Scores of Issues and Challenges Faced by Teachers in Religious School**

| Variable           | Gender | N   | Mean  | SD   | T    | P        |
|--------------------|--------|-----|-------|------|------|----------|
| Challenges         | Male   | 100 | 13.67 | 1.29 |      |          |
| Barriers inCALLUSE | Female | 50  | 14.69 | 1.19 | 2.11 | 0.035*** |

(df=118, \*\*\*p<0.01)

The statistical results in the above table expose that the t-value for both male and female teachers at the higher secondary level is 2.11 which is obviously greater than the standard normal value 1.96. This statistical analysis reveals that teachers (both male and female) have to almost equally face the challenges and barriers related to the use of computer-assisted language learning. The results also point out that both male and female teacher faces challenges and issues in usingCALLUSE technique during teaching the English language. Female teachers face problems a little more than male teachers because female teachers face the problem of distance from their home to the computer learning institutions. They also face time problems because almost all female teachers have to manage their domestic responsibilities. So they are interested in using Computer technology but they face a lot of challenges. P-value \*\*\*0.035 which is less than 0.05 shows important and accepted hypothesis that both male and female tendency is almost the same which clearly means that they face same issues and barriers while usingCALLUSE for teaching English as a foreign language.

If compared mean score between male and female teachers, it is revealed that female there is no any significant difference (Male: 13.67 and female: 14.69) which also shows that both male and female face the same level of problems for usingCALLUSE for teaching English.

**4.5 Table showing Mean, Standard Deviation & T- Value for the Scores of Comparison of Teachers' Skill for Using Computers in Teaching English**

| Variable           | Area   | N   | Mean  | SD   | T    | P        |
|--------------------|--------|-----|-------|------|------|----------|
| Teachers' Skill in | Male   | 100 | 14.47 | 1.51 |      |          |
| Using computers    | Female | 50  | 10.87 | 2.74 | 3.34 | 0.021*** |

(df=118, \*\*\*p<0.01)

The statistical results in the above table reveal that the t-value for both male and female teachers at the higher secondary level is 3.34 which is obviously greater than the standard normal value 1.96. This statistical analysis exposes that the hypothesis about teachers' (both male and female) have a great tendency towards the teachers' skill for using computers in teaching English. The results also signify that comparatively female teachers have problems related to skill for using computer technology in the classrooms. They have lack of knowledge related to computer use according to their lesson plans. They also show a lack of interest in learning computer skills because they do not want to go outside of their homes after their working hours. P-value \*\*\*0.021 which is less than 0.05 represents highly noteworthy and established hypothesis that both male and female tendency is lower to the significant level which clearly means that female teachers are lower in the use of computer skills.

If compared mean score between male and female teachers, it is revealed that there is a significant difference (Male: 14.47 and female: 10.87) which also reveals that both male and female have a difference in the level of skill for using computers in teaching English.

## **5. Discussion**

### **5.1 Phase I**

The results expose that both male and female teachers at the higher secondary level found the issues and challenges for using computer technologies in the classrooms. Research conducted by Mahdi (2013) about Issues of Computer Assisted Language Learning reported technical issues, pedagogical, personal, institutional and socio-cultural issues were noticed. In Pakistan, most of the teachers have not been found financially strong enough to buy their own laptops. They also have not enough money to spend on getting training individually on their own behalf. The results also point out that both male and female teachers face challenges and issues in using CALLUSE technique during teaching the English language because they have not their own laptops to practice at home. Female teachers found the problem of distance from their home to the computer learning institutions because training institutions are not near home and they found a problem to come to thereafter teaching hours. They also found time management problems because almost all female teachers have to work and manage their

home as well. Unlike male teachers, they were not found as free time to go outside the home to learn computer skills. So, they were attracted to using computer technology but they face a lot of challenges to get benefit from this technology. In (2013) research about ICTs in learning conducted by Hassan & Sajjid in Pakistan which investigates the challenges and barriers related to the use of computer technology in the Dini Madrissas have in the province of Punjab, Pakistan and found the financial, technical and institutional problems. The time factor was also very important because teachers remained tired after teaching hours. Most of the institutions were found having lack of internet facility. So, the teacher remained helpless in getting and to get updates about their disciplines. So, teachers found that the lack of the supply of electricity. The teachers had a lack of knowledge of computer skills.

### **5.2 Phase II**

Results also revealed that female teachers are lower in computer skills. They were not found enough skill to install programs by themselves. It was found that private institutions support computer applications. They also provide training to their teachers but they remain unsuccessful because of a shortage of computer availability. Public institutions were not provided with their teachers' training and they remain ignorant and careless. Age factor also proved to be important because young teachers have the interest to use computer technology related to their subject but senior teachers have shown a lack of interest and knowledge. Female teachers were also found having a lack of knowledge and confidence because sometimes students know more than their teachers about computers. So, they remain shy and careless about the use of technology in the class of foreign language learning.

### **5.3 FINDINGS**

The T-test scores of data reveal that the use of computer technology may have good and flourishing impacts on students' learning. It is a fact that its use has linked with some issues like lack of financial possessions, unsuccessful examination system, English language difficulty, dearth of skilled persons, lack of time for teachers, non acquaintance of teachers with computer technology, embarrassment of teachers from students' advanced skill in information technology, unwillingness of teachers, poor

internet links, economic problems, safety of equipment, extreme breakdown of electricity, lack of Administrative support, lack of training, lack of inspiration, age factors, computer labs are only for students who take computer as subject, insufficient number of computers and theoretical syllabus etc.

#### 5.4 CONCLUSION

The study concludes with not only issues and challenges faced by Madrissa teachers at the intermediate level but also the benefits. The revolutionary interest from the Government of Pakistan for the significance of computer technology in the education sector (National Education Policy, 1992) in the words that all educational institutions and training programs should consist of computer education as a compulsory component to be used as a tool to reinforce the teaching-learning process. National Education Policy (1998-2010) also proposed a valuable initiative for the induction of CALLUSE at all levels in educational institutions and this situation indicated the bright future for CALLUSE practices in the education system of Pakistan. Hence, in continuation of the previously conducted studies, the current study invites the attention of the Policymakers and the stakeholders to facilitate the Madrissa teachers with computer and other information technologies (as students are provided laptops) along with pre-induction training at Dini Madaris (Religious Schools) level. However, success of CALLUSE practices are adjacent to the treatment of issues and challenges of EFL teachers.

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