



# Comparing teaching of Islamic and Language subjects in Afghanistan

Teachers' views and use of strategies in grade 4 of schools in Ghor Province

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## ABSTRACT

The main purpose of this study to understand to what extent Afghan IE teachers' use and implement those strategies in their teaching compare to Language in primary school. The study took place in 45 schools, which three kinds of data collection tools were used. First questionnaire for 99 male and female teachers in 45 schools of Ghor province, to explore teachers views about the usage of strategies in IE and Language. Second structure observation to investigate or teachers do what they answered in questionnaire. Third analysis of IE and Language textbooks according Bloom's learning taxonomy in grade four to understand the IE textbooks activities and Language textbooks activities in grade four.

The result of questionnaire illustrate that most of teachers of IE used the teaching and learning strategies, reading comprehension in their teaching. While the result of observation has shown that, teachers of both IE and Language do not implemented what they answered in questionnaire, they still fallow traditional teaching strategies in teaching processes. In addition analysis of IE textbooks and Language textbooks according to Bloom's taxonomy indicated that Language textbooks included more activities than IE textbooks. Finally IE textbooks emphasized on memorization of some textbooks for active learning. Textbooks of both IE and Language motivate teachers to implement those activities in their teaching to learning become useful and effective for students.

To conclude one can say that teachers views expressed in questionnaire are more similar in some aspects of teaching IE and language. Interestingly the teachers who teach IE and language show similar views while as general trend views of teachers who teach both differ is many cases form the other two groups of teachers. This group, although smaller in number in this study, as this group teach both subjects and more likely their views must be given more weight, because they can be in better position to judge about similarities and differences of teaching IE and Language. There were many contradictory points as well. For example that IE teachers see learning by doing as the highly marked learning activity (see table 14, 56 %) of IE, while as reported in tables 7 and 13, memorization seen as main thing for IE.

The findings for questionnaire and observation also contradict each other and mean that teacher say something but practice something else.

Finally the findings form Textbook analysis show yet another picture of the issue. There are clear differences in instructions from teaching in language and in IE textbooks. Instructions in IE textbook emphasize on memorization and recalling while, of language on understanding. Consequently, as the teachers follow the instructions of text books, more likely their teaching practices are similar to textbooks. So one can say that their teaching practices observed in classrooms reflect what is in the textbooks. However their views on some issue, when found different can be also an indication that teachers know or have heard about different issues.

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## ABBREVIATIONS

IE (Islamic Education)  
MoE (Ministry of Education)  
TTC (Teacher Training College)

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<sup>1</sup> In our languages there are two words: one for memorizing (which could include understanding as well) and one for mechanical learning (which refer to memorizing without understanding).

# TEACHING ISLAMIC SUBJECTS & DARI LANGUAGE IN PRIMARY SCHOOL-GHOR PROVINCE

## INTRODUCTION

### Background

For many scholars, Islamic education means education of Islam, and is provided and obtained in different types of educational institutions in different societies. When we discussed about education in Islam, three concepts are usually used. First '*Tarbiya*' which is Arabic word, which mean education in general and is mostly used in Muslim states in all over the world. The second is '*Talim*' it is usually used interchangeably and basically includes mental activities. '*Tadib*' which is the third concept, which refer to behavior and proper conduct (Boyle, 2004, cited in Karlsson and Amir Mansory, 2007).

In Afghanistan, there are two kinds of institutions where people get Islamic education: Madrasa and School. Madrasa is a center where students study of Islamic knowledge. In Madrasa there are several Islamic subjects for studying, such as *tafsir*, *hadiths*, *fiq*, *Aqida* etc. where tafsir discussed about translation of Quran, and Hadiths illustrate the prophet Mohammad speeches according Islam, and also Fiq has some discussion about Islam subjects.

In Schools, also there are subjects of basics of Islam. The subject is taught from grade one to the end of secondary schools. There are two types of scripts in the subject of Islamic education in schools: Arabic text and Islamic knowledge written in one of the two national languages as school language - Dari or Pashto. The Arabic scripts in Islamic text books are mainly Arabic text taken from Holly Quran and parts of Holly Quran. In grade one and even before school age, in Mosques children learn *Qaida-i-Baghdadi* which is a basic book on how to read Arabic text with phonetic method. Parts of Holly Quran that are used in schools are also in Arabic letters.

In primary school curriculum, there is one hour for Islamic education every day in schools. (MoE, 2005Curriculum Framework). Similarly, there is every day an hour of first language taught in schools. The textbooks of Islamic subject are developed by department of Curriculum and translation department of MoE for all school grades in both national language i.e. Pashto and Dari, which are school languages in the country. As such language reading and learning might be some use for learning IE in schools and may have common learning and teaching strategies.

Teachers who teach Islamic subjects are mostly graduates of Institutions of Islamic Education e.g. Universities or Madrasas (MoE 2013). As such they have hardly any teacher education. However, mostly such teachers are said to have good command of the subject knowledge compared to teachers of other school subjects. Additionally, familiarity of these teachers with Arabic language make them even stronger in subject knowledge, as most of the terms and concept in Afghan languages are of Arabic origin, especially in Islamic subjects.

Language and IE subject in grade 4 are taught almost the same periods according to the timetable in the school. Almost daily teaching hours are the same for these two subjects in primary school grades i.e. grades 1-6 (MoE, 2006). In language teaching and learning in schools, all four aspects (speaking, listening, reading and writing) are the goal to be achieved, while reading and understanding from reading is the main goal with teaching and learning of Islamic subjects in

schools. As such memorizing factual information is similar in both subjects. Consequently reading competence and memorizing factual information should be the common background of both these subjects in schools (ibid).

As written language of both national language (Pashto and Dari) use Arabic letter (beside few more), there is good background to argue that teaching of Islamic subject in school and teaching and learning of language can be supportive and beneficial for each other.

The recently prepared textbooks for school contain also instructions for teachers and students. The Ministry of Education intend that teaching of IE in both Madrasas as well as in schools should be more of “modern” type and student center pedagogy to be applied. Such instruction in textbooks in theory should be similar and should follow the same trend.

## **Problem area**

Islamic education provided in schools is more of practical nature, as most of the teaching refer to practicing in daily life, for example praying, ablution etc., compared to other theoretical subject such as geometry, trigonometry. This aspect of IE in schools can be seen as advantages compared to other school subjects. Moreover, those teachers who are teaching IE in schools more likely have better subject knowledge which is another advantage of it. Language teachers in schools, on the other hand, seem to have limited subject knowledge compared to teachers of IE. That students are familiar with the content of these subjects outside the school environment as well is yet another advantage of these kind of teaching in schools. However, teachers who teach Islamic education are graduates from institution of Islamic education hence mostly do not possess other school subject knowledge such as math, science, etc. Mostly such teachers have some teacher education, but do not possess enough formal teachers training; therefore, they hardly can teach in the formal schools and apply different kinds of learning and teaching theories. Additionally, teachers who are teaching IE in schools are labeled as mostly traditional in their views and attitudes towards teaching-authoritatively and are normative towards learning; so concepts of students centered teaching is said to be not for them.

On the other hand, the content of textbooks of (IE) has widen use (outside school environment): are practical; there are many life related issues where such knowledge is used in society and most importantly all parents, even illiterate, are familiar to some basics of IE, which can be a value, so that children, even every poor families, can get similar support at home as any educated and rich families.

The textbooks are taught as language subject i.e. reading comprehension is the main task for students to learn the subject content knowledge. This could be an assist for teaching and learning the subject for teaching and learning other school subject as well for both students and teachers. Their competency of teaching language and especially reading comprehension could be a hampering obstacle for their learning and weak aspects of their teaching as well. On the other hand reading comprehension capacities' developed through teaching language may help students to learn IE subject as well. Such teaching language and IE may have some common strategies which teachers' uses during teaching these subjects in schools.

The traditional teaching in schools with rote learning as a main feature of any subject in schools is evident. (Karlsson, 2005, Mansory 2010). As such, considering the nature of teaching and learning of IE in informal and traditional schools (e.g. mosques) such as individualized



teaching, peer tutoring, students' decision on what to learn, etc. seem to be advantageous, which is worth to be considered when teaching in school is to be analyzed..

There is very little knowledge at hand how these controversies related to the subject of IE in schools act in teaching and learning practices. How do teachers themselves see these advantages and disadvantages for the teachers and subject knowledge for their teaching and students learning? How can the advantages of the subject can be used for learning of other school subjects? How teachers and students do views these issues? How do teachers view similarities and differences between teaching IE and language in schools? How do teachers views generally teaching of IE in schools?

This study aim to put light on some aspect try to reveal some question in regard to this issue. The main aspect of this study is to put light on *Talim* = knowledge of IE, and does not touch the other two aspects (*Tadib* and *Tarbiya*). This consideration is made because of the nature of the knowledge similarities in these two school subjects. I would like to put light on teachers views and practices regard to teaching and learning, the teaching methods and activities performed by teachers and prescribed for students in order to learn the subjects. There might be some similarities and differences among the activities for students in these two subjects. Similarly, teachers' views for teaching these subjects might be influenced by each other's.

## **Aim**

The aim of this study is to explore teaching and learning of IE by comparing teaching of language and Islamic subjects in secondary level of primary schools. This study focuses on comparing and contrasting between teaching Islamic subjects and Dari language in grade 4 of primary school level. Grade 4 was selected because in this grade more Islamic subjects are taught rather than other classes.

## **Research Question**

To achieve the goal of the study, following research questions have been formulated to be responded by this study.

Q1. How do teachers view teaching and learning of the school subject for Islamic education on primary level of schools?

Q2. What differences and similarities do teachers see in teaching and learning IE subject and language teaching and learning?

Q3. Are there differences in teaching instructions between Dari and IE textbooks and how these differences are reflected in actual teaching in classrooms?

## **LITERATURE REVIEW**

### **1.1 Islamic education- meaning and definitions**

In Islamic education we use three concepts during our discussion, *Tarbia*, this is an Arabic word, but it has usage in all over the Muslim world. In English it is translated as education. According to Roald (1994) it has the wider meaning, when used in the Quran as well as between scholars, for

example "care or taking care of, nourishment, guarding, to grow or let grow" (Karlsson and Mansory, 2007, P. 41). Another word is *Talim*; it is mostly used interchangeably with education, but includes the mental activities. And *Tadib* is the third concept, which means how to behave (Boyle, 2014 cited in Karlsson and Amir Mansory, 2007).

The term of Islamic education can be understood in different ways, encourage some people to follow education in an Islamic country, where Islamic subjects are taught with other subjects in school, like English, mathematics and history. For some others as proponents of this idea actually think of school, but most consider on Islamic subjects with secular subjects combined into an Islamic background. Therefore teaching and learning about Islam is the most common thought in Islamic subjects, like teaching Quran and hadiths, sira of prophet, translation of Quran, jurisprudence and values of Islam (Karlsson and Mansory, 2007). However Islamic education include all forms which teach in mosque, madras, and universities. But western writers only use those contents include Quran to Islamic education. This is misunderstanding, because it indicates that Islamic education just teaches Quran memorization. As I understood from reading literature, mostly western writer equalize Islamic education as pure memorization of Holly Quran, and as such sometimes institution of IE are termed as Quran Schools. Although there is a special place for memorizing of Holly Quran which is called *Daru-l-hefaz-* (memorization of Holly Quran School), while Islamic education involve other forms of Islam subjects such as lernign Arabic, history, *Fiqh* (jurisprudence), grammar, *Hadith* (sayings of prophet Mohammad), *Tafser* (translation an dinterpretation of Quran), etc. Beside teaching of Quran, many other subjects thought such as logic, legal documents, etc. are also taught in instituions for Islamic education and schools and a number of school subject (math, computer, ect) are also included in contemporary Islamic education (Karlsson & Mansory, 2007; Moore, 2006).

Similarly the first *aya* (verse) of Quran start by *iqra* (read). It emphasis that every persons have to achieve knowledge. Also in a well-known hadith indicate that education in necessary for every Muslim, men as well as women. More than 1,400 years ago understand the contents of Quran and memorization of it was compulsory for every Muslim, and it is still required for everyone to recite and memorize the Quran. All above mentions reasons shows that teaching and learning were focused by Prophet Muhammad and his Caliphs, and the Quran has taught in educational institution after Islam expanded to Africa, Asia, and Europe (Kadi, 2006. Cited in Karlsson and Mansory, 2007).

## 1.2 Teaching of IE

### 1.2.1. IE in none Muslim state

According to Douglass & Shaikh (2004) there are four types of education related to Islamic Education: "education of Muslim in their Islam faith, education for Muslim which includes the religious and secular disciplines, education about Islam for those who are not Muslim, and education in an Islam spirit and tradition" ( P.7). In this section three types of education activities in the United State described, but in the fourth type just illustrate some traditional concepts of

Islamic education in Muslim tradition. Muslim communities y of Muslim try to educate its own to achieve the heritage of Islamic Knowledge, and its primary sources are Quran and Sunna. Also many Mosques have teaching programs on Saturday, weekday study circles, etc. The aim of this program is to enable students to know Islamic attitude and faith-five pillars and other basics of Islam. Furthermore in such programs teaching Quran with recitation and meaning to understand Islamic beliefs are included. (ibid. Moore, 2006).

Education for Muslim, in this section there are full time Muslim schools which are broader center than Mosques lectures, both seculars and Islamic educators deliver by Muslim educators. The goal of this program to indicate Muslim secular to living up according Islamic norms, although it is important to know about the curriculum in such schools. Furthermore Muslim educators commonly believe that it is necessary for youth to live as Muslim behavior in such society which people are free, students should understand and take care about Islamic norms and beliefs to apply these achievements in contemporary society (Douglass & Shaikh, 2004). Education about Islam, over the past two and a half decades textbooks has developed in American schools, but those textbooks were full of inaccuracies, in this case there was a tendency to western orientalist illustration of Islam. After the long time academic scholarship of Islam had moved beyond this assumptions "the lag in applying contemporary scholarship to the writing of world history textbooks seriously hampered coverage of Islam and Muslim since such coverage began to be included in the late 1918s"( Douglass & Dunn, 2001,P.10).

The public school curriculum has included the teaching about world religions for two decades; the coverage of major world religions, including Islam expanded by studies in world geography and history classes. There was a council about Islamic education with freedom and Amendment center in National and state social studies (Douglass, 2002; Memon, 2010). At the wide variety of grade levels teaching about religions was required as a newly developed state standards documents by deep studying of varied subjects. The most important factor for promoting teaching about religions was the public schools dissemination, and first Amendment center guidelines for teaching about religion in a constitutionally manner (Haynes & Thomas, 2002 cited in Susan & Munir,2004). As guideline mentioned teaching about religion in compare such position is not neutral at all, but indicate a particular secular philosophical position on religion. While teaching about religion whether Christianity, Judaism, Islam, Buddhism, or Hinduism- should portray the basic principles of the faith as their supporters understand them, using attributive language for instance; Christian believe that...and Muslim believe that...etc. However inexact information mostly use or omit those information for simplicity "for example belief in the Biblical prophets Adem, Noah, Abraham, Moses and Jesus a fundamental tenet of Islam, but textbooks often omitted this information in favor of the "simplicity" of making Muhammad the sole prophet and funder of Islam". Here also mentioned that Abraham has the central role in Islamic beliefs, so Islamic beliefs without Abraham cannot sufficiently understood. We can say mentioned prophets have illustrated the some important issues about Islam during their lives, while Prophet Muhammad also follow most of them but some of those role not usage able according Quran roles( Douglass & Shaikh, 2004).

### 1.2.2. Teaching (IE) in Muslim states

For the long time traditional schools existed in all Muslim parts of the globe from Indonesia to North Africa. Most of such schools used similar curriculum and memorizing parts and learning how to recite the holy Quran constituted the main part. Also the focus was on Qur'anic memorization, in English usually those schools called Qur'anic schools. Despite the existing of modern schools in the middle of century, popularity of Qur'anic schools had not declined in many Muslim states. For example, in Morocco, still about 8% of all children participate in Qur'anic schools during the school years (Wagner, 1988, cited by Berkey, 1992). Islamic subjects have taught in Moroccan as traditional way, there were some Qur'anic schools for teaching children, and how they follow traditional role, because such school help people to mediate between modern and traditional education which they believe. When we follow the mention role, we understand that Qur'anic Schools are considerable institute for making children active about their religion, (Boyle, 2004). Thus mosques was the only place for teaching Islamic education, as students in informal way circles to discuss and recite the texts, meanwhile they regard the principles and disciplines of Islamic religion. All of children try to practice Koranic exegesis, learn hadith (sayings and acts of Prophet Muhammad) and also fiqh, in addition outside of institutional context sciences subjects has transmitted, but favorite place for this activity was the Mosques. The aim of learning Islamic education is said to be to uphold peace and justice in the world as vicegerent of God on earth. As such, for those teachers who are working in Islamic schools, the main goal of Islamic education is connection between teacher and her/his job and their responsibility toward God (Berkey, 1992; Memon, 2010).

Madrassa is an Arabic word which it means school where students study Islamic education that beside Quran they learn many subjects related to Holy Quran, such as *Fiqh* (jurisprudence) and philosophical subjects, such as *Kalam* (Logic, *Hikmat* (science), etc. In Arab states, Madrasa do not have any difference from school, which students learn many subjects like mathematics, science, etc. However Madrasa in the whole history tried to intend religious elite to promote critical thinking and for example many of the Muslim thinkers of the middle age i.e. the pic period of Islamic civilization were students and or teacher of the institutions such as Madrasas. It is claimed that for instance, in Holly Quran it is mentioned to think about the creature of world how it is created and also it is mentioned that God doesn't bring any changes until you yourself don't bring changes, enhance the contemporary knowledge and skills among people. Therefore there were few well-known Madrasa in the Islamic world, such as Al-Azhgester in Egypt or A-Zeitonna in Tunisia or Abo-Hanifa in Kabul Afghanistan (Jalilakkari, 2004). Mutazile

In addition there is one fact that the school curriculum of some Muslim countries still is the extended curriculum of some western countries. It shows that as a weakness of Muslim countries, western countries can improves their influences on Muslim countries curriculum. Therefore in the most Islamic education become compartmentalized, and more than half of the whole subjects, curriculum, methodology are copied from western countries. However we can see its result that most of the students in national schools cannot read or recite the Holly Quran or other Islamic books perfectly (Hashim & Langgulong, 2008).

In order to understand modern Islamic education as a discipline, Islamization shall be examined. According to Niyozov and Memon (2011) Islamization is a broad-based, diverse and epistemological, ontological and pedagogical strategy that offset all other influences in the Muslim society. Islamization is an alternative model of attempting and it requires that all knowledge shall be understood from an Islamic worldview. In previous tradition islamization is used not only to filter western or scientific knowledge, but also to filter each knowledge, values and practices.

However as we explained previous if islamization associate with modern period it may be misguided. Children's thinking is the important factors for Muslim parents, to control what they think and what they act in the society. Because maybe they learn something from public schools which is not adequate for their children's in the Islamic society. For this reason parents have a deep concern about what children learn from public school related to Islam (Niyozov, and Memon, 2011).

### 1.2.3. Teaching (IE) in Afghanistan

#### Historical perspectives

According to Karlsson and Mansory (2007), since centuries in Afghanistan, Islamic education takes place in mosques, madrasas and *Darul Hifaz* (Quran schools). In Afghanistan, the mosque or *masjid* was not only the place for worship but also a place for education. According to Dupree (1973), "in 1960, 8.5 per cent of Afghan men were working as religious teachers as a full or part time occupation" (ibid). Currently there is at least one teacher in each of the levels of schools of general education (i.e. grades 1-3, 4-6, 7-9 and 10-12) for teaching IE in schools, which make them 10-15 percent of all teaching force in the country. It also worth mentioning that Masjid schools, as called by the same authors, have existed since the arrival of Islam to Afghanistan. This type of Islamic education is still common. In Afghanistan, moral education and reading, writing and arithmetic were taught in mosque schools, however, to read and memorize parts of the Quran was the prime objective of Islamic education.

Madrasas was another place for providing and getting Islamic education in Afghanistan. Mostly big mosques had special rooms for the teaching Islamic education to a number of mostly adult. In madrasas students, called *taliban*, learn different religious subjects as well as Arabic language etc. In Madrasa, more advanced level of Islamic education is obtained compared to mosque schools, where basic of Islam are learned. In the so called Quran School (*dar-ul-hefaz*), which are sometimes parts of Madrasa teaching, mainly recitation and memorization of the Quran is the main subject.

In addition to the mentioned institutions, Islamic education also exists at the University level, at the Faculty of *Shariah* since at least half a century. Moreover, Islamic subjects have always been included as a subject in schools. Islam was an important subject from the very beginning of school education, that is, in the primary and secondary schools run by the government

Historically, in Afghanistan only boys and men can attend to madrasa for learning religious subjects, such as Arabic language, logic, history, literature and logic, while women have hardly any existence in institution of IE, except Mosque schools, where small girls – up to age 10-12 are attending in almost all villages as boys do.

### 1.3. Teaching methods of (IE)

Traditionally, memorizing some parts of Quran is a practical need for Muslim as they practice Islamic rituals. Every Muslim has to memorize some part of Quran to recite during prayers. Throughout the centuries the tradition of oral recitation has continued in all over the Muslim world. When the western type of education introduced in Muslim countries, it did not enter to avoid the tradition, but encountered with well traditional learning. For the long time memorization has existed, and it is a good technique for tradition learning. Also it is a main skill for learning primary education (Karlsson and Mansory, 2007). Memorizing the Quran is often pleasure for children, rhymes the rhythm and intonation is one of the beauty of memorization (Boyle, 2004 cited by Karlsson and Mansory, 2007). Another feature of Quran memorizing is body movement during recitation. The students at madrasas in Muslim countries often cross-legged to support their learning rhythmically bow forwards and back. This method of learning has become a fearsome picture in western literature and media. The western supporter indicate that, students are stricken with mentally retarded. Therefore, this type of studies assume as brainwashing and terrorist training for them (Wagner, 1993, cited by Karlsson and Mansory, 2007).

Peer tutoring i.e. children teach each other as well as individual learning i.e. students learn with their own pace is the main feature of teaching Islamic education in all informal institutions e.g. Mosque schools and informal madrasas.

Contemporary some Muslim scholars indicate that, applying the methods is important in our institutions. Therefore they follow some Quranic methods by encouraging their students to study individually or in small groups in contemporary institutions. Beside this method they emphasis on critical and creative reasoning. Hence most of scholars specify that Quran is the main source book for employing methods in teaching, because Quran encourage human for critical thinking. There is an Aaya (verse) of Quran" God will not change the condition of men till they change what is in themselves"(13-11); (Iqbal, 1986, P. 10). According to Muslim scholars there is many *Hadith* of prophet encourage Muslims to improve logical thinking and critical reasoning by systematic contemplation. As Al-Akad, (1970) indicate prophet Muhammad said: develop the habit of thinking and contemplating, the mind is tool for critical thinking, grasps how the cosmos work, how it was created and who the creator. This verses motivate human to think scientific and critically about those things to achieve their goals. Therefore imply of reading comprehension is more useful than memorization in Islamic education and school's language (ibid).

## METHODS

To compare the teaching of Language and Islamic Education subjects in schools, a multi method strategy was applied with mostly quantitative nature. Teachers' views have been collected through questionnaire, which is seen as appropriate tool for this purpose (Bryman, 2010). I also used structured observation and observed 20 practical lessons of teachers in classroom. The aim was to compare teachers' views and their practice - a way of triangulation as called by: (Bryman, 2010). In addition text books of Language and IE for grade 4 were analyzed. The main goal of text books analysis was to search for similarities and differences between proposed activities for teaching these two subjects in schools. For each lesson in the text books proposed activities have been counted and put into the three first categories (first three level of learning) of Bloom taxonomy and

frequencies were computed and compared in a table. As such, the analysis of text books was more of quantitative feature as well, but still text analysis, hence qualitative investigation.

For my thesis preparation, I have collected data in Ghor province which is located in southwest of Afghanistan. Ghor is one of the most isolated and hard to reach area and is educationally poor province in the country. Although I didn't have statistics about schools' teachers in the province, but my own experiences was that big portion of school teachers in Ghor province are graduates of institutions of IE and is similar to many of the areas with similar educational situation. However, as I am from the area and am working in the TTC and am well familiar to the local settings, I decided to conduct my study in the Ghor province.

Grade 4 is the first grade of secondary level of primary schools, where textbooks of both IE and languages have dense texts and students are expected to be able to read and understand the text in the textbooks. Text books Having this in mind, I selected to conduct my study about teaching and teachers of grade 4.

The data was collected through questionnaire translated into Dari. The questionnaire has included ranking questions, multiple choice questions and some open questions the questionnaire was distributed to 99 (13 female and the rest male) teachers who are working as teacher in grade four in some district of Ghor province i.e. Lal, Dowlatyar, Shahrak and also in the center of Ghor-Firozkoh which were safe to achieve our goal. In Ghor province there is about 783 schools, 140 of them high school, 149 secondary school and 474 of them primary school. The research occurred in 45 schools as randomly in the mentioned districts and center of Ghor. In the questionnaires there were blank space that all teachers needed to write their identity, but some female teachers do not want to reveal their personal identifications which is in research field called anonymity (Cohen et al., 2010).

The data was collected during one and half month from 2<sup>nd</sup> Sep up to 15<sup>th</sup> Sep 2014. Although the questionnaire were provided according the research questions and literature review on comparing the IE teaching with teaching of Dari language in grade four. In both IE and language teachers were asked to find out the similarity and differences between teaching IE and language Dari. Also I have used quantitative observation for 20 teachers, 10 IE and 10 Dari languages teachers to compare and attest what teachers fill in the questionnaire and what they do during their teaching in the class. finally I prepared analyzes of Islamic Education and Dari Language text books according Bloom's learning taxonomy in grade four to find out the usage of some activities in both IE and Language textbooks.

Language and IE subject textbooks were compared from proposed teaching activities by the authors of the text books, in each of the new version of textbooks of all subjects for all grades, instructions are provided for both teachers and students. The text books were compared based on the instructions provided for teachers. It was considered how much of the instructions for teachings consider different level of learning- from memorization to application i.e. the first four level in Bloom taxonomy. Frist four level of learning taxonomy was used as measure and instructions under each topic were analyzed and put into one these four categories. Examples of each of these categories are as in the below table:

| Category of learning level  | Example of instruction in textbooks of learning levels              |   |
|-----------------------------|---|---|
|                             | Example form textbook of IE   | Example from textbook of Language               |
| <b>Recalling/memorizing</b> | Student are asked to recall the name of basics in a lesson          | Recall definitions                              |
| <b>Understanding</b>        | Students are instructed to talk about the main issues in a topic    | To talk about mothers' right between themselves |
| <b>Applying</b>             | Students to practice as a role play                                 | Use words in sentences                          |
| <b>Analyzing</b>            | Analyses the importance & harmfulness of cleanness for human health | To identify nouns and adjectives in a text      |

### Limitation of the study

There were some limitations to this study. One of its important was that the teacher could have thought the questionnaire was an assessment to them, so they might have asked the assistance of others for filling to show it better which is a concerning point to the honesty of answers.

As the questionnaires were distributed to teachers and after the collection, so during the collecting data there were many factors, which limited the researches. At beginning of study some teachers thought that, questionnaire is assessment for them, but when they have study the questionnaire form they become sure this is not for their assessment, because at the beginning of questionnaire I have mentioned that this form is not for your assessment. All 50 IE and 49 Language teachers, 86 male and 13 female answered the questionnaire in the center of Ghor province and some other districts. At the end of some questions there were one option for teachers to specify their own ideas, but no one answered to add anything, the reason may be that there nothing missing in the questionnaire to teacher who want to answer the questions add their own ideas.

Ghor province one of those province which most of parents do not allow their daughters to attend in school, therefore there were a few ladies teachers to respond the questionnaire. Another limitation was that some of ladies do not want to write their characteristics in the questionnaire, the reason may be some cultural issues which avoid them to indicate their names or other characteristics in such situations. Furthermore the long distance between the capital of Ghor province and districts, also absenteeism of some teachers were another limitation for this study. However the research completed by helping my colleagues and friends.



## FINDINGS

### 1.1-Introduction

In this chapter, first the findings from questionnaire are presented in tables and graphs as responses of the respondents as relative frequencies and when needed cross tabulated. After that the results of observation is presented and only when differences were found are reported. At the end comparison of the textbooks of IE and language is presented.

### 1.2 DATA FROM QUESTIONNAIRE

Questions of the questionnaire are grouped about teachers views of IE and language in general i.e. teachers views of similarities and differences between IE and language in schools, teachers views on teaching of these subjects, and finally teachers views of IE in schools. Most of the questions from questionnaires are presented in tables and graph and commented when found appropriate views of teachers teaching any of these or both subject are compared and presented.

#### 1.2.1. Teachers views of IE and language teaching in schools in general

Teachers had some similar views on IE and language teaching in school which are presented as following:

**Table 1: Teachers' views on similarities between Islamic education and Dari Language**

| Options and categories    | a) Mainly use of Comprehension from text % | b) Mainly use of Application% | c) Mainly rely on memorizing text% | d) All above% | All% |
|---------------------------|--|-------------------------------|------------------------------------|---------------|------|
| Teachers teach IE         | 45   | 9                             | 0                                  | 46            | 100  |
| Teachers teach Language   | 40   | 7                             | 12                                 | 41            | 100  |
| Views of teachers to both | 33   | 25                            | 25                                 | 17            | 100  |
| All                       | 41   | 10                            | 8                                  | 40            | 100  |

When the data was separated by teachers subject either IE, language or both, interestingly, it was found that teachers who teach both indicate the differences almost similar in all the four areas expressed in the column of option in above table. One third of them see the use of comprehension as main similarity, while a quarter of them indicated that application and memorization as similarities between these two subject in schools. Contrary to these groups of respondents, other who teaches either IE or language sees memorization and application as the least similar aspects of them. It was surprising to see that none of the teachers who teach Islamic subjects to respond that students mainly rely on memorizing text.

Similarly teachers were asked about their views of differences between these two subjects and their responses are summarized in the below table 2.

**Table 2: Teachers' views on main differences in teaching of IE and Language in school**

| Options and categories    | 1. Monologue in IE and dialogue in language % | 2. Teacher of IE emphasize on memorizing % | 3. In IE analysis the lesson more than language in school % | 4. Oral assessment in IE, writing assessment in language % |
|---------------------------|---|--|---|--|
| Teachers teach IE         | 7   | 55   | 30  | 9  |
| Teachers teach Language   | 12  | 33   | 23  | 33   |
| Views of teachers to both | 8   | 42   | 33  | 17   |
| All                       | 9   | 43   | 27  | 20   |

As seen in the above table 2, dialogue and monologue was not seen as the main difference (only 9 % selected this option), while the main differences (43 % respondents) were seen the emphasis on memorization on IE. Moreover the close to one third (27 %) responses was that in IE teachers' analysis the lesson more than language in school. When we compare the idea of those teachers who teach IE, who teach Language and who teach both about the main difference in teaching of IE and Language in school, there are big differences between their views. The IE teachers indicated that in IE memorization used more than Language 55 percent, while the language teachers and both have got almost the same percentages. In oral assessment the language teachers have got the highest percentage than others (33 %).

When respondent were asked about the students' interest in learning IE and language subjects in their classes, the below findings were obtained.

### 1.2.2 Teaching of IE and Language

Grade four teachers as respondents were also asked to provide their views about their main activities when teaching IE and language. The aim was to find about the differences and similarities in teaching strategies of teachers who teach IE and those who teach language. The responses are summarized and presented in the following tables

Teachers were asked how often they instruct their students to memorize parts of their lessons when teaching their respective subject (IE or Language). Obtained responses are summarized in the below table 5. As seen in table5, almost half (49 %) of all respondents teachers expressed that they do always so when teaching their related subjects. No big difference was observed between teachers who teach language or IE. However, teachers who teach IE practice this to a relatively higher percent (50 % often, 41% always which equals 91 %) then teacher who teach language

(together 76 % always and often) and to the same extent as these who teach both of these two subjects.

**Table 3: Asking students to memorize parts of the daily lesson**

| Options                   | Always | Often | Sometimes | Rerely | Never |
|---------------------------|--------|-------|-----------|--------|-------|
| Teachers teach IE %       | 50     | 41    | 9         | 0      |       |
| Teachers teach Language   | 53     | 23    | 21        | 2      |       |
| Views of teachers to both | 33     | 58    | 8         | 0      |       |
| All                       | 49     | 35    | 14        | 1      |       |

Teachers were asked about their opinion about the most important teaching and learning activities when teaching their respective subjects. The following results were obtained.

**Table 4: The most important in teaching & learning of IE and Language in school**

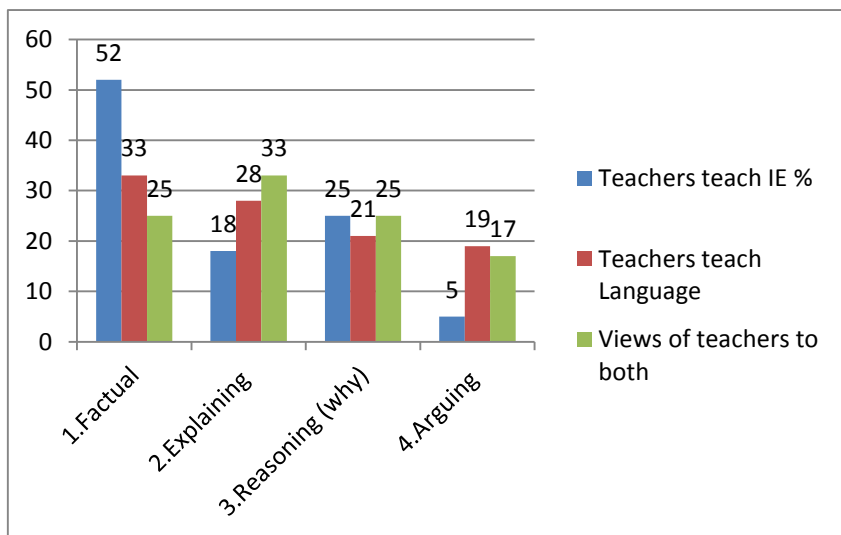
| Options                              | The most important in teaching & learning of IE & language in school (please give 1- to 5- scores to each aspect in the below 1- is the lowest 5- is the highest. |    |    |    |    |       |
|--------------------------------------|---|----|----|----|----|-------|
|                                      | 1   | 2  | 3  | 4  | 5  | Total |
| Interaction between students         | 4   | 7  | 12 | 27 | 50 | 100   |
| Reading the texts                    | 2   | 10 | 23 | 30 | 35 | 100   |
| Learning by repeating                | 1   | 8  | 23 | 42 | 26 | 100   |
| Usage of activities                  | 3   | 9  | 13 | 28 | 48 | 100   |
| Flexibility in responding to teacher | 6   | 3  | 19 | 32 | 40 | 100   |
| Students listening to teacher        | 1   | 4  | 10 | 19 | 66 | 100   |
| Teachers explanation                 | 2   | 7  | 17 | 22 | 52 | 100   |
| Working together                     | 4   | 6  | 10 | 20 | 60 | 100   |
| Individual learning                  | 8   | 18 | 22 | 27 | 25 | 100   |
| Correct pronunciation                | 1   | 5  | 8  | 27 | 59 | 100   |
| Memorizing                           | 3   | 13 | 19 | 29 | 36 | 100   |
| Reading comprehension                | 3   | 4  | 13 | 21 | 59 | 100   |
| Writing                              | 1   | 10 | 16 | 33 | 40 | 100   |
| Reading                              | 0   | 6  | 17 | 28 | 49 | 100   |
| Speaking                             | 2   | 9  | 8  | 19 | 62 | 100   |

As shown in above table 6, interestingly, students' listening to teachers (66 %); working together (60%); Correct pronunciation (59 %) reading comprehension (59 %); and speaking (62 %) were reported as the most important teaching and learning activities the most important (around 60 % of each). On the other hand learning by repeating and individual learning were seen as the less important (25 % each). The contradiction is seen in respondent responses, which might be due to the long list which might be that respondent selected any option or marked any option without thinking and analyzing the options.

**Table 5: Writing and vocabulary exercises in teaching of IE and Language**

| Q16. Asking students to memorize the text's vocabulary. |            | Q17. Ask your students to write the text? |            |
|---|------------|---|------------|
| Options   | Percent    | options                                   | Percent    |
| 1) Always   | 65         | 1) Always                                 | 58         |
| 2) Often  | 23         | 2) often                                  | 16         |
| 3) Sometimes  | 10         | 3) Sometimes                              | 26         |
| 4) Rarely   | 2          | 4) Rarely                                 | 0          |
| 5) Never  | 0          | 5) Never                                  | 0          |
|   | <b>100</b> |   | <b>100</b> |

As table shown most (65 %) of teachers of IE and Language always ask students to memorize the text's vocabulary. Teachers of both parts always encourage students to write the text to the same degree as IE teachers (59 %).



**Figure1. Questions mostly asked during teaching IE and Language**

The above figure illustrate that teachers who teach IE have got the highest average 52 in factual, while those teachers have got the lowest average 5 in arguing. Teacher who teach Language and teachers who teach both have got the same in factual and explaining. And teachers who teach both and teachers who teach IE and Language they are almost the same in reasoning (25 % and 21 % respectively).

**Table 6: Importance of reading and rich vocabulary in teaching IE and Language**

| <b>Q18: It is important students should be good readers.</b> |                |
|--|----------------|
| <b>Options</b>   | <b>Percent</b> |
| <b>1.Very important</b>                                      | 89             |
| <b>2.Important</b>   | 9              |
| <b>3.Don't know</b>  | 0              |
| <b>4.Less important</b>                                      | 2              |
| <b>5.Not important at all</b>                                | 0              |
|  | 100            |

The above table indicated about the importance of rich vocabulary in teaching IE and Language, as the table shown 89 percent of teachers answered that rich vocabulary is very important in teaching IE and Language. While the other options are almost the same.

**Table 7. Importance of students' competence as being good readers.**

| <b>Options</b>             | <b>Teachers teach IE %</b> | <b>Teachers teach Language</b> | <b>Views of teachers to both</b> | <b>All</b> |
|----------------------------|----------------------------|--------------------------------|----------------------------------|------------|
| <b>1.strangly agree</b>    | 83                         | 60                             | 75                               | 72         |
| <b>2.agree</b>             | 17                         | 40                             | 25                               | 28         |
| <b>3.I don't know</b>      | 0                          | 0                              | 0                                | 0          |
| <b>4.disagree</b>          | 0                          | 0                              | 0                                | 0          |
| <b>5.strangly disagree</b> | 0                          | 0                              | 0                                | 0          |

Above table illustrate that it is very important for students to be good readers, as we see this option has got the highest percentage 72 % than other options. Although the strongly agree has got the highest level than other options for reading comprehension by rich vocabulary, while no one selected reading skill as a less important option. When the data was separated, it was found that teachers who teach language marked strongly agree option to a less extent that teaching who teach IE (60 % compared to 83 %), a fact which contradict the finding presented in other tables unfortunately the data does not provide evidences for these contradictions.

**Table 8: Use of main teaching strategies for both Islamic education and Language.**

| Options                 | 12. Teaching strategies for both IE and language (Ranking from 1 - smallest to 5 - largest) |    |    |    |    | Total |
|-------------------------|---|----|----|----|----|-------|
|                         | 1   | 2  | 3  | 4  | 5  |       |
| a) Group working.       | 0   | 2  | 6  | 17 | 75 | 100   |
| b) Question and answer. | 0   | 0  | 3  | 17 | 80 | 100   |
| c) Discussion.          | 0   | 1  | 7  | 24 | 68 | 100   |
| d) Lecture              | 1   | 5  | 14 | 44 | 36 | 100   |
| e) Role play            | 5   | 17 | 34 | 29 | 15 | 100   |

The table ten indicated that the several of teachers had different views on the use of strategies in both Islamic education and Language. As described in table ten, question and answer, discussion and group working have got the same level (75, 80 and 68 % respectively), but the role play and lecture are different with this category. However most of teachers were agree for using different strategies in teaching Islamic education and Language.

### 1.2.3- Views of teachers on teaching Islamic Education

**Table 9: The main characteristics of teaching Islamic Education in school.**

| Options   | Percent |
|---|---------|
| 1)Mainly Teacher transfer knowledge to students   | 72      |
| 2)Mainly Teacher facilitate learning for students | 22      |
| 3)Mainly rely on understanding from text          | 2       |
| 4)Mainly pure memorizing information              | 4       |
| 5) Other? Specify:                                | 0       |
|   | 100     |

The above table illustrates the characteristics of teaching Islamic education in school according to teachers. As we see in this table there are many options about these issues which asked from teachers to explain their idea's, as shown in this table 72% of them said that, mainly teachers transfer knowledge for students. This could mean that teachers is seen as the source of knowledge and students are seen as pure receiver s of knowledge- the more traditional view on teaching and learning. Respectively 22% indicate that teacher is facilitator for students, and almost no one indicate other options for teaching characteristic of IE.

**Table 10: importance of reading competence for IE compared to Language**

| options              | Teachers teach IE % | Teachers teach Language | Views of teachers to both | All |
|----------------------|---------------------|-------------------------|---------------------------|-----|
| 1- The same          | 43                  | 49                      | 25                        | 43  |
| 2-More for IE        | 48                  | 35                      | 33                        | 40  |
| 3- More for Language | 7                   | 16                      | 42                        | 15  |
| 4- Can't be compared | 2                   | 0                       | 0                         | 1   |

As the table shown when asked those teachers who teach IE and Language about the importance of reading competence, the answer of both almost were the same (43 % and 49 % respectively). While those teachers who teach both they had different views about this issues and 42 % of the expressed that reading comprehension as more important for IE compared to language.

**Table 11: Rote<sup>2</sup> (mechanical without understanding) learning is the soul feature of IE, & Reading fluently is request to learn.**

| Q10.Rote learning is the soul feature of IE. |         | Q11.Reading fluently is requisite to learn IE”. |         |
|--|---------|---|---------|
| Options                                      | Percent | Options   | Percent |
| 1.Fully agree                                | 68      | 1.Fully agree                                   | 80      |
| 2.Agree                                      | 22      | 2.Agree   | 20      |
| 3.Not sure                                   | 10      | 3.Not sure                                      | 0       |
| 4.Disagree                                   | 0       | 4.Disagree                                      | 0       |
| 5.Stronglydisagree                           | 0       | 5.Stronglydisagree                              | 0       |
|  | 100     |   | 100     |

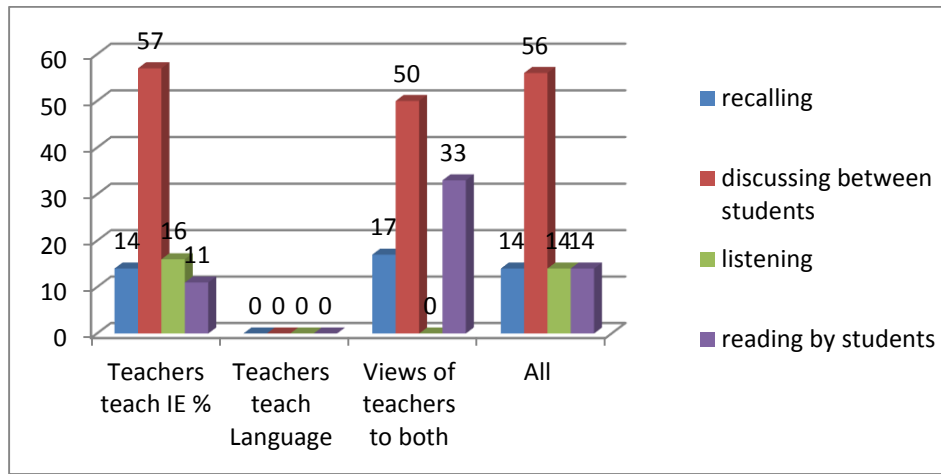
In the above table IE teachers asked about rote learning and reading fluently, as the table illustrated, most of teachers (68 %) were fully agree for rote learning. i.e. learning without understanding, as soul feature of IE. This rate of responses on rote learning in IE contradict the low rate of responses (4 %) figure reported in table 11 above on memorization as main characteristics IE. This contradiction might be caused by the terms I used in the questionnaire and might confuse the respondents. Similarly, most of them (80 %) expressed on reading fluently as a prerequisite for learning IE subject in school.

<sup>2</sup> In our languages there are two words: one for memorizing (which could include understanding as well) and one for mechanical learning (which refer to memorizing without understanding).

**Table 12: Teaching Islamic Education**

| Options  | According to you, how to teach Islamic subjects? Number on scale from 1 to 5 (1- the lest; 5- the most). |    |    |    |    | Total |
|--|--|----|----|----|----|-------|
|  | 1  | 2  | 3  | 4  | 5  |       |
| <b>a) Mainly by memorization.</b>                  | 23   | 26 | 9  | 15 | 26 | 99    |
| <b>b) Mainly through learning by reading texts</b> | 2  | 14 | 38 | 24 | 21 | 99    |
| <b>c) By imitating</b>                             | 18   | 46 | 14 | 17 | 4  | 99    |
| <b>d) Mainly by doing</b>                          | 1  | 6  | 11 | 26 | 56 | 100   |
| <b>e) Mainly by listening to teacher</b>           | 0  | 1  | 7  | 41 | 51 | 100   |
| <b>f) Mainly by understanding</b>                  | 1  | 4  | 10 | 38 | 46 | 99    |

This table explained the views of Islamic teachers on teaching Islamic subjects, as shown in the above table mostly they give high mark i.e. to learning IE by doing, listening to teacher and by understanding are the same percent (56, 51 and 46 percent respectively). On the other hand by memorizing and reading texts are also have got the same percent, whereas by imitating has got the lowest percent.



**Figure 2. The main characteristic of learning of IE in school**

The above figure illustrated, that according view of teachers who teach IE discussing between students has got the highest level about 57, the teacher who teach both it is decreased to 50, and other options are mostly the same according to IE and those teacher who teach both, but those teachers who teach Language they do not indicate ideas about this issues.

### 1.3. Findings from teaching observation in classrooms

Data from observation was analyzed and the average of few observed activities were computed (average frequency per lesson of 20 observed lessons- 10 for each of Language and IE).

Summary of the data is shown in below table 15.



**Table 13: Observed teaching practices of IE and language**

| IE and Language teaching observation | Average observed in 10 lessons of IE and Language | 1. Teacher asks students to memorize the text. | 6. Teacher used question and answer | 18. Speaking practices applied | 19. New words and term explained by teacher | 20. Writing exercises applied | 21. Pronunciations exercises applied |
|--------------------------------------|---|--|-------------------------------------|--------------------------------|---|-------------------------------|--------------------------------------|
| Aver IE                              | Sum   | 6,0  | 17,0                                | 13                             | 15,0  | 0,0                           | 26,0                                 |
|                                      | Aver/less.  | 0,6  | 1,7                                 | 1,3                            | 1,5   | 0,0                           | 2,6                                  |
| Aver Lang                            | Sum   | 42   | 59,4                                | 45                             | 62  | 3                             | 62                                   |
|                                      | Aver/less.  | 4,2  | 5,9                                 | 4,5                            | 6,2   | 0,3                           | 6,2                                  |
| Average of both                      | Sum   | 50   | 76,4                                | 58                             | 77  | 3                             | 87,6                                 |
|                                      | Aver/less.  | 2,4  | 3,8                                 | 2,9                            | 3,8   | 0,2                           | 4,4                                  |

For collecting data I had an observation form, 10 class of Islamic Education and 10 class of Language in order to compare them with each other and specify that or teachers apply some activities in their teaching. According the result of observed factors several of IE and Language teachers had different views on usage of activities in teaching. As shown, the average of IE teachers was 0.6 about memorizing the text, while the average of Language teachers was 4.2. When we compared the usage of question and answer between IE and Language teachers, the IE teachers' average was 1.7, and the Language teachers' average was 5.9. Prospectively the average of applying speaking IE teachers has got 1.3, but Language teachers have got 4.5. Explaining of new words by teachers, IE teachers reported 1.5, and Language teachers reported 6.2, finally the average of writing exercises was zero according IE teachers, and the average of Language teachers was 0.3. At the end IE teachers indicate 2.6 for pronunciation exercise, Language teachers indicate 6.2 for pronunciation exercise.

This finding when compared to data from questionnaire differs in few aspects, which indicate that teachers' views and their practices are different. For example the IE teacher average use of asking students to memorize text was low compared to language (0.6 compared to language average 4.2). This means that in the observed lesson, language teachers use memorization more than IE teachers did. This case contradict their responses to questionnaire (around 50 % of both responses- see table 5).

#### **1.4 analyses of Islamic Education text books and Dari text books in grade four.**

When the textbooks for IE and language of grade 4 were analyzed, the instructions written in the textbooks were analyzed form the first four level of learning taxonomy according to Bloom Taxonomy. The findings are presented as relative frequencies of the examples of instructions in the said category. As the following table shows most of the instructions in the textbooks of Islamic Education focus on memorizing (89 %) and very little on understanding and applications, and none at all on analyzing level which the percentage was 0%. On the contrary, in the Language textbooks emphasis is made more on Understanding (40 %), and other aspects were found as well,

including recalling. (36 %) the second biggest frequently occurring instruction in language text book

**Table14: Comparing language and IER Textbooks of grade 4**

| Subject           | Proposed activates from learning taxonomy perspectives |                      |               |          |           | Total |
|-------------------|--|----------------------|---------------|----------|-----------|-------|
|                   | Frequencies  | Recalling/memorizing | Understanding | Applying | Analyzing |       |
| Islamic Education | Number   | 54                   | 9             | 5        |           | 68    |
|                   | Percentage   | 79                   | 13            | 7        | 0         | 100   |
| Language          | Number   | 87                   | 98            | 38       | 20        | 243   |
|                   | Percentage   | 36                   | 40            | 16       | 8         | 100   |

Summary of the finding chapter: To conclude this chapter we can say that teachers views expressed in questionnaire are more similar in some aspects of teaching IE and language. Interestingly the teachers who teach IE and language show similar views while as general trend views of teachers who teach both differ in many cases from the other two groups of teachers. This group, although smaller in number in this study, as this group teach both subjects and more likely their views must be given more weight, because they can be in better position to judge about similarities and differences of teaching IE and Language. There were many contradictory points as well. For example that IE teachers see learning by doing as the highly marked learning activity (see table 14, 56 %) of IE, while as reported in tables 7 and 13, memorization seen as main thing for IE. The findings for questionnaire and observation also contradict each other and mean that teachers say something but they practice something else. Finally the findings from Textbook analysis show yet another picture of the issue. There are clear differences in instructions from teaching in language and in IE textbooks. Instructions in IE textbook emphasize on memorization and recalling while, of language on understanding. Consequently, as the teachers follow the instructions of text books, more likely their teaching practices are similar to textbooks. So we can say that their teaching practices observed in classrooms reflect what is in the textbooks. However their views on some issue, when found different can be also an indication that teachers know or have heard about different issues.

## DISCUSSION

### 1.1 Teacher views of IE in general

Consider to finding, generally there are some realities, I want to discuss about important issues in this chapter. As shown in finding there are some similarities and differences between IE and Language, for instance; using of comprehension from text, and use of application are the same in both IE and Language, because from the point of view of both IE and Language reading comprehension is an important factor, but the teacher of IE in fact emphasized on memorization. Also when I observed some classes of IE I have seen most of IE teachers emphasized on students to memorize the texts. In addition analysis of IE and Language text books are indicated that memorizing is an important part of learning IE. Similarly, (Boyle, 2014) indicated that, IE teachers usually focus on memorization of texts, because the point of view of them memorization is main skill for learning tradition IE, and most of IE teachers believed that memorization is an important technique and it is also time consuming.

Regarding the types of questions, asking questions or writing the texts in teaching IE and Language 40 percent of both IE and Language indicated that they used factual questions. While the percentage of explaining, and reasoning questions are around 24 and 23, it shows that teachers usually used factual questions during their teaching, and they used arguing question somehow. As shown in finding most of teachers asking students to memorize the text's vocabulary, as a result we can say teachers should ask students about their lesson, and create the kind of questions, because by asking questions he or she keep in touch with content of text, also encourage students for asking questions in order to solve their problems. Similarly, the percentage of writing the text has shown that teachers always ask students to write the text. While we consider to observation the result is vice versa, because in questionnaire most of teachers answered that they implement all activities, but observation has shown that teachers did not implement the answers they mentioned in questionnaire, furthermore the analysis of text books emphasized on implementation of activities during teaching.

Figure 4 described the main characteristic of learning of IE in school, as the figure has shown the views of teachers who teach IE, and those teacher who teach both are the same about discussing, Except the Language teachers, also the views of all teachers are almost the same for recalling and listening, but regarding the views of those teacher who teach both reading by students has got 33 percent. It means that the main characteristic of those teachers who teach IE is the implementation of discussing between students, and the main characteristic of those teachers who teach both implementation of reading by students somehow. Regarding to questionnaire when I asked IE and Language teachers about being students good readers, majority of them answered that it is very important for students to be good readers. Beside that when I asked mentioned teachers about the important of rich vocabulary in reading comprehension, most of them indicate that they are strongly agree on rich vocabulary for reading comprehension. Therefore we can say both of IE and Language teachers have shown their positive perspective for being good readers and rich vocabulary for reading comprehension. Furthermore consider to IE and Language text books analyzing also teacher guide indicated that, students must be good readers and also rich vocabulary help students for comprehension reading.

### 1.2 views of Islamic education

Usage of strategies one other important factor in teaching IE and Language, so there was a question about the usage of strategies in IE and Language in questionnaire. When I asked teachers

about the usage of strategies, majority of teachers emphasized on using of question and answer, and group working, therefore these two options have got the highest level, respectively discussion and lecture, but role play has got the lowest position. It means that most of teachers were agree for using different strategies during teaching IE and Language. In order to prof this issues I observed ten class of IE and ten class of Language, but most of teachers do not used these strategies except the lecture method, while the usage of all strategies are very useful for good learning and participation of students in lesson. As I have seen during observation, teachers only fallow old method during teaching which is very boring for teachers and students. Furthermore, as (Iqbal, 1986) indicated that applying of strategies are important in teaching IE. Hence most of scholars specified that Quran is the basic source book for implying strategies in teaching, because Quran encourage human for critical thinking and reasoning, which are achieve by implementation of strategies (Al-Akad, 1970).

Consider to view of teachers teach IE there are some options about the main characteristics of teaching IE in school. As described in finding about 72 percent of respondents indicated that mainly teachers transfer knowledge . This is the more traditional view of knowledge and teaching and learning, which more likely the respondents have in mind when responding this question in questionnaire. As reported 22 percent of the respondents see that teacher is just facilitator for students, and a few of teacher answered that, understanding from text, and pure memorization are the main characteristics of IE teacher. These contradictions may be are caused by confusion of the respondents on the content of subject knowledge of IE and language as school subjects i.e. religious and linguistic. It means that the main characteristics of teaching IE teachers transferring knowledge to students, and when I observed some IE classes, I have seen majorities of IE teachers emphasized on memorization the texts, because, in IE most of subjects need to memorize. In addition as I have studded some past researches, memorization has existed from the long time, and it also good technique in tradition learning, so it is best skill for learning primary education (Karlsson and Mansory, 2007).

Teaching of IE has different options to follow in teaching, regarding to questionnaire all of IE teachers had different perceptions on teaching IE. As research has shown majority of teachers explained that, Islamic subjects teach by doing, and some others indicated that, teaching of Islamic subjects occur by listening to teachers, understanding, and imitating. While as other researchers have indicated that, mostly teaching of IE interesting trough memorization. Moreover as I observed the majority of teaching occurred by memorization. It means that some teachers of IE teach by doing and some of them teach by memorizing.

As finding shows daily teaching of IE and Language teachers give the important to all the activities that could be used in teaching. However there are some differences in giving the importance for different activities. Firstly, highest importance among all are given to speaking, students listening to teacher and work together. It indicates that teachers mostly focus on speaking in teaching and learning, either by teacher or student. Considering the result of other researchers in the field, where they found that, teachers give more preference to reading comprehension. Opposite to above statement, in this study teachers mainly prefer speaking in the class. It might become under the category of critical thinking about an issues which lead to arguing or discussion critically in a topic.

Secondly, teachers give the second level preference to reading comprehension and correct pronunciation. There are the strategies that are found by many researchers in the past. According to (Al-Akad, 1970) Muslims take idea of critically thinking and reading comprehension from Islamic literature. Even through there are the strategies which should have preferred by teachers in first category, but are selected for second of teaching and reading

IE and Language. Thirdly, teachers prefer in interaction between students, using activities responding to teachers and writing in third level of their interest. These are the activities that should be used by students. Similarly these activities represent active reading. It indicates that, teachers do not give more chance for students to actively involve in their learning process. Fourthly reading text, memorizing and talking are given the fourth level preference in teaching and learning. Through most of the previous researchers indicated in their studies that, teachers in IE mostly memorizing texts on students, finding of this study shows that now teachers do not give much importance to memorizing. In our languages there are two words: one for memorizing (which could include understanding as well) and one for mechanical learning (which refer to memorizing without understanding).

Similarly they do not prefer simple reading in their teaching and reading strategies.

This is a point which contradict the previous researches by claiming the IE teachers mostly focusses on memorizing. This contradiction might be caused by the terms I used in the questionnaire and might confuse the respondents. Finally learning by repeating and individual learning are the least important strategies selected by teachers for teaching and learning. Considering Bloom's taxonomy these strategies are in the lower level of learning. So teachers in IE and Language also deal with these strategies to be lower in their teaching and learning strategies. It indicates that, teachers now always apply the mostly usable strategies in IE and Language. To sum up, teachers prefer and implement the strategies for IE and Language that are supposed to be used and are useful for any subject. However, there are some strategies which are not supposed to be used in such a high priorities. For example, speaking in the class.

### **1.1.3 Teachers' views and practice**

Observation is another important factor for collecting data, therefore I had an observation form for my data collection. When I observed some classes of IE and Language. There was an option about the usage of group working method in teaching of IE and Language, as the result shows, no one of teachers of IE and Language implement group working during teaching IE and Language. In one hand we can say teachers of IE and Language do not want to use new methods of teaching, in the other hand may be there is not enough facilities for applying some methods. Moreover, still we do not have standard classes in most rural and urban areas to implement some methods of teaching.

Consider to observing items question and answer is one of methods which is very useful for teaching and learning, therefore as observed factors shows teachers of IE and Language had different percept about the usage of question and answer. It shows that IE teachers do not use question and answer mostly, and Language teachers emphasized more IE on usage of question and answer. As I have seen the previous researchers indicated that the usage of question and answer important for teaching and learning, because in one hand usage of question and answer encourage students to participate in lesson, in the other hand lead students to keep in touch with text contents.

### **1.1.4 Text books analysis**

There are many differences in teaching and learning activities of both IE and Language text books considering learning taxonomy. If we consider Bloom's taxonomy for learning, it consists five levels for learning which starts from lowest to highest (recalling, memorizing, understanding, applying and analyzing order). Mostly teaching and learning strategies if IE are mostly focus pm

first two levels of Bloom's taxonomy. It is seen in IE text books, that most of the activities are based on recalling and memorizing, this finding supports the result of previous studies which are mentioned in literature review. For example, (Karlsson and Mansory, 2007) states that, IE in Afghanistan is mostly done by memorizing and recalling. Conversely more than half teaching and learning activities of Language text books are according to the 3<sup>rd</sup> and above level of Bloom's learning taxonomy. Finding of this study indicate that, there is no any teaching and learning activities in IE text books that become according to the highest level of analysis Bloom's taxonomy. On the other hand Language text books consist of some activities that are in the highest level of learning according to Bloom's taxonomy. In conclusion, most of the teaching and learning activities of IE are fitted in the lower levels of Bloom's learning taxonomy which supports the result of previous studies. While, many teaching and learning activities of language textbooks are coming under the highest levels of Bloom's taxonomy.

## CONCLUSION

This study explores teaching and learning of IE by comparing with teaching of Language and Islamic subjects. Focus of this study to compare and contrast between teaching Islamic subjects and Language in grade four in Ghor province which is one of rural province of Afghanistan. The study has found that there are some similarities and differences between teaching Islamic education s and language. The most important of finding has divided in three parts, first finding from questionnaire, which indicate that most of IE and Language teachers implemented reading comprehension strategies, such as reading fluency, rote learning, individual learning, usage of activities, and interaction between students, correct pronunciation and memorization. Which are basic parts of teaching and learning, due to by implementation of strategies teachers are become trustful on factual and depth teaching.

Secondly structure observation, as I mentioned in questionnaire most of respondents answered that they implement during their teaching, but the result of observation has shown many realities, that none of teachers in fact do not implement that. It approve the idea of Cohen et al (2010) which indicated in his method chapter, actually most of people assertion to do more than they in fact do in their practice. Therefore as I observed some classes of IE and Language, the Language teachers used some strategies i.e. question and answer more than IE, while both of IE and Language do not used other strategies that they mentioned in questionnaire for instance group working, role play and so on.

Thirdly finding from analyzing of textbooks of (IE and Dari) in grade four, regarding Bloom's learning taxonomy. As discussed about analyzing of textbooks most of IE textbooks in Afghanistan include, recalling, and memorizing in teaching (Karlsson and Mansory, 2007), while language textbooks consist some activities. As I compared with Bloom's learning taxonomy almost half teaching and learning of IE are according 3<sup>rd</sup> level of Bloom's learning taxonomy, which is the lowest level. Conversely the Language textbooks consist some activities of teaching and learning which are in the highest level of Bloom's learning taxonomy.

To conclude one can say that teachers views expressed in questionnaire are more similar in some aspects of teaching IE and language. Interestingly the teachers who teach IE and language show similar views while as general trend views of teachers who teach both differ is many cases form the other two groups of teachers. This group, although smaller in number in this study, as this group teach both subjects and more likely their views must be given more weight, because they can be in better position to judge about similarities and differences of teaching IE and Language. There were many contradictory points as well. For example that IE teachers see learning by doing as the highly marked learning activity (see table 14, 56 %) of IE, while as reported in tables 7 and 13, memorization seen as main thing for IE.

The findings for questionnaire and observation also contradict each other and mean that teacher say something but practice something else.

Finally the findings form Textbook analysis show yet another picture of the issue. There are clear differences in instructions from teaching in language and in IE textbooks. Instructions in IE textbook emphasize on memorization and recalling while, of language on understanding. Consequently, as the teachers follow the instructions of text books, more likely their teaching practices are similar to textbooks. So one can say that their teaching practices observed in classrooms reflect what is in the textbooks. However their views on some issue, when found different can be also an indication that teachers know or have heard about different issues.

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## ANNEXES

### 1. Teachers Questionnaire English Version

#### Teacher Questionnaire

##### Teacher's profile

Age: .....

Sex:    Male                      Female

Education background: please select one option of your highest level of education:

Education: lower than 12' ....., grade 12....., TTC (14<sup>th</sup>) grade....., University graduate.....Faculty: ..... Other: (please write here):.....

How many years have you been teacher? .....

What is your mother tongue? .....

In what language do you teach? .....

Which subjects do you teach?

a) Islamic subjects.

b) Languages.

c) Both of them.

d) Any of the above.

Which methodical seminars/ workshops have you participated (Inset I, Inset II...)-Please write here:.....

The schools you teach:                      Boys                       Girls                      Mixed

Location of the School:                      Rural                      Urban

-----  
*Dear Respondents, Please read the following question and answer according to your own knowledge. There is no wrong and correct answer, rather the correct answers is own view and understanding.*

*You may teach different subjects but your responses to the following question should be only and only in relation to either IE or language that you teach in school. Also your accurate information is very helpful for accomplishing my thesis writing.*

#### 1. What are main characteristics of teaching IE in schools?

- a) Mainly Teacher transfer knowledge to students
- b) Mainly Teacher facilitate learning for students

- c) Mainly rely on understanding from text
- d) Mainly pure memorizing information
- e) Other? Specify: .....

**2. When do you teach your subject in classroom often you?**

- 1. Read the text for students
- 2. Ask a student to read fist whole
- 3. Ask few students to read in pieces
- 4. Highlight the new words and explain them first
- 5. Ask students to highlight the new words
- 6. Ask students to read individually and silently

**3. How often do you ask your students to memorize parts of the lesson you teach daily?**

1. Always    2. Often    3. Sometimes    4. Rarely    5. Never

**4. What are main characteristics of learning of IE in schools?**

- a) Recalling
- b) Discussing between students.
- c) Listening.
- d) Reading by students.

**5. What are main similarities in teaching of IE and Language in schools?**

- a) Mainly use of Comprehension from text.
- b) Mainly use of Application.
- c) Mainly rely on memorizing text.
- d) All above

**6. What are main differences in teaching of IE and language in schools?**

- a) Monologue in IE, dialogue in language.
- b) Teacher of IE emphasize on memorizing
- c) In IE analysis the lesson more than language.
- d) Oral assessment in IE, writing assessment in language.
- e) Other? Specify: \_\_\_\_\_

**7. What are most important in teaching and learning of IE and language in schools? (Please give 1 to 5 scores to each aspect in the below table under both subjects. 1 is the lowest 5 is the highest score)**

| Aspects of learning   | IE | Language |
|-----------------------|----|----------|
| Speaking              |    |          |
| Reading               |    |          |
| Talking               |    |          |
| Writing               |    |          |
| Reading comprehension |    |          |
| Memorizing            |    |          |
| Correct pronunciation |    |          |

|                                      |  |  |
|--------------------------------------|--|--|
| Individual learning                  |  |  |
| Working together                     |  |  |
| Teachers explanation                 |  |  |
| Students listening to teacher        |  |  |
| Flexibility in responding to teacher |  |  |
| Usage of activities                  |  |  |
| Learning by repeating                |  |  |
| Reading the texts                    |  |  |
| Interaction between students         |  |  |

**8. How much reading competence is important for learning IE compared to language learning in schools?**

1. The same    2. More for IE    3. More for language    4. Can't be compared

**9. According to you, how to teach Islamic subjects?** Number on scale from 1 to 5 (1- the lest; 5- the most).

- a) Mainly by memorization.
- b) Mainly through learning by reading texts
- c) By imitating
- d) Mainly by doing
- e) Mainly by listening to teacher
- f) Mainly by understanding.

**10. How much do you agree or disagree with the following phrase:**

“Rout learning is the soul feature of IE”

1. Fully agree    2. agree    3. Not sure    4. Disagree    5. Strongly disagree

**11. How much do you agree or disagree with the following phrase:**

“Reading fluently is a prerequisite to learn IE”.

1. Fully agree    2. Agree    3. Not sure    4. Disagree    5. Strongly disagree

**12. Do you think the same teaching strategies can be applied for both IE and language?**

Yes/ No

If the answer is yes, the strategies are: (Mark from 1 – 5).

- a) Group working.
- b) Question and answer.
- c) Discussion.
- d) Lecture.
- e) Role play.

**13. Do you give a text to students for learning (when teaching your subject i.e.IE or Language)?**

- a) Always.

- b) Often
- c) Don't know
- d) Rarely
- e) Never

**14.** When teaching your subject (IE or Language), how often do you ask questions about the topic?

- 1) Always 2) often 3) Sometimes 4) Rarely 5) Never

**15.** What kind of questions of the below questions do you ask mostly when you teach (IE or Language)?

1. Factual 2. Explaining 3. Reasoning (why) 4. Arguing 5. Other

**16.** How often do you ask your students to memorize the text's vocabulary when teaching your subject (IE or Language)?

- 1) Always 2) often 3) Sometimes 4) Rarely 5) Never

**17.** How often do you ask your students to write the text?

- 1) Always 2) often 3) Sometimes 4) Rarely 5) Never

**18.** How much it is important that a student should be a good reader to learn your subject (IE or Language)?

- 1) Very important 2) important 3) don't know 4) less important 5) not important at all

**19.** To what extent do you agree that rich vocabulary is important in reading comprehension of your subject (IE or Language)?

- 1) Strongly agree 2) agree 3) I don't know 4) disagree 5) strongly disagree

**20.** The best way that your student learn the subject you teach (IE or Language) is to... (Rank the following from 1-5 (5= most important)>

- a) Ask them to memorize the text
- b) Ask them to read the text continuously
- c) Ask them to connect the text with their prior knowledge
- d) Sum up their understanding from the text
- e) Build their vocabulary
- f) Ask them questions

**21.** My class students are very different in their interest to the subject I teach (IE or Language)

- 1) Very much 2) somehow 3) Not at all 4) seldom

**22.** Students generally find the subject I teach (IE or Language) an important school subject.

1) Very much    2) somehow    3) Not at all    4) seldom

**23.** All Students generally show interest in the subject I teach ((IE or Language)

1) Very much    2) somehow    3) Not at all    4) seldom

**24.** The Students social background affects their attitude to subject I teach

1) Very much    2) somehow    3) Not at all    4) seldom

**25.** Boys and girls have different interest in the subject I teach (IE or Language).

1) Very much    2) somehow    3) Not at all    4) seldom

**26.** The textbook is the only source when teaching my subject (IE or Language)

1) Very much    2) somehow    3) Not at all    4) seldom

**27.** I only follow the instructions in the textbook when teaching my subject (IE or Language).

1) Very much    2) somehow    3) Not at all    4) seldom

