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Prophetic Pedagogy in English Language Teaching in Pakistani Universities

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ABSTRACT

This study explores the integration of spiritual and language education through prophetic pedagogy in English Language Teaching (ELT) in Pakistani universities. Prophetic pedagogy emphasizes a holistic approach to education, incorporating moral and spiritual principles derived from Islamic teachings into academic teaching. The objective of this research is to investigate how English language education can balance language proficiency with moral and spiritual development, promoting a comprehensive learning experience. Employing a qualitative methodology, the study collects data through semi-structured interviews from ten undergraduate students and five teachers from two public universities in Pakistan. The findings show that English language teaching in Pakistan goes beyond just building language skills as it also promotes core Islamic values like compassion, honesty, and accountability. Teachers utilize instructional strategies that integrate Islamic teachings into classroom activities, including the use of texts on Islamic figures, prayers, and contextually relevant examples. This integration promotes a transformative learning environment where students develop a deeper connection to their faith while achieving academic excellence. Although this approach is valuable, the study points out several challenges in putting it into practice. These include limited teacher training, difficulty aligning spiritual concepts with language materials, and different levels of student comprehension and background. However, the findings suggest that this model of education cultivates morally high individuals capable of facing the complexities of

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a globalized world without compromising their religious identity. The study concludes that the combination of spiritual and language education through prophetic teaching can strongly increase students' personal and professional growth in higher education.

Keywords: EIslamic Teachings; Holistic Education; Moral Development; Transformative Learning; Religious Identity

1. Introduction

Some scholars and educators in Muslim-majority societies have viewed English with skepticism, seeing it as a product of Western imperialism and influenced by Judeo-Christian cultural norms. However, the perception of English within Islamic contexts has evolved over time. Today, learning English is increasingly regarded as compatible with Islamic principles, especially when it serves as a means to achieve critical objectives such as acquiring knowledge or engaging in da'wah (propagation of faith) within English-speaking communities [1,2]. This is consistent with the Islamic jurisprudential rule, al-wasilatu laha ahkaamul maqashid, which states that the ruling on a means depends on its purpose. In Pakistan, English language education is mainly focused on linguistic proficiency and academic excellence, often neglecting moral and spiritual dimensions. This distance between language learning and ethical development creates a gap where students acquire language skills without an emphasis on character building and moral consciousness.

Since Islamic teachings offer a strong foundation for well-rounded education, bringing prophetic pedagogy into English language teaching could help bridge this gap. However, there is a lack of empirical research on how prophetic pedagogy can be systematically implemented in Pakistani universities, what challenges it may pose, and how it can influence students' personal and professional growth. This study seeks to fill this gap by exploring the role and impact of prophetic pedagogy in English Language Teaching (ELT) and identifying practical strategies for its effective implementation in Pakistani higher education institutions. Research shows that bringing faith-based values into secular education can offer meaningful benefits and improve the global learning experience [3]. However, studies also point out challenges such as the lack of trained educators, limited availability of teaching materials that align with Islamic principles, and resistance from stakeholders who view English as a secular subject [4]. Despite these challenges, universities implementing prophetic pedagogy have reported positive outcomes in students' moral reasoning, sense of responsibility, and academic performance [5].

The role of English as a global lingua franca has amplified the need for its integration into various educational frameworks, including those in predominantly Muslim societies like Pakistan. However, the relationship between spirituality and language learning remains underexplored. Previous research suggests that spirituality can enhance autonomy, self-confidence, and self-esteem in language learners [6]. Educational systems often marginalize spirituality, particularly in secular settings [7]. Moreover, much of the existing literature focuses narrowly on Christian perspectives in spirituality and language education [8], leaving a gap in understanding how Islamic spirituality can inform ELT. In Pakistan, where Islamic values are deeply embedded in cultural and educational institutions, prophetic pedagogy offers a framework to integrate linguistic and spiritual education effectively. Prophetic pedagogy, rooted in the teachings and practices of Prophet Muhammad (PBUH), emphasizes holistic development, nurturing individuals' intellectual, moral, and spiritual dimensions. This approach aligns with the goals of holistic education theory, which advocates for the development of all aspects of an individual, including their spiritual and moral growth [9]. The Contextual Teaching and Learning (CTL) framework complements this pedagogical approach by linking academic content to real-world contexts, making learning more relevant and meaningful [10]. In the context of ELT, CTL enables the integration of language instruction with Islamic values, fostering a deeper connection between linguistic skills and students' spiritual lives [11].

Integration of Islamic spirituality into English teaching at Pakistani universities is not easy as it involves challenges like linking lessons to spiritual values, training teachers in prophetic methods, and supporting students with different learning needs. This study addresses these gaps by investigating how English language teaching in Pakistani universities incorporates prophetic pedagogy

to foster both linguistic proficiency and spiritual growth. It aims to explore educators' perceptions of spirituality, examine their strategies for integrating Islamic values into ELT, and evaluate the impact of this integration on students' personal and academic development. By situating this research within the broader discourse on holistic education and spirituality, this study seeks to contribute to the growing body of knowledge on educational practices that harmonize religious identity with global competencies. It offers insights into how Islamic spirituality can enrich language teaching and foster well-rounded individuals capable of navigating the complexities of a globalized world while upholding their faith and values.

In an era of globalization, where language learning often comes with the risk of cultural detachment, this study highlights the importance of maintaining students' religious and moral values while mastering English. It provides an alternative to secular ELT models, ensuring that language education remains relevant to Pakistan's socio-religious fabric. By fostering values such as honesty, empathy, and accountability within ELT, this approach contributes to character-building among university students. The research emphasizes the role of language education in shaping responsible and morally aware individuals, who can contribute positively to society. The findings may also inform curriculum designers and policymakers about the need to incorporate prophetic pedagogy into teacher training programs. The study's insights can guide educators in developing course materials that balance linguistic objectives with ethical instruction.

2. Literature Review

Prophetic pedagogy is deeply rooted in the practices and teachings of Prophet Muhammad (PBUH), which focuses on a holistic approach to education that enhances the intellectual, moral, and spiritual aspects of students. Integration of prophetic pedagogy presents a unique model that not only increases linguistic competence but also fosters ethical and moral development in the context of ELT in Pakistani universities. This literature review highlights the spiritual integration in education existing, the practices of prophetic pedagogy, and the role of moral values in ELT. Prophetic pedagogy is derived from the educational philosophy of the Prophet Muhammad (PBUH) that includes

patience, experiential learning, empathy, and character building [12]. Previous studies have identified this pedagogical model focuses on promoting inquiry, a student-centered approach, ethical behavior, and discussion [13].

Prophetic pedagogy focuses on shaping students into not just intelligent individuals, but also responsible and morally upright citizens by weaving Islamic values into the curriculum [14]. Prophetic pedagogy focuses on shaping students who are not only smart but also morally grounded by weaving Islamic values into the education system. This method is commonly practiced in many Muslim-majority countries. In Pakistan, for example, the Single National Curriculum (SNC) highlights character building and moral education based on Islamic principles, with the goal of developing well-rounded, ethical individuals [15]. In Malaysia, the Integrated Islamic Education System also applies prophetic values like amanah (trust) and ikhlas (sincerity) across both religious and general subjects to support holistic student growth [16]. These efforts reflect a wider commitment in Muslim countries to use prophetic teaching as a way to nurture students intellectually and ethically.

Numerous researchers argue that language learning is not merely a cognitive process but also a social and ethical practice by exploring the connection of moral education and language teaching. Incorporation of spiritual values with language learning fosters a more meaningful educational experience in Islamic educational contexts. For illustration, literature indicates that students' language skills improve and ethical values are internalized through the texts from religious sources or embedding moral lessons within linguistic instruction [17]. There are numerous benefits of incorporating faith-based values into secular education as indicated by research on Islamic pedagogical approaches in Pakistani universities [3]. However, some challenges such as the lack of trained teachers, limited availability of teaching materials that align with Islamic principles, and resistance from stakeholders who view English as a secular subject studies also pointed out by Farooq [4]. While prophetic pedagogy has clear benefits for English teaching, there are still several challenges. Many teachers lack training in Islamic teaching methods, it is difficult to connect religious values with standard English course material, and students differ in how engaged they are with religious content [18]. Additionally, balancing aca-

demic rigor with spiritual instruction requires careful curriculum design and institutional support [19].

Regardless of the challenges, Pakistani universities are consistent in applying prophetic pedagogy. It has been linked to positive results, including better academic performance, a stronger sense of responsibility, and growth in students' moral and intellectual development [5]. Prophetic pedagogy in ELT involves using a range of teaching strategies that blend language learning with Islamic values. This includes teaching language skills through stories of Islamic figures, encouraging collaborative learning that reflects prophetic teaching practices, and incorporating ethical discussions into reading and writing tasks [20]. Previous studies suggest that these approaches provide morally enriching and engaging classroom environments which increase both ethical and linguistic development [21].

The integration of spirituality in education has gained considerable attention, particularly in contexts where religious and cultural values shape learning experiences. In Islamic scholarship, the concept of spirituality encompasses several terms, including ruhaniyyah (spiritual essence), ma'nawiyyah (inner meaning or strength), and barakah (continuous goodness). The primary sources of spirituality in Islam are the Qur'an and the Sunnah, with its ultimate aim being the realization of tawhid (monotheism), which guides believers to embody divine attributes in their lives [22]. Central to this is tashawwuf, or Sufism, which focuses on the purification of the soul and character, emphasizing that ritual (shari'a) is devoid of true purpose without the spiritual component of haqiqat [23,24]. This perspective underscores that educational practices, including language teaching, must integrate spiritual values to be meaningful and effective.

Research has indicated that integrating spirituality into education can have profound impacts on students' personal and academic growth. For example, Schiller [25] demonstrated that a spiritual approach in teaching, including practices like meditation, enhanced students' cognitive skills, resilience, and ability to engage with education beyond a utilitarian focus on grades. This approach addressed students' non-cognitive needs, highlighting the importance of holistic education. Similarly, Kanaoka et al. [26] explored how combining spirituality with the person-in-context theory improved motivation and self-awareness among Japanese

students learning English, enhancing both language production and identity formation. Cahyani and Akmal [27] find that Indonesian students with higher levels of spirituality demonstrate greater resilience during the thesis-writing process. However, the integration of spirituality into ELT is not widely embraced. In Iran, Suleimani and Sahragard [28] observe that English teachers rarely incorporate spiritual values into their instruction, primarily because they believe that language teaching should focus solely on linguistic skills and avoid religious or spiritual content. Some teachers also shared concerns about possible political consequences, highlighting how the sociopolitical climate can affect the way education is carried out.

The role of spirituality in ELT is also examined in research that explores interreligious and multicultural educational settings. Mambu [29] investigated how higher education teachers in the United States and Indonesia integrated Christian spirituality into their teaching, revealing that religious reflexivity and critical thinking were vital in interacting with diverse student populations. These findings underscore the significance for spiritual values to shape classroom dynamics, promote inclusivity, and encourage cross-cultural understanding. While much of the research has examined spirituality's role in language teaching from various religious and cultural perspectives, studies specifically focusing on Islamic spirituality and its integration into ELT remain limited. This gap is particularly evident in the context of Pakistani universities, where the integration of prophetic pedagogy—a method rooted in the teachings of Prophet Muhammad (PBUH)—could play a transformative role. Prophetic pedagogy aligns with the principles of holistic education, emphasizing not just intellectual growth but also moral and spiritual. It embodies the idea that language learning should be intertwined with ethical and spiritual practices, fostering students who are competent in both language and their religious identity.

In Islamic boarding schools like madrasas, where religious teachings form the core of education, integrating Islamic spirituality into English language teaching holds particular importance. Many modern madrasas are now including foreign languages, such as English, in their curricula. This shift aims to equip students for participation in a globalized world while maintaining their religious values. Studies have shown that religious-based educa-

tion can significantly enhance students' achievements and holistic development [30]. This underscores the importance of examining how Islamic spirituality is effectively negotiated and implemented in the language classrooms within such contexts. This literature review shows that spirituality can enhance education by enhancing motivation, resilience, and deeper thinking, but how it is included in ELT depends a lot on the specific context. In Pakistani universities, investigating how prophetic pedagogy can be adapted to teach English aligns with both holistic and contextual teaching theories [10] and could provide valuable insights into creating a more spiritually and academically balanced curriculum.

This study is based on a combined theoretical and conceptual framework that brings together three key educational approaches: holistic education, sociocultural theory, and CTL. Holistic education focuses on developing students mentally, emotionally, physically, and spiritually as whole individuals which connects closely with the goals of prophetic pedagogy in supporting both academic success and moral development. Sociocultural theory emphasizes the role of culture, social interaction, and community in shaping learning, making it relevant to the inclusion of Islamic values and local traditions in the classroom. CTL adds a practical aspect by encouraging teachers to relate lectures to students' real-life experiences, making learning more meaningful and engaging. When combined, these theories create a solid framework as **Figure 1** that supports English language teaching in Pakistani universities in a way that not only improves language skills but also builds students' character, confidence, and connection to their faith.
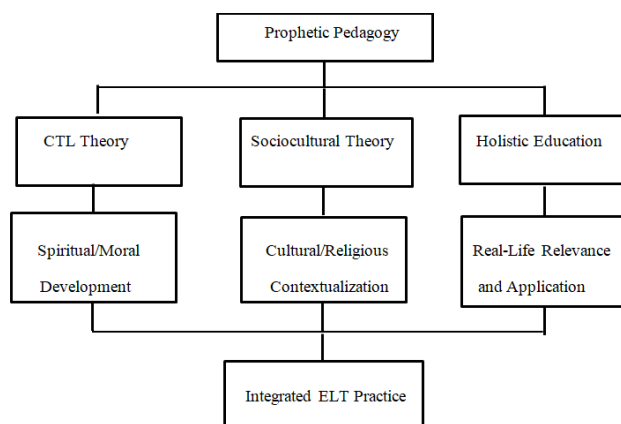

Figure 1. Prophetic education in English language teaching.

3. Methods

This study adopts a qualitative research design to investigate the integration of prophetic pedagogy within English language teaching in Pakistani universities. The qualitative approach is applied to explore the complex educational processes, capturing detailed narratives and understanding participants' perspectives [31]. This approach focuses on gaining deeper insights into teaching methods, classroom experiences, and the effects of combining spirituality with language education. It offers a detailed and context-specific understanding of how prophetic pedagogy is applied. Additionally, it sheds light on its impact on students' spiritual growth and academic progress. The participants for this research are selected using a purposive sampling approach for their direct involvement and knowledge relevant to the research questions [32].

The study employed purposive sampling to ensure a balanced representation of participants, considering factors such as gender, teaching experience, and educational background. This approach aimed to capture a diverse range of perspectives, and the final sample size was determined based on data saturation, ensuring consistent emergence of themes. Interviews were systematically conducted to examine the implementation of prophetic pedagogy within English language curricula. These interviews focused on teacher-student interactions, lesson content, and the integration of religious and linguistic objectives. Additionally, interviews with ten students and five teachers provided qualitative insights into their experiences and perceptions of prophetic pedagogy's impact on both linguistic and spiritual development. The interview guide was validated through expert input and pilot testing, ensuring alignment with the study's objectives.

This study used thematic analysis, following the method by Braun and Clarke [33], to identify and interpret patterns in the qualitative data collected from semi-structured interviews and document analysis. Data collection involved English language teachers and students engaged in implementing prophetic pedagogy in Pakistani universities. Interviews, lasting approximately 45 minutes each, were audio-recorded, transcribed verbatim, and supplemented with an examination of curriculum documents, lesson plans, and textbooks to provide contextual insights

into pedagogical practices.

Thematic analysis followed a six-stage process: familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This approach helped identify key themes, including the importance of spiritual values in teaching and the difficulties in bringing spiritual education into the classroom. Using Kumaravadivelu's [34] post-method pedagogy as a framework, the study explored how the principles of particularity, practicality, and possibility influenced teaching practices and teacher responses. This framework moves beyond fixed, one-size-fits-all methods and emphasizes a more context-sensitive approach to language teaching. By applying this framework, the study examined how teachers integrated spirituality into English teaching in ways that were responsive to their local context, informed by their own classroom experiences, and aligned with broader moral and social goals. To ensure trustworthiness, the study used member checks and data triangulation. This helped reveal how prophetic pedagogy can support students' spiritual and language development, while also showing the challenges teachers face. The findings were understood through the lens of holistic education theory, which focuses on students' overall growth [9], and the CTL model, which connects learning to real-life situations [10]. This thorough approach offered useful insights into how spirituality can be included in English teaching, especially in the context of Pakistani universities.

4. Results and Discussion

The integration of prophetic pedagogy in English language teaching fosters a unique, holistic educational environment that addresses both academic and spiritual dimensions of student development. Evidence from interviews reveals multiple strategies and their impacts, highlighting how this approach enriches students' learning experiences and teachers' instructional practices. The curriculum employs the CTL framework, linking lesson content to real-world, culturally relevant situations. Moreover, teachers described using Islamic stories and moral lessons within English texts to provide practical language exercises rooted in spiritual values. For example, students present projects on Islamic history in English, which enhances both public speaking skills and religious identity. Such interdisciplinary connections promote critical thinking and ethical reflection [10]. Themes along with codes and number of responses by teachers are shown in **Table 1** below.

Table 1. Teachers' responses.

Themes	Codes	Examples	R
Integration of Islamic values in ELT	*Moral examples in lectures *Quranic stories/texts *Prayers used in context	*I often use stories of the Prophet (PBUH) to teach vocabulary or themes.* (Teacher 5)	5
Personal teaching faith	*Teaching as moral responsibility *Islamic identity as a teacher *Role-modeling	*I believe it's my moral duty to develop both knowledge and character.* (Teacher 2) *Sometimes I'm unsure how much of my faith I can express in my English lecture.* (Teacher 1)	4
Contextual teaching strategies	*Real-life knowledge *Linking content to students' lives *Local examples	*Sometimes I use local news and Islamic festivals to make writing tasks more relatable, but the syllabus bounds flexibility in choosing content.* (Teacher 3)	3
Challenges in implementation	*Lack of teacher training *Curriculum limitations *Students' diverse backgrounds	*There's no formal training on how to teach language with moral integration.* (Teacher 5)	5
Student involvement	*Active participation *Emotional connection	*Students become more emotionally involved when I use spiritual content.* (Teacher 5)	4
Institutional and curriculum support	*Freedom to design materials *Administrative encouragement *Policy barriers	*There is no structured curriculum that supports moral or spiritual education in the English subject.* (Teacher 4)	5

The findings from the teachers' responses show that many teachers are enthusiastic about bringing Islamic values into their English teaching. They often use stories from the life of the Prophet (PBUH), verses from the Quran, and moral lessons to make their classes more meaningful. Teachers see themselves not just as lecturers of language but also as guides who help shape students' character. They try to connect lectures to real-life situations and students' cultural backgrounds so that learning feels more relevant.

However, teachers also pointed out several challenges, such as not having proper training, limited freedom due to a fixed curriculum, and the difficulty of reaching students from different religious or secular viewpoints. Even though students usually respond well to the inclusion of spiritual content, teachers feel they need more support from the university and more flexible teaching materials to fully apply prophetic pedagogy in the English classroom. Students' responses and relevant themes are shown in **Table 2** below.

Table 2. Students' responses.

Themes	Codes	Examples	R
Exposure to Islamic content in English literature class	*Use of Islamic reference *Learning new vocabulary	*We learn Islamic themes and vocabulary through classroom discussion.* (Student 9)	6
Personal connection and motivation	*Feeling spiritually inspired *More engaged *Respect for teacher's role	*I feel more motivated when the lesson connects to my beliefs.* (Student 3)	8
Relevance to identity	*Reinforcement of Islamic identity *Cultural familiarity	*Islamic examples and references are easy to understand because they relate to our life and society.* (Student 5)	6
Improvement in language skills	*Vocabulary learned through moral content *Speaking and writing tasks with ethical themes	*When we discussed Islamic themes, I learned how to express opinions more clearly.* (Student 2)	5
Challenges with understanding	*Difficulty relating content to language *Religious overemphasis *Preference for neutral content	*Not all of us connect with the Islamic content, especially in grammar lectures; I prefer learning English without so many religious topics.* (Student 7)	8

The students' responses show that most of them had a positive experience with the inclusion of Islamic content in their English classes. Many students shared that they felt more motivated and involved when lessons connected to their personal beliefs and values. Eight students mentioned feeling more inspired and respectful toward their teachers when spiritual and moral topics were part of the class. Several also shared that using Islamic examples made the lessons easier to relate to and helped strengthen their cultural and religious identity. Some students felt that discussing these themes also improved their language skills, especially in learning new vocabulary and expressing their thoughts more clearly. However, there were also some concerns. Eight students pointed out that too much focus on religious content sometimes made it harder to stay focused on the actual language learning, particularly in grammar

lessons. Moreover, the findings suggest that prophetic pedagogy can make learning more meaningful and personal, but it should be carefully balanced with academic goals to ensure all students benefit.

4.1. Thematic and Contextual Learning

Teachers employ thematic methods, intertwining linguistic objectives with Islamic values. Teacher 3 noted, "*When I discuss any Western culture in teaching literature, I discuss concepts like halal and haram. It helps students see how language connects to their daily lives and faith.*" This contextualization not only aids comprehension but also deepens cultural relevance, making lessons more engaging and memorable. Furthermore, Teacher 1 stated, "*During writing exercises, I often assign topics like 'The*

Role of Charity in Islam.' Students not only improve their writing skills but also explore deeper spiritual values." This thematic approach makes the lesson meaningful. Research supports this, suggesting that culturally embedded instruction enhances language retention and moral development [31,34]. Teacher 4 commented, "When I use stories of Prophet Muhammad (PBUH) or other Islamic figures to explain new vocabulary or grammar rules, students engage more actively. They relate to the content and remember it better." The teachers' responses expressed that storytelling helps bridge language learning and moral education. The engagement observed by teachers supports the idea that contextualized storytelling fosters both linguistic competence and ethical awareness. *"Students often discuss moral lessons from stories and how they apply to real life. This makes learning more than just about language; it's about values too."* This resonates with Vygotsky's sociocultural theory, where meaningful interactions enhance cognitive and moral development.

4.2. Spiritual Discussions in Language Exercises

Speaking and writing tasks often incorporate Islamic themes, fostering a reflective learning environment. For instance, Teacher 2 shared, *"I ask students to have group discussions on topics like 'Evidences of Honesty in Islam.' This improves their critical thinking and reinforces ethical values."* Further interviews confirmed that discussions often revolve around ethical dilemmas or moral stories, encouraging students to articulate their views in English while internalizing spiritual lessons. Another similar response given by Teacher 3 was, *"For reading practice, I use passages with stories of the Prophets. Students work on their language skills. They also reflect on spiritual values. This helps them connect more deeply with the lesson."* This method aligns with holistic education theory, which emphasizes intellectual and moral growth [9]. Students said they felt more confident and self-aware, supporting the idea that prophetic pedagogy not only helps improve language skills but also builds values like integrity, patience, and empathy. Student 3 stated, "These lessons shape not just my language skills but also my character. I am more patient and empathetic in conversations." Employers and faculty members also confirm this impact, highlighting the

practical benefits of this approach in both academic and professional settings. Moreover Student 4 and Student 1 also remarked in the same way as, *"I feel more confident speaking English when we discuss topics that align with our values. It feels natural and meaningful"* (Student 1). *"Learning through ethical discussions has taught me how to express opinions respectfully and logically in English"* (Student 2).

4.3. Engagement and Meaningfulness

Students expressed that adding spiritual content made English lessons more meaningful. Student 6 explained, *"When learning about cleanliness in English, we also explore its importance in Islam. It makes the lesson relevant and easier to remember."* Student 8 noted, *"Studying influential Islamic figures while learning English history strengthens both my language skills and my cultural identity."* Teacher 1 stated in this regard, *"Students engage more when lessons reflect their cultural and spiritual values. For instance, using stories of the Prophets to explain narrative structures makes the lesson personally meaningful to them."* These responses show that connecting language learning to familiar values and real-life situations helps boost motivation and keeps students more engaged [10]. Teachers and students believed that adding Islamic values to language lessons makes them easier to relate to and more interesting. This supports Vygotsky's [35] sociocultural theory, which posits that learning is most effective when linked to the learner's cultural context. Both teachers and students highlighted the importance of talking about real-life ethical issues, agreeing that these conversations help strengthen critical thinking skills. For example, Student 2 shared, *"When we discuss ethical dilemmas in class, we analyze different perspectives. It enhances our critical thinking while also improving our English communication skills."* Additionally, Teacher 1 stated, *"Students feel more confident when they debate real-world ethical issues because they are familiar with the cultural and moral context. It helps them articulate thoughts in English more fluently."* Being able to debate and express ideas clearly in English helps improve both academic performance and communication with others.

4.4. Practical Projects and Real-World Application

Working on real-life projects with a spiritual focus helps strengthen language skills. Teachers pointed out that hands-on activities help students improve their language skills while also building a sense of ethics. Teacher 5 shared that teachers often assign English presentations on Islamic history or moral principles: "*This not only improves their speaking abilities but also deepens their understanding of their faith.*" Student 2 stated, "*My teachers always give Islamic examples during lectures. These examples help us practice language comprehension while understanding spiritual values.*" This blended approach encourages critical thinking and shows students how useful their language skills can be in different situations. It also helps them get ready for global communication while staying true to their religious values. Teacher 3 commented, "*Recently I designed a community service project where students have to interact with locals in English, applying both their language skills and discussing values like honesty and kindness. It connected the classroom with the outside world.*" Teachers and students shared that using real-life projects makes lessons easier to relate to and more meaningful. This supports Kumaravadivelu's [34] view on context-based teaching, which shows that practical activities help students remember language better and build moral awareness.

4.5. Challenges in Prophetic Education

Even though it has benefits, combining spirituality with language teaching can be challenging. Teacher 2 explained her challenges as: "*The lack of standardized materials means I often create my own content. It requires innovation but also demands time. I focus on contextualizing lessons around students' daily lives and faith to keep them engaged.*" The need for customized learning materials stood out as a key theme, supporting Kumaravadivelu's [34] view that flexible teaching methods are essential. Student 3 shared, "*Sometimes the lessons feel overwhelming because teachers usually mix religious concepts with English tasks.*" This backs up Creswell and Poth's [31] point that teaching in a way that connects to students' culture helps them stay engaged and remember more. Another teacher

highlighted the need for continuous innovation and teacher training: "*Teacher training is essential but we face hurdles in resources. We must ensure that English content remains engaging and rigorous while maintaining religious depth.*" They promote working together and blending subjects, which reflects Miller et al.'s [9] holistic education approach focused on developing students in a well-rounded way.

The results from semi-structured interviews revealed several key themes that show both the strengths and challenges of using prophetic pedagogy in Pakistani universities. The findings of this study show that prophetic pedagogy is effective. It helps create a balanced learning experience. Students build strong language skills while also growing morally and spiritually. This study confirmed that teachers actively bring Islamic values like honesty, compassion, and accountability into their English lessons. They often talk about real-life ethical issues, use stories about Islamic figures, and include prayers during class. When teachers connect language learning with Islamic teachings, students not only improve their English but also grow in their moral values. Including spiritual elements in ELT helps create a well-rounded and meaningful learning experience.

Teachers observed that integrating faith-based content into English lessons helped students develop stronger ethical awareness and personal growth. They also noted that students were more motivated and engaged when lessons reflected their cultural and religious values. These findings suggest that prophetic pedagogy makes language learning more meaningful. However, the approach comes with several challenges. A major issue is the lack of teacher training in Islamic pedagogical principles, making it difficult for many educators to effectively combine language instruction with religious values [18]. Aligning spiritual content with standardized English curricula is also complex and often requires significant adaptation of teaching materials. Additionally, students' varying levels of religious engagement lead to mixed responses to faith-based lessons [18]. Balancing academic goals with spiritual development calls for well-designed curricula and strong institutional support [19].

The study found that storytelling, real-life context, and group discussions are effective ways to connect language learning with moral education. Teachers said that using stories of Islamic figures helped students better un-

derstand both language and ethical values. Discussing real-life moral issues in class also encouraged critical thinking and reflection. Generally, the findings show that prophetic pedagogy supports both academic success and character growth. Participants in the study reported feeling more confident in their ability to navigate professional environments while maintaining their religious identity. Employers and faculty members also noted that students exposed to this pedagogical approach demonstrated higher levels of integrity, patience, and empathy in their academic and personal interactions.

The findings highlight that bringing prophetic pedagogy into English teaching at Pakistani universities can have a strong and positive impact. This pedagogical approach successfully combines linguistic proficiency with spiritual and moral development, offering a holistic educational experience. A comparative analysis with previous research reveals parallels and distinctions. Consistent with Kumaravadivelu's [34] concept of context-based instruction, the integration of spiritual themes into language teaching enhances student engagement and retention. For instance, teachers using Islamic narratives to explain linguistic structures align with Vygotsky's [35] sociocultural theory, which advocates for embedding learning within familiar cultural contexts. This study further corroborates Miller et al.'s [9] findings on holistic education by demonstrating that students develop not only language skills but also a deeper connection to their values and identity, preparing them for global participation without compromising their religious grounding.

However, challenges unique to prophetic pedagogy also emerge, particularly regarding material development and teacher preparedness. The need for adaptable resources and ongoing teacher training aligns with Creswell and Poth's [31] findings, which highlight the demands of culturally relevant pedagogy. Unlike prior studies that focused primarily on linguistic outcomes, this research emphasizes the dual impact on spiritual and moral growth. While previous work, such as Srinivasa, Kurni and Saritha [10], highlighted the cognitive benefits of integrating moral education into language teaching, this study provides evidence of enhanced ethical reasoning and critical thinking among students, achieved through activities like discussions on Islamic ethics and projects addressing real-world issues.

These findings suggest that prophetic pedagogy, though resource-intensive, offers a balanced approach that addresses both the intellectual and spiritual needs of learners, paving the way for broader adoption in diverse educational settings.

5. Conclusions

Prophetic pedagogy in ELT in Pakistani universities creates a holistic educational experience that combines linguistic proficiency with spiritual development. The findings reveal that embedding Islamic values, such as compassion, honesty, and accountability, into language lessons enhances student engagement, moral awareness, and academic performance. Teachers employ thematic, contextual, and practical strategies to make lectures culturally relevant and personally meaningful, aligning with educational theories that emphasize the importance of contextual and reflective learning. The integration of spiritual content fosters a transformative environment where students not only improve their language skills but also strengthen their cultural and religious identities. However, the study also highlights challenges such as the lack of standardized materials, the need for teacher training, and the complexity of aligning spiritual concepts with language content. To address these issues, it is crucial for educational institutions to invest in resource development and provide professional development opportunities for teachers. Additionally, a collaborative approach involving curriculum designers and educators can help create more effective, contextually rich materials. By addressing these challenges, Pakistani universities can gain full advantages of prophetic pedagogy, educating intellectual graduates who possess both strong language skills and a better moral foundation, also capable of engaging effectively in a complex, globalized world. This study emphasizes the value of prophetic pedagogy in shaping a holistic and transformative educational experience that integrates linguistic competence with ethical and spiritual growth. While challenges persist, the research suggests that with proper teacher training and curriculum support, prophetic pedagogy can significantly enhance both personal and professional growth in higher education. Future studies should explore methods for optimizing teacher preparation programs and developing structured curriculum models that facilitate the seamless integration

of spiritual and linguistic education.

Author Contributions

Funding

Institutional Review Board Statement

This study was conducted in accordance with the ethical standards of the Institutional Review Board.

Informed Consent Statement

Informed written consent was obtained from all the participants before data collection.

Data Availability Statement

The data are available from the corresponding author upon reasonable request.

Acknowledgments

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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