Proceeding of the 1st ELITE Conference

Vol. II: On English Language Teaching Issues

THE MULTIFACETED DIMENSIONS OF LINGUISTICS, LITERATURE, AND LANGUAGE TEACHING

Editors:
Miftahul Huda
Like Rascova Oktaberlina

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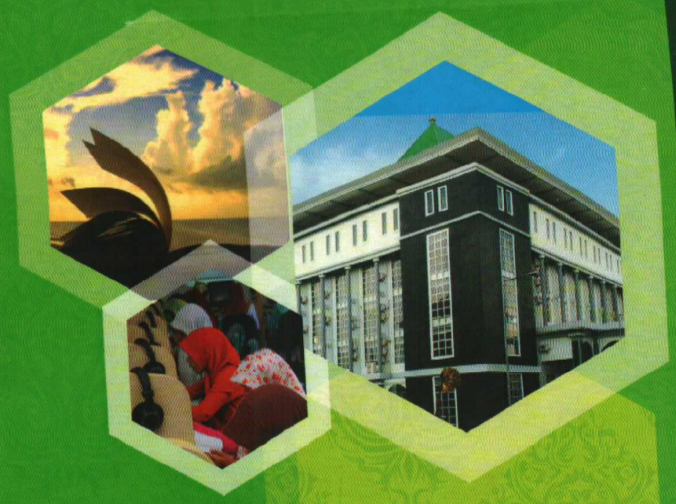

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ISBN 976-602-1290-01-9

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Editors:
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Design Cover:
Robait Usman

First printed 2014
ISBN 976-602-1290-01-9

Published by:
Maulana Malik Ibrahim State Islamic University of Malang
in cooperation with Naila Pustaka Inc.

Printed in:
Naila Pustaka
Jl. Kemutug 32 Ring Road Selatan
Banguntapan – Bantul Yogyakarta 55191
Hp: 081 555 788 548
email: naila.pustaka@gmail.com

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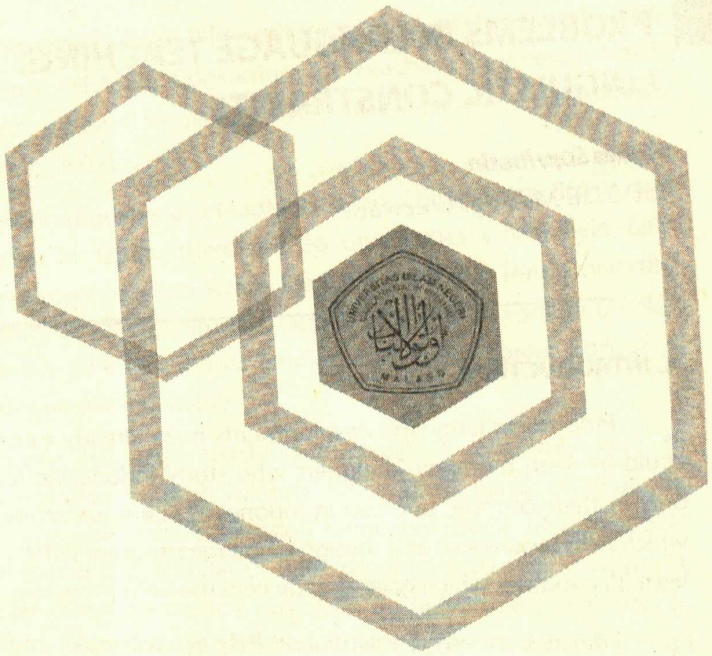

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APPROACHES AND METHODS IN LANGUAGE TEACHING AND LEARNING

INTEGRATING ISLAMIC VALUES IN SPEAKING CLASS

[illegible] Shofiya
[illegible]AIN Tulungagung

A. Introduction

The approach of Content and Language [illegible] CLIL has been mushrooming nowadays especially in the [illegible] English is used as foreign language. Integrating the [illegible] and various academic subjects is needed to [illegible] awareness to preserve culture and values embedded [illegible] that in the CLIL or it is also called as *Bilingual* [illegible] language is used a medium of instruction in a limited [illegible] teaching of English as a foreign [illegible]

To improve the quality of teaching [illegible] schools, teachers are required to be more creative. [illegible] importance to revisit the purpose of teaching foreign [illegible] schools context, first. Like the saying "killing two birds with a [illegible]

especially in the countries where
integrating the teaching of language
is needed to respond the increase of
and values embedded in it. Heine (2010)
also called as Bilingual Education a foreign
number of content
emerges in a non- traditional
competence is not the centre of
communicative competence is more emphasized. Naves
report the various degrees of success in
as well as the various programs. Further notice that in
have been the target language for French speaking
respectively. In the USA, whose population is
children can use English, at least in
nic context. In Europe and Asia, including Indonesia, the integration
guage use and subject matters is to improve the quality of the
ng of English as a Foreign Language.

To improve the quality of teaching English in Indonesian Islamic
s, teachers are required to be more creative. However, it is of
ance to revisit the purpose of teaching foreign language in Islamic
s context, first. Like the saying "killing two birds with a stone", the

teaching of English is intended at achieving two purposes simultaneously. As a language, English is taught for a purpose of improving language skills and knowledge of language components. The mastery of language is used in learning religious books written in English. In this matter, students of Islamic schools, including those in English Department at State Institute of Islamic Studies (IAIN) Tulungagung, are expected to master the foreign language (read English) and use it for learning Islam. As a teacher of English in Islamic Institute, the writer is challenged to integrate Islamic values in the teaching of language, in this case speaking skill.

B. Discussion

1. Models of Content and Language Integrated Learning (CLIL)

Some success stories about the implementation of CLIL are provoking especially in the countries where English is used as foreign language (outer circle of English). According to Brinton et.al. (2003:54) at university level, the suitable models of CLIL are, at least, of three types namely theme-based, sheltered content, and adjunct courses. Selecting the one fits to the purpose of teaching of English in Islamic schools must in order that the integration of Islamic values gain a success.

The first model of CLIL is theme-based language instruction. Theme-based or also recognized as topic-based language instruction is a way to improve the use of foreign language in the classroom. In this model, language class is structured into several themes in which the topics develop the stem of the curriculum. As an illustration, in a semester consisting of 14 weeks, the language class is organized into several unrelated topics such as noise, heart disease, parents' affection, and others. The topic might be presented in reading activity and vocabulary presented through guided discussion. A theme-based language instruction offers a number of advantages. *One*, in a general traditional class themes (contents) are structured, it does not emphasize on the content. Yet, the emphasis is on improving students' language skills. The

eme-based language instruction, content is explicitly and is not
aximized for teaching. Two, theme-based instruction is different from
eral traditional in which topics are usually restricted to a single activity
such as reading or listening exercise. Meanwhile, in a theme-based
uction, the topic is integrated in the teaching of all skills.

The second model of CLIL is sheltered content instruction. The
inent feature of sheltered content instruction is the existence of a
e speaker content area specialist (professor) who teaches in a foreign
uage classroom. Brinton (2003) explains that sheltered content
uction put the students and teacher in the same linguistic "boat"
h enables the students to take benefit from the adjustment and
lification made by native speaker teacher. The main difference
een sheltered content instruction and theme- based instruction is
sheltered content instruction requires the existence of institutional
ework such as high school or higher education. Sheltered content
ction requires certain modification made for the second language
ation. For example, the texts are carefully organized for clarity or the
tor makes some adjustments for listening. In addition, in a
ed content instruction, receptive skills receive more emphasis
than productive skills.

The third model of CLIL is adjunct instruction. In this model,
ts are connected concurrently – language course and content
– with the idea that the two courses share the content base and
ement each other. Second language learners are sheltered and
ted in the content course, where both native and nonnative English
ng students attend the same lecture. This model of CLIL requires a
nation to make sure that both interlocking curricula complement
ther. To make it clear, the following is presented the summary of
s of the three models of CLIL.

Table 1. Distinguishing Features of Three Models of CLIL (Brinton, 2003:19)

	Theme-Based	Sheltered Content	Adjunct
Primary Purposes	Help Students develop L2 competence within specific areas	*Help students* master content materials	Help students master content materials Introduce students to academic discourse and develop transferable academic skills
Instructional format	ESL course	Content course	Linked content and ESL courses
Instructional responsibilities	Language instructor responsible for language and content instruction	Content instructor responsible for content instruction Incidental language learning	Content instructor responsible for content instruction Language instructor responsible for language instruction
Student population	Nonnative speakers	Nonnative speakers	Nonnative and native speakers integrated in content instruction
Focus of Evaluation	Language skills and function	Content Mastery	Content mastery (in content class) Language skills and functions (in language class)

Regarding the above features, a theme based language ion is a suitable one to be adapted in Islamic schools because it is easy matter to hire native speaker expert to teach in Islamic . The problem of fund often becomes the hindrance for hiring peaker expert.

nale for Integrating Islamic Values and Speaking Activities

Adapting Content and Language Integrated Learning theory is ble. Students will learn contents and language simultaneously. It that efficiency in language learning cam be enhanced to this The following is the discussion about the rationales for integrating values and speaking activities:

Subject learning and language learning should take place at the same time.

CLIL defines language learning as "subjects are taught through a language with dual focused aims, namely the learning of content e simultaneous learning of a foreign language" (Pulverness, 2005). it is assumed that the two subjects, content and language, are e subjects. Because there is a clear cut of the materials, the g is also separated, meaning-focused and linguistics- focused. er, Heine (2010) states that language is the most dominant means mmunication and instruction through which relation is developed eaning is negotiated. In short, language occurs in the teaching of t and language. Therefore, integrating the content and language is cial for language learners. In relation to the teaching of English in school, integrating Islamic values and English will help students oth materials.

grated learning provides more exposure and input of English.

One of the factors contributing to students' learning foreign ge is the adequacy of input. In an integrated learning, students do

not only learn English as a subject but also as a medium of instruction. As a medium of instruction, especially in speaking class, English is likely to be used more in performing academic tasks. This means that students will practice using the language more. In other words, they get positive source for language acquisition. As they get vehicle for learning and communication, they will make significant gain in their language proficiency.

c) Integrated learning provides more language output.

Fauziati (2005) states that comprehensible input alone is not sufficient condition for second language acquisition. Students should be encouraged to produce target language comprehensible output. The problem is sometimes they get stuck to very routine activities and limited topic in the classroom. However, through the integration of content and language subjects, students will get more exercises especially the ones with deal the topics of religious matter. For instance, when the students practice doing preach, they learn the content (topics of religion) at the same time with learning how to organize ideas and present it as comprehensible output.

3. Strategies in Integrating Islamic Values and Speaking Skill

Regarding the necessity of integrating content and language in foreign language class, the writer attempts to integrate Islamic values in speaking class. The reason for integrating Islamic values and speaking skill is due to the fact that speaking is a productive skill through which students will get much inputs and exposure to the use of English in more real situation. In other words, it is a speaking class with Islamic contents.

a) Selecting the Topics

In Indonesia, the formal education is not only held of the Ministry of National Education (MONE), but also the Ministry of Religious Affairs

The quality of education should meet the standards set up by the For schools under the supervision of the MORA, there is an ıal standard to be reached, that is to teach religious messages g Islamic higher education which enjoy more autonomy in out teaching- learning process. Therefore, education in Islamic must be a "National Plus" where the standards of education are s the internalization of religious awareness.

To meet the aforementioned standard, the first step to do is ing syllabus. In addition to ordinary syllabus development, the is carefully designed by determining the religious topics to be d. For fourteen meetings, excluding mid-test and final-test, at least e thirteen topics to be determined. It is so doing because at the eting usually the topic is not yet about religion. The variation of ays upon simple topic such as greetings according to Islam until a e difficult topic like the differences in deciding the first date of ıan.

lecting Classroom Activities

Along with selecting the topic, classroom activities are also ned by considering the compatibility with the topic. For instance, ic of greeting will be carried out through conversations. In n, the consideration for designing classroom activities is the xity of the topic. The more difficult the topic is, the more complex sroom activity will be.

The following is an example of classroom activities in which ıs topics are integrated with speaking activities:

e.2. Examples of Integrated Content and Language Classroom Activities

tives	Topic	Classroom Activities
nts can duce	Greeting in Islam	• Pair work in which students are

themselves in a good manner		introducing to each other using Islamic manner of greeting like saying *'salam': "Assalamualaikum warahmatullahi wabarakatuh"* • Students discuss the implied meaning of their *salam* and the importance of saying
Students prove a knowledge and understanding about respecting others	Doing good deeds to parents	• Role playing the story of Malin Kundang • Discussing moral values of the story
Students shows the feeling of sympathy to others	Natural Disaster according to the perspective of Muslims	• Speech with topic about natural disaster • Role play about natural disaster
Students can deliver an idea about religion through a speech	Differences in deciding the 1st date of Ramadhan	• Preach in which students are assigned to deliver a speech on such topic viewed from different perspectives
Student can interpret the verses in al Qur'an and al Hadith through spoken language	Doing pilgrimage out of DzulHijjah according to al Qur'an and al Hadith	• Classroom debate

C. Conclusion

Since the teaching of English is Islamic schools is directed to achieve two purposes, for acquiring language skill and using the language skill to learn religion, integrating Islamic values is a must. In this case, the teacher is urged to be more creative in selecting the topics and classroom

. The classroom activities should be designed in such a way that es the students to use their thinking and reasoning capabilities. g speech, preach, or debate about religious matters are strategies achieve the abovementioned goals of teaching English in Islamic

ces

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