

ENGLISH FOR ISLAMIC STUDIES (EIS): SYLLABUS DESIGN AND MATERIAL DEVELOPMENT *

Abstract:

English for Islamic Studies (from now on, EIS) is a kind of English for Academic Purposes that should be taken by all the students, mostly with multilingual backgrounds, at the Islamic higher educational institutions either run by the government or by private education foundations in Indonesia. One of the main objective of EIS is to help the students improve their reading skill so as to be able to handle a variety of English written texts on Islamic related studies. To enable both lecturers and students to achieve this objective, therefore, an appropriate syllabus and material development should be searched for and designed comprehensively.

Key Words: *Curriculum, Syllabus design, Material design.*

Introduction

English constitutes one of the compulsory subjects offered, not only at both junior and senior high schools, but also at the higher man institution, i.e. at university level in Indonesia. In the higher education institution curriculum, it falls under the subject group of what usually named *Mata Kuliah Dasar Umum* (General Stipulated Basic Courses). Islamic higher education as part of the Indonesian higher education system, therefore, offers the English subject to be taken by all of the students from different faculties and departments. One of the train objectives in teaching English at the Islamic higher educations, especially at the undergraduate program, run either by the government or both private independent foundations and private foundations under certain religious organizations in Indonesia, such as the State Islamic University (UIN), the State Institute for Islamic Studies IAIN), and the State College for Islamic Studies (STAIN) as well the Islamic faculties in the secular or general universities, is primarily in order their students, mostly with multilingual background, are able to read the textbooks and articles

on Islam written in English by both Muslims and non-Muslims. Since the textbooks and articles to handle deal widely with different subjects in the field of Islamic studies, the English to be taught can then be included as part of English for special purposes or English for specific purposes (ESP). ESP is defined by Hutchinson and Water (1989:21) as ". . . an approach to language teaching which aims to meet the needs of particular learners."

ESP, which was initially developed in 1960-s, is now generally classified into two broad categories : "English for Academic Purposes (EAP), English for Occupational or Purposes (EOP) or English for Vocational Purposes (EVP) (see, Robinson, 1991 : 4 and Hutchinson and water, 1989:17). If this broad division is to follow then the kind of English to be taught at Islamic higher education falls under the category English for Academic Purposes, to be more precisely it may even be termed *English for Islamic Studies (EIS)*. Being included as part of English for Special Purposes because EIS indeed has four characteristics that ESP in general has (see, Robinson, 1991:2-4). First, it is goal directed, i.e. to handle various texts on Islamic studies; second, its course is based on a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English; third, the students following the course are likely to be adults, they are undergraduate students; and Finally, its courses may be written about as through they consist of identical students, that is, that all the students in a class are involved in the same kind of work or specialist studies, i.e. all the students pursuing Islamic studies at undergraduate program.

Henceforth, the syllabus and material design of the English for Islamic studies should ideally follows the ESP syllabus and material design, and more especially EAP syllabus and material design. But how should this be done appropriately ? This is the main question whose answer is worth searching and discussing in this paper.

Meaning of Curriculum and Syllabus

Although the notion of syllabus is of course not at all new in the context of education, but in fact the term of syllabus is sometimes confusing or even often interchanged carelessly with the term of curriculum. It seems that both terms are indeed among the terms or concepts that the most frequently discussed and misunderstood by some students teachers, and lecturers, in language teaching and learning world. It is, therefore, to reduce the confusion and even to avoid this to happen, different definitions of these two terms need discussing.

Generally speaking, curriculum refers to all learning experiences that a person encounters at school, including those aspects *which* influence them only subconsciously (Littlewood, 1991:11). For Yalden (1985:18) the term of curriculum includes the goals, objectives, contents, process, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs. Similar elements of curriculum are also apparent when Richard, et al, describe the curriculum as an educational program which states : a) the educational purposes of the program (the Ends); b) the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the Means); and c) some means for assessing whether or not the educational ends have been achieved. (Richard, Platt, and Platt, 1992:94). Even Allen's explanation (in Littlewood, 1991:12) give a clearer understanding for us about what curriculum is when he suggests that the curriculum designer should consider the following six levels of curriculum design. They are : a) concept formation (general principles of language learning); b) administrative decision making (which includes the formulation of general aims); c) syllabus planning (the stage at which specific objectives are defined); d) material design (including texts, exercises and so on); e) classroom activity (where materials are adapted by individual teachers to their own situation; and f) evaluation (which tests the validity of the decision made at earlier stages).

As for the syllabus definition, according to Penny Ur, in *A Course in Language Teaching*, it is a document which consists, essentially, of a list. This list which specifies all the things that are to be taught in the course for the syllabus is designed (Ur, 1996:176). To clarify what Ur means by the list, Nunan's definition is perhaps worth quoting. He says that syllabus is "a specification of what is to be taught in a language program and the order in which it is to be taught (Nunan,1993 : 159). In a similar way syllabus is defined by Richard et al, that it is a description of the contents of a course of instruction and-the order in which they are to be taught (Richard, Platt, and Platt, 1992:368). Meanwhile syllabus is actually more than merely a list or description, it is a plan of work to be taught in a particular course. (Robinson, 1991:33-34). In the words of Yalden "a syllabus has been compared to a blue print : it is a plan which the teacher converts into a reality of classroom interaction" (1985:19).

Based on the afro mentioned definitions and descriptions of both curriculum and syllabus, it is clear that curriculum is diferent from syllabus. While curriculum deals with broader aspect of teaching and learning, syllabus is linuted to more or less a plan that should be kept as a

guide by a teacher or lecturer when he is doing his job, teaching English. It is a blueprint and, at the same time, a flexible guide to follow and to manipulate smartly. In syllabus, design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence, curriculum design, however, is not just concerned with the list of what will be taught and in what order, but it also deals with the planning, implementation, evaluation, management, and administration of education program (Harmer, 2004:295). In other words, syllabus is actually a statement of the plan for any part of the curriculum. The syllabus should, therefore, be viewed in the context of on going curriculum development process.

Types of Syllabus Design

As an on going curriculum development process, syllabus usually has at least seven characteristics (Ur,1996:177). They are : 1) It consists of comprehensive list of : content items and process items; about this Nunan is of the opinion that a syllabus may contain all or any of the following : phonology, grammar, functions, notions, topics, themes, and tasks" (Nunan,1993 : 159); 2). It is ordered; 3). has explicit objectives; 4). It is a public document; 5). It may indicate a time schedule; 6). It may indicate a preferred methodology or approach; and 7). It may recommends materials.

In addition to the characteristics of syllabus, literatures on both ELT and ESP also touch upon different types of syllabus employed in the English language teaching and learning practices. Among those types of syllabus which types are considered to be the most beneficial syllabus and which are not should be kept in mind. Before deciding which one or ones most suitable, therefore, a close look at the types of syllabus design offered should be undertaken. Harmer (2004:296-299), for instance, explains seven types of syllabus: grammar syllabus, lexical syllabus, functional syllabus, situational syllabus, topic-based syllabus, taskbased syllabus, and multi syllabus syllabus. Penny Ur offers (1996:178-179) no less than 10 main types of syllabus prevailing in both ELT and ESP. They are grammatical syllabus, lexical syllabus, grammatical-lexical syllabus, situational syllabus, topic-based syllabus, notional syllabus, functional-notional syllabus, mixed or multi-strand syllabus, procedural, and process syllabus. In ESP Today, Robinson provide the three broad types of syllabus as follows : content based syllabus, skill-based syllabus, and method-based syllabus.

To get more clear-understanding of the difference among these types of syllabus, they should be described briefly as follows

Grammatical syllabus. Usually this type of syllabus lists a grammatical structure, such as the -present tense, comparison of adjectives, relative clauses, usually divided into sections graded according to difficulty and importance. This syllabus constitutes the commonest types of syllabus. Even in multi or combined syllabus design, for instance, it is the grammar which tends to be the main organizing foundation.

Lexical syllabus. It generally offers a list of lexical items (girl, boy, go away,...) with associated collocations and idioms, usually divided into graded sections. One such syllabus, based on a corpus is described in D. Willis' *The Lexical Syllabus* (1990). This type of syllabus is also called semantic syllabus (Johnson, 1983:55-59).

Grammatical-lexical syllabus. It is a very common kind of syllabus; in sections that correspond to the units of a course, or in two separate list. Yalden (1985:19) calls this type of syllabus as a traditional syllabus.

Situational syllabus. It takes the real-life contexts of language users as their basis; sections would be headed by the names of situations or location such as 'Praying in the mosque'

Topic-based syllabus. This syllabus is rather like the situational syllabus, except the headings are broadly topic-based, including things like "University" or "The Islamic family"; these usually indicate a fairly clear set of vocabulary items, which may be specified.

Notional syllabus. Notions are concepts that language can express. General notion may include: 'number,' for instance, or 'time, 'place', color'; specific notion looks more like vocabulary items: 'man, 'woman', 'morning'. For introduction of the topics of the notional syllabus see: D. A. Wilkins, *Notional Syllabuses : A taxonomy and its relevance to foreign language curriculum development* (1979).

Functional-notional syllabus. Functions are things you can do with language, as distinct from notions you can express; for instances are 'identifying', 'denying', and 'promising'. Purely functional syllabus is, however, rare; usually both functions and notions are combined, as for instance in J.A. van Ek and J.L. Trim, *Threshold 1990* (1998). According to Dudley-Evans functional-notional syllabus may work more effectively in ESP courses than GEP. Other examples of the textbooks written based on this type of syllabus are Allen and Widdowson's *English in Focus* series (1992-onward), and Betes and DudleyEvan's *Nucleus* series (1976), based on scientific notion and concepts (Dudley-Evans, 459460)..

Mixed or multi-strand syllabus or combined syllabuses.

Increasingly, modern syllabuses are combining different aspects in order to be maximally comprehensive and helpful to lecturers and students; in this lecturer may find specification of topics, tasks, functions, notions, as well as grammar and vocabularies. Exclusively on grammar or lexical categories, for instance, the syllabus now shows any combination of items from grammar, lexis, language functions, situations, topics, tasks, different language skill tasks or pronunciation issues.

Procedural syllabus. In stead of program based, this syllabus specifies the learning task to be done rather than the language itself or even its meanings. Examples of tasks might be; map reading, doing scientific experiments; story-writing, and speech writing for *dakwah*. The most well known procedural syllabus can be seen in N. S. Prabhu's *Second Language Pedagogy*, (1987). This type of syllabus is also termed the task-based syllabus, because it contain a list of a series of task and may later list same or all of the language to be used in the task. Jane Willis list six types that can be used with almost any topics. They are listening, ordering and sorting, comparing, problem solving, sharing personal experience, and creative task (Willis in Harmer, 2004:199).

Process syllabus. This is the only syllabus which is not pre-set. The content of the course is negotiated with the students at the beginning of the coarse and during it, and actually listed only retrospectively. The discussion which can be found in C.N. Candlin "Syllabus design as a critical process" in C.J. Brumfit ed., *General Syllabus Design* (1984).

Islamic Studies and Its .Club-disciplines

Having touched upon the meaning and types of syllabus in ELT and ESP, it is worth discussing briefly about Islamic studies. In Indonesian context, Islamic studies are special religious disciplines and sub-disciplines offered at The State Islamic University, The State Institute for Islamic Studies, The State College for Islamic Studies, and the faculty of Islamic studies at general or secular universities supervised under the Department of Religious Affairs. Based the Ministry of Religious Affairs (MORA) decree No. 110 year 1982, and approved by L.I.P.I, Islamic studies consist of 8 subfield-disciplines : Qur'an and Hadith; Islamic Thought, Islamic Law and Social Structure, Islamic History and Civilization, Arabic Language and Literature, Islamic education, Islamic preaching, and Modern Thought in Modern Muslim World.

This 8 subfield-disciplines of Islamic studies, later on based on the MORA decree No 27 Year 1995, are developed further up to 16 sub-disciplines offered at five faculties : faculty of letters, faculty of propagation, faculty of theology, faculty of law faculty of education as shown in table 1 below (see, Bisri, 1997:3-4).

Table 1: Islamic Studies as Offered at the Islamic Higher Education Institutions

No	Faculty	Department
1	Faculty of Letters	Arabic Language and Literature Islamic History and Civilization
2	Faculty of Propagation	Communication and Islamic Propagation Islamic Guidance and Counseling Management of Islamic Propagation Islamic Community Development
3	Faculty of Education	Islamic Education Arabic Education The Science of Islamic Education
4	Faculty of Shari'ah / Faculty of Islamic Law	Islamic Politics and Criminal Law Islamic Personal and Family Law Islamic Penal Law Comparative Studies on Islamic Schools and Laws
5	Faculty of Theology	Theology and Philosophy Comparative Religious Studies A Qur'anic Exegesis and Prophetic Tradition

Prevailift National Curriculum and Syllabus Design

Department of Religious Affairs, Republic of Indonesia, issued a special curriculum entitled *Topik Ind Kurikulum Nasional* (Main Topics of National Curriculum) for Islamic higher educations in Indonesia in 1998. Although the curriculum discusses all subjects offered at the Islamic higher education & the focus will be limited to English Main Topics of National Curriculum. English in the curriculum falls under MKU (General Stipulated Subject Course), i.e., English subject should be taken by all students of these higher educations apart from their respective departments and faculties with 6 credit unit load. The objective of teaching English subject in the curriculum is clearly stated that *"Memeberikan bekal pengetahuan bahasa Inggris kepada para mahasiswa, terutama dalam membangun dan mengembangkan kemampuan komunikasi lisan dan tulisan baik dalam dunia akademik maupun perguruan tinggi"*. (To provide enough

knowledge on English to the students, especially in developing and improving their communicate competence in both spoken and written communication in both academic world and in higher education) (1998:9). This curriculum lists structures to be included in the teaching and learning process:

Claiming to have referred and based, either directly or indirectly, to the same National Curriculum as their start of departure, several English lecturers teaching English at different Islamic higher educations, whose works are accessible to the writer, have designed syllabus as they appear in the form of material development intended for *English for Islamic Studies* textbooks. These EIS textbooks are listed based on their respective year of publications below:

- 1) Sachri Ramdhan, *English for Islamic Studies*, 3 Vols, (Bandung: Remaja Rosdakarya, 1996);
- 2) Djamaluddin Darwis, *English for Islamic Studies*, (Jakarta: Raja Grafindo Persada, 1998);
- 3) Murni Djamal, et al., *Improving Reading Skill in English for University Students*, 3 Vols., (Jakarta: Darul Ulum Press, 2000);
- 4) Nasrun Mahmud, *English for Muslim University Students*, 2 Vols, 3^d ed.,(Jakarta: Pusat Bahasa dan Budaya, UIN, 2005)
- 5) Muhibin Syah, *Islamic English : a competence-based aril self-study reference*, (Bandung: Rosda Karya; 2005)

Although these textbooks' content share similarities, to a certain degree, however, they show differences, if not uniqueness, in their respective material design (see, attached Appendix 1 and Appendix 2). The similarity that the textbooks share include: First, their objectives or purposes as stated in prefaces of the textbooks, i.e., to improve the reading ability of the undergraduate students. This kind of objective really supports Robinson's belief that "reading is probably the most generally need skill in EAP world-wide (1991:102). Second, in their order of unit presentation, reading passages are placed at the beginning, then followed by grammatical review and or other English language skills. Third, the reading passages presented in the textbooks are mostly on Islam. Forth, the reading passages presented in each unit or lesson presented in allthe textbooks, bears certain topics, but that of Ramdhan.

Regarding the differences of the textbooks which can be traced easily include: First, although the textbooks are designed for Islamic studies, at least to be used by the students of the afro-mentioned Islamic higher educations, they bear different titles. While Ramdhan (1996), Darwis (1998), and Syah (2005) entitled their textbooks with very similar

labels, *English for Islamic Studies* and *Islamic English*, Djamal, et al. (2000), and Mahmud (2005), however, differ. Instead of using labels *Islamic English* or *English for Islamic Studies*, they employ label *University students* and *English for Muslim students* as the titles of their respective textbooks. The last two labels sound inappropriate, because they imply to have given an emphasis to the university students who are Muslim or just university students not high school students, not the English itself with the emphasis to its specialty, i.e. Islamic Studies. Second, although the main focus of the textbooks is on reading skill, they differ in the choice of their reading material contents and topics. While Ramadhan (1996), Darwis (1998), and Syah (2005) present almost 100% reading passages on Islamic related topics, Mahmud (2005) however, not only includes topics on Islamic studies but he also offers general topics not special to Islam. Djamal et al, (2000) even present reading passage mostly non-Islamic related topics, as shown in their first textbook. Among 12 topics presented. It is only one topic related to Islam found in the book, i.e. "The Black Stone of Kaaba.". Third, Although all the five textbooks give similar emphasis on reading skill, they hardly provide rooms for three other language skills, writing, speaking and listening. The only EIS textbook that also discuss writing skill explicitly is that of Ramdhan. The differences that occur in the textbook perhaps because National English Curriculum issued by MORA does not state explicitly what reading topics to be included. Positively thinking, the reason behind the exclusion of detailed reading topics in the Curriculum is, among other things, because the government probably want to give more room or even freedom to the material designers at the Islamic higher education institutions to develop reading passages in line with their students needs.

Alternative of Syllabus and Material Design

ESP course design is claimed as the product of a dynamic interaction between a number of elements : the results of the need analysis, the source designer's approach to syllabus and methodology, and existing materials (Robinson, 1991:34). Similarly, the alternative syllabus design, which is later on reflected and materialized in the form of material design and presently used as EIS textbook at IAIN 'Sultan Maulana Hasanuddin',-, Banten, also evolved from such kind of the need analysis conducted directly or indirectly by the contributors of the textbook. The textbook, entitled *Special Readers : English for Islamic Studies* (SREIS) has been tried at all its stages, as far as possible, to follow 'something like' Multi-Strand Syllabus or Combined Syllabus design principles. For instance, all the basic four English skill such as listening,

reading, speaking and writing as well as grammatical review and vocabulary building, which haven't been covered in the available EIS textbooks above, are integrated in single unit presentation. In addition, communicative approach, as a general teaching methodology to follow in Indonesia, is also taken into account, that is by presenting almost unedited and adapted authentic reading materials quoted from different sources on Islam written in English. This is in line with one of ESP experts' opinion when he states that "a key concept within the communicative approach, and one felt to be particularly relevant for ESP, is that of authenticity (Robinson, 1991:54). Other element which also influences both syllabus and material design for SREIS is the 'existing materials'. The existing materials, especially those of reading passages, are designed not for teaching English purposes. The materials are texts on Islam and its related disciplines written by experts that should be carefully read and selected before their inclusion in the textbook.

SPECIAL READERS: so mainly titled, because the textbook contains especially selected readings, 371-769 words per reading passage, on Islamic studies from different original and authentic sources in English. They are mostly selected, and some others are slightly adapted, from textbooks, encyclopedias, journals, magazines, proceedings of seminars and conferences, and newspapers written by both Muslim and non-Muslim scholars and other experts in the field of study. The material authenticity is strictly kept to follow the latest principle of teaching foreign language.

Because of the nature of the readers contained in this textbook, therefore, it hopefully can be used not only in teaching and learning English language context, but it can also be used for citation in any scientific writing or public preaching. The material of Islamic studies, contained in this textbook, does not confine itself to the Islamic doctrines only, but it follows the formal classified subjects fall under Islamic studies as discussed above. They include the Qur'anic exegesis, Prophetic Tradition, Arabic, Islamic Law, Islamic Jurisprudence, Islamic Theology, Islamic Education, Islamic Economics, Islamic Politics, Islamic Mysticism, Islamic History and Civilization, and Modern Development in Islamic World. That is why the main title is then sub-titled with English for Islamic Studies.

SPECIAL READERS: English for Islamic Studies, consists of three serial textbooks book one, book two, and book three. These three books are supposed to be taught for the students of the first, second, and third semester respectively. Each book consists of fifteen units and each unit contains four major language skills; reading, listening, speaking, and

writing. While reading, speaking, and writing are explicitly stated, listening is not. This is because listening is given as a part of oral reading and speaking activities. Each unit of the three textbook mostly consists of six sections : vocabulary, reader, comprehension exercises, grammar review and exercises, speaking and writing exercises, and fiurther reading. Section A, vocabulary building, encourages students to find appropriate meaning of the provided important vocabulary selected from the reading text in the section B. Vocabulary is important for the students to master as Willikins rightly points out that "without grammar very little can be conveyed; without vocabulary nothing can be conveyed ". Section B provides the students an original English text on Islamic studies so as to make them more familiar with different styles and models of common written English. Section C constitutes a series exercises focused on comprehension. This is to both train and assess the understanding of the students. Section D, touches upon English grammar and exercises in general way in order either to refresh or strengthen students' understanding of the English grammar previously studied at their earlier educations. Section E, gives the aspects of productive language skills, speaking and writing. The optional topics for both discussion and writing are given. The students may choose one of the topics relevant with the concerned presented reader. Other topics which are not mention but attract the students' interest can be considered to include. Finally, section F, further reading, provides additional information for the students who want to know further about the certain grammar explanation and Islamic readers.

Table 2 and Table 3 below will clarify the description of syllabus and material design of the SREIS textbook.

Table 2 : Sreis-Table Of Content

<p>Objective : "...this new textbook is intended to help its users, especially Islamic higher education students, how to read and understand any English texts on Islam." (Ilzamudin Ma'mur, ed., 2005:VII)</p>	
<p>Table of Contents</p>	
<p>Foreword Preface Table of Content</p>	
Unit 1	: The Qur'an and the Prophet Nouns
Unit 2	: The Muslim Work) Today Articles
Unit 3	: The Responsibility.of Ummah Verbs I

Unit 4	:	The Five Pillars of Islam Auxiliary 11 (auxiliary verbs)
Unit 5	:	Islamization: Traditionalist vs Reformists Pronouns
Unit 6	:	The Religious Stimulus to Learning Adverbs
Unit 7	:	Education in Medieval Islam Adjectives
Unit 8	:	The Relation Between Education and Leadership Conjunction I
Unit 9	:	Islam and Education Reforms Conjunction II
Unit 10	:	Islam and History Present Tense
Unit 11	:	The Groundwork of Islamic Civilization Past Tense
Unit 12	:	Islamic Civilization Future
Unit 13	:	An Islamic language Past Future Tense
Unit 14	:	Some Remarks on Indonesia Derivative words I
Unit 15	:	Religion and Change Derivative words II
Bibliography		
List of Important Vocabularies		
Brief Biographies of Writers		

Table 3 : Example Of Unit Development Of Sreis

UNIT 1 : THE KORAN AND THE PROPHET MUHAMMAD	
A.	Before reading the passage of this unit, find each meaning of the following, new and important words in your either bilingual dictionary or preferably monolingual dictionary!
B.	Read the following reading passage carefully so as to understand its content comprehensively!
C.	Comprehension Exercises
1.	Decide whether the following statements are true (T) or false (F) according to the first two paragraphs of the above passage. Then you are to circle the available letter T for true or F for false.
2.	Answer the following questions based on the third paragraph of the above text. Cross a, b, c, or d considered the best answer.
3.	Answer the questions in brief complete sentences! Your answer should be based on the last paragraph of the passage.
4.	Fill in the blank space with an appropriate word (words) of the following text! Try not to see the previous text!

5. Translate the following paragraph into Indonesian well !

D. Grammar Review and Exercises

1. Grammar Review: Nouns

2. Grammar Exercises 1

Underline every noun in the following sentences. Then write the appropriate letters from the list below over each noun to identify its respective classes. SN for simple nouns, COMN for compound nouns; COLIN for countable nouns; MN for mass nouns; PN for proper nouns: CN for common nouns; CON for concrete nouns; AN for abstract nouns; and COLN for collective nouns!

3. Grammar Exercises 2

Underline every noun in the following sentences. Then write the appropriate letters from the list below over each noun to identify its inflectional or derivational endings : inf for inflectional and der for derivational.

4. Grammar Exercises 3

Underline every noun in the following sentences. Then write the appropriate letter from the list below over each noun to identify its function in the sentence: S for subject, SC for subject compliment, O for object, OC for object compliment, DO for direct object, and IO for indirect object.

E. Speaking and Writing

1. Discuss with your friend(s) about one of the following topics! Support your arguments with rational reasons based on your personal experiences, observations, as well as from written sources such as scientific books, journals, internet, or newspapers.
2. Write a short English composition in about 200-300 words on one of the topics below or other topic which interests you very much. Use simple sentences-unless you are sure to employ compound or complex sentences. Support your argument with rational reasons based on written sources such as scientific books, journals, internet, or newspapers.

F. Further Reading

Concluding Remarks

The success or the failure of any teaching English as a foreign language in the context of English for academic purposes, more specifically English for Islamic studies, is influenced by many factors. One of the important factors is the availability of the appropriate syllabus and material designs. Since there are not only many types of syllabus commonly applied in the world of ESP teaching and learning context, but Islamic studies themselves also cover very wide sub-disciplines, therefore, to find and select which design(s) is(are) the most appropriate for EIS is not at all an easy task. What have been done

so far, indeed, constitute partial efforts to meet such an urgent need. Although, the present writer has also tried to prepare alternative syllabus design for EIS, as presented above, it is of course still far from being perfect. A more comprehensive study covering all the existing textbooks of EIS in Indonesia should, therefore, be carried out. The existence of SREIS, at least, can be used as alternative EIS textbook so as to complete the aspects that have not been included in the other five EIS textbooks.

Endnote:

- * A paper presented at THE 53rd TEFLIN INTERNATIONAL CONFERENCE held at Sahid Raya Hotel hosted by Ahmad Dahlan University, Yogyakarta, on 6-8 December 2005.

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