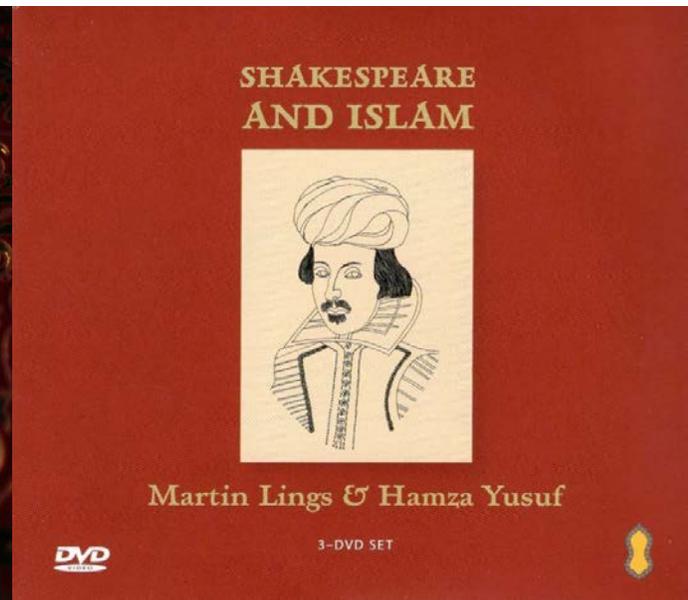
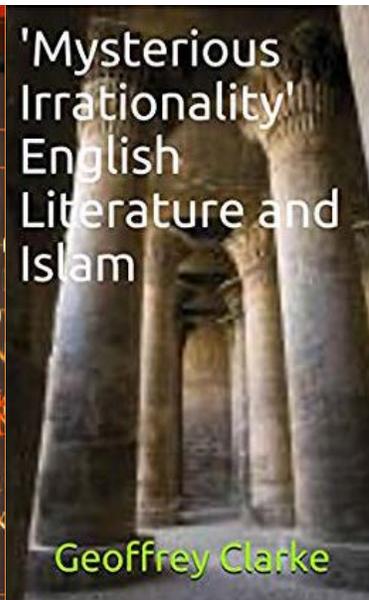
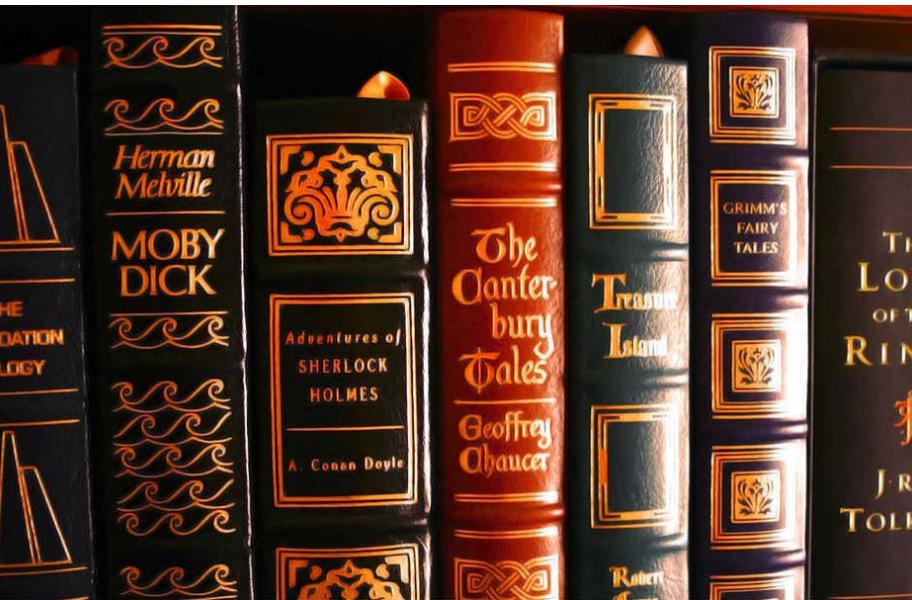
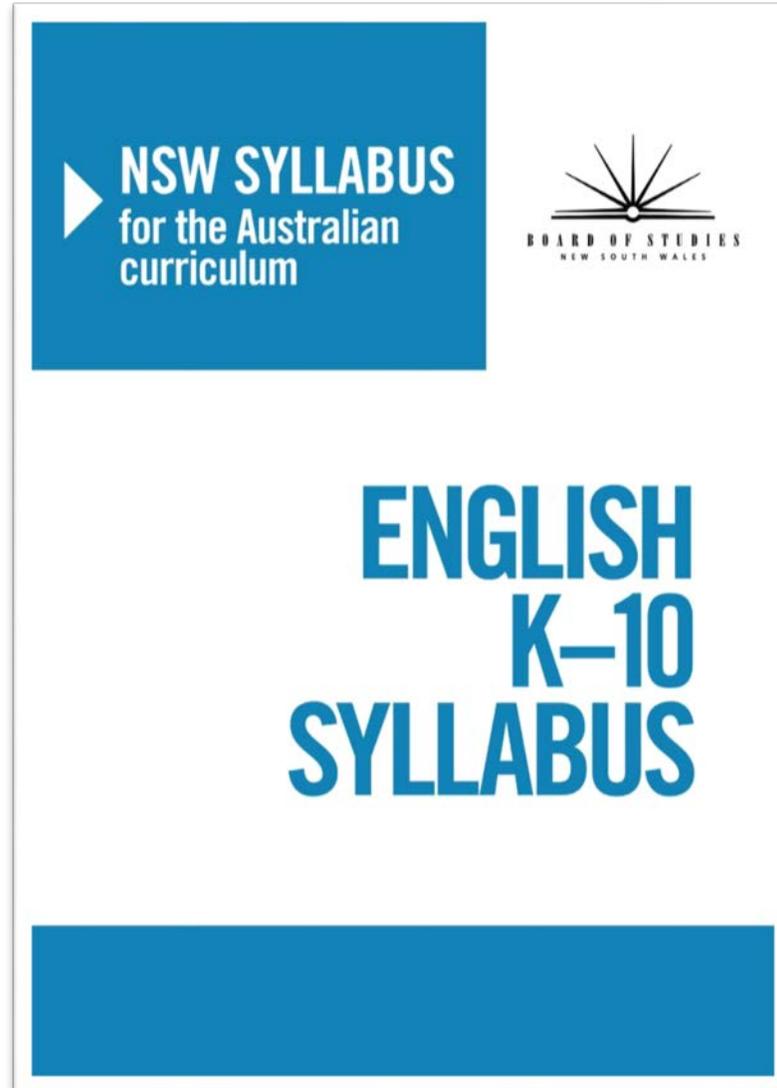


# Seeking an Integration of English and Islamic Studies

## A Case of Islamic Schools in Australia



# Australian Curriculum – English Syllabus



## STAGE 4 (Years 7 & 8)

Respond to a variety of texts...critically...interpretively

They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context.

They can express a personal point of view

They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing.

# LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *English K–10 Syllabus*.

## Cross-curriculum priorities

	Aboriginal and Torres Strait Islander histories and cultures
	Asia and Australia's engagement with Asia
	Sustainability

## General capabilities

	Critical and creative thinking
	Ethical understanding
	Information and communication technology capability
	Intercultural understanding
	Literacy*
	Numeracy
	Personal and social capability

## Other learning across the curriculum areas

	Civics and citizenship
	Difference and diversity
	Work and enterprise

\* Literacy is embedded throughout the *English K–10 Syllabus*. It relates to a high proportion of the content descriptions across K–10. Consequently, this particular general capability is not tagged in this syllabus.

# Engaging Pedagogy

- Lesson needs to be stimulating
- Content need to be accessible
- Visual learners need visual cues to process information. Videos make information easily accessible as opposed to written text alone
- Analysing Surah Al-Fil in a Secondary English Lesson →



# Lesson Outline



## Textual Analysis

### Surah Al-Fil: Chapter 105—The Elephant

1. Have you not considered, [O Muhammad], how your Lord dealt with the companions of the elephant?
2. Did He not make their plan into misguidance? *Why ask a question?*
3. And He sent against them birds in flocks, *Why is this detail relevant?*
4. Striking them with stones of hard clay,
5. And He made them like eaten straw.

## Context

- Personal Understanding of the story

## Tafsir

- Interpretation (May be academic)

## Textual Analysis

- Personal meaning

# Context

People of The  
Elephant - True  
Story in 3D

<https://www.youtube.com/watch?v=cjf3iMJGNdU>



# Tafsir

GET TO KNOW: Ep. 21 -  
Surah Al-Fil - Nouman Ali  
Khan - Quran Weekly

<https://www.youtube.com/watch?v=jVoWmb1BEqM>



# Textual Analysis

## Surah Al-Fil: Chapter 105—The Elephant

1. Have you not considered, [O Muhammad], how your Lord dealt with the companions of the elephant?
2. Did He not make their plan into misguidance?
3. And He sent against them birds in flocks,
4. Striking them with stones of hard clay,
5. And He made them like eaten straw.

*Why ask a question?*

*Why is this detail relevant?*

*Why make this comparison?*

**EN4-1A A student:** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

# TEE Table

Technique	Exam
Rhetorical Question	Did H their misg
Imagery	Birds stone clay
Simile	like e

## Analytical Essay

- Analyse the meaning of Surah Al Fil.
- Critically compare and contrast your understanding of Surah Fil with a Scholar's interpretation.

reader to think about the possible

**EN4-3B:** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

**EN4-5C:** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

**EN4-8D:** identifies, considers and appreciates cultural expression in texts

### Survey Questions

\* 1. What is your understanding of Islamic pedagogy?

Islamic Pedagogy means *the infusion of an Islamic Worldview, principles, and values within mainstream English lessons (primary and/or secondary)?*

\* 2. In what way(s) do you implement Islamic Pedagogy within the classroom?

\* 3. How consistently is Islamic pedagogy implemented in your English lessons (primary or secondary) in your school?

Survey Link

<https://www.surveymonkey.com/r/IslamEnglish>