



## A METHODOLOGICAL MODEL FOR INTEGRATING CHARACTER WITHIN CONTENT AND LANGUAGE INTEGRATED LEARNING IN SOCIOLOGY OF RELIGION

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### Abstract

*In this article, I describe a methodological model I used in a experimental study on how to integrate character within the practice of Content and Language Integrated Learning (CLIL) at the higher education Indonesia. This research can be added to research about character education and CLIL in tertiary education, giving nuances to the practice of CLIL so far predominantly a practice in primary and secondary schools. The research was conducted in Semarang State University, in the Department of Sociology and Anthropology, in Sociology of Religion bilingual class. The research indicates that the integration of character within CLIL enrich the perspective of CLIL by strengthening the use of CLIL for intellectual growth and moral development. On the other side, the use of CLIL with character education gives methods and perspectives to the practice of character education so far which so far only emphasise contents reforms without learning methods reforms. The research also reveals that the weakness of CLIL in using text for classroom learning can be overcome by the use of specific reading and writing strategies. I develop a practical text strategy which can be effectively used in highly conceptual subject such as sociology of religion.*

## MODEL METODOLOGIS UNTUK MENGINTEGRASIKAN KARAKTER DALAM PEMBELAJARAN CONTENT AND LANGUAGE INTEGRATED LEARNING PADA MATA KULIAH SOSIOLOGI AGAMA

### Abstrak

Artikel ini bertujuan untuk mendeskripsikan model metodologis yang saya pakai untuk mengintegrasikannya karakter dalam Content and Language Integrated Learning (CLIL) pada pendidikan tinggi di Indonesia. Penelitian ini memperkaya penelitian mengenai pendidikan karakter dan penerapan CLIL di perguruan tinggi, selama ini penelitian semacam itu hanya biasa di level lebih rendah. Penelitian dilakukan di Universitas Negeri Semarang, pada kelas bilingual yang diikuti 25 mahasiswa, dan diujikan pada mata kuliah Sosiologi Agama. Pelajaran dari penelitian ini adalah integrasi karakter dalam CLIL dapat memperkaya CLIL. Sebaliknya penggunaan CLIL untuk mendidihkan karakter di kelas bilingual mampu menjawab berbagai tantangan pendidikan karakter di Indonesia yang sebagian besar masih berupa pengintegrasian karakter dalam kurikulum saja, tanpa disertai perubahan metode pembelajaran. Penelitian juga menunjukkan bahwa kelemahan CLIL dalam mengintegrasikan teksbook dalam pembelajaran kelas bilingual bisa diatasi dengan penggunaan strategi reading dan writing yang spesifik.

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## INTRODUCTION

Indonesian universities intensified its efforts to stretch itself towards international communities by internationalising their research, teaching and learning. One of Indonesian universities doing this is Semarang State University (Unnes), a university located at the heart of Central Java Indonesia. Growing out of higher education which primarily focused on teacher training, Unnes dedicates itself to be a leading university not only in teacher training, but also in research. To promote its distinctiveness, the university has declared itself to be a world class university based on conservation. Conservation means that the university is committed to advance the quality of human life through conservation of both natural and social values. The university strategies –its research, teaching and learning—are dedicated to develop this conservation mission. One of the strategy included in conservation is the environmentally friendly campus life and progressive integration of character within the curriculum. Conservation does not only go side by side with internationalisation initiative; it is in fact one of its most important step towards internationalisation. Besides integrating character within teaching and learning, the university adopted content and language integrated learning (CLIL) within its teaching and learning program. The university sent 18 lecturers to have intensive training in IALF Bali as the licence holder of Cambridge University for CLIL training and test.

There are many reasons why the university administration is interested in integrating CLIL within the teaching practice of the university. First, CLIL can boost the language skills of the students, the acquisition of higher order thinking skills within specific subject knowledge as well as student's appreciation of local cultures. Second, CLIL facilitates gentle move towards internationalization by the use of English language within tertiary education. Third, CLIL provides clear road map towards good practices of bilingual teaching that the university can adopt. The university has opened more than twenty programs offered in bilingual. After

three years, there is a growing need to have a standard about what is called best models in bilingual learning. Many lecturers expressed their concern what the best model of teaching in bilingual class. CLIL definitely provides an answer.

This adoption is not without justifications. Researches have indicated that CLIL approach can enhance academic qualification and accelerate teaching reform by leading the university life to both increased subject knowledge and enhanced targeted language proficiency (Alonso, Grisela and Campo, 2008; Cummins, 1984; Genesee, 1987; Brinton and Snow, 1990; Met, 1994; Swain, 1996; Baker, 2001; Marsh, Maljers and Hartiala, 2001; Coonan, 2002; Wilkinson, 2004; Coyle, 2005; Ricci Garotti, 2006; Stohler, 2006; Dalton-Puffer, 2007). The use of the targetted language as the language for learning and language of learning does not only accelerate the acquisition of the second language but also help students understand the subject. How does this happen? Gass and Madden(1985), Krashen (1985), Maggi, Mariotti and Pavesi (2002) Marsh and Wolff (2007) and Costa and Coleman (2012) suggest that CLIL offers learners a substantial amount of comprehensible input, without which second language acquisition could not take place. Though many of these researches were conducted in secondary or primary education, the findings can be applied in tertiary education setting.

Researches also indicated other two advantages of CLIL adoption. First, CLIL constitutes an important step towards internationalisation, a strategy which will not only enhance the employability of home students but also will attract international students (Alexander, 2006; Coleman, 2006; Wilkinson, 2004; Maiworm and Wächter, 2002; Wächter and Maiworm, 2008; Crandall and Kaufman, 2002; Wächter, 2004). Second, CLIL help tertiary education accelerate the evolving epistemology of university disciplines in a globalising academy (Wilkinson and Zegers, 2008; Airey 2009). In this way CLIL further highlight the benefits of bilingualism emphasised in earlier studies: for example encouraging critical

thinking and cultural sensitivity across cultures (Baker 2001; Beardsmore, 2008; Cela-ya, de Zarobe, 2010; Cummins 1984; Gonzalez 1998; Genesee, 1987; Debora, Benvenuto and Lastrucci 2008; Hofmannova, Novotna, Pipalova 2008; Jarvinen, 2008; Kasper 2000; Krashen 1985).

How can CLIL do this? How does CLIL work actually? CLIL is an integrated model which actively involve students in using and learning the language of learning, for learning and through learning. In CLIL, "content is conveyed by the teacher as a way of facilitating understanding, and the input is represented by the language to which the learners are exposed" (Costa and Coleman, 2012). Not only emphasis on language, CLIL is integrated model in implementing many aspects and level of thinking skills in learning. CLIL provides conceptual and practical advises to improve class learning. In fact, CLIL strength does not lie in the way it develops a clear roadmap to teach bilingualism, content and language, but in the way CLIL emphasizes the development of students' thinking skills and cultural sensitivity with clear steps and practical frameworks. CLIL powers its bilingual strategy with methods that nurtures critical thinking (Coyle, 2005; Dalton Puffer 2007; Eldridge, Neufeld, and Hancioglu 2010; Lucietto, 2008; Lasabagabaster, 2008; Milne and Garcia 2008).

In 2002, CLIL approaches are still simple. It is not more than presentation strategies. For example, Coonan explored the ways in which an academic, lecturing in a targeted language can help to make the content clearer. These strategies include "using discourse markers, repeating concepts, using examples, using synopsis, using definitions, explaining, re-using lexis, using synonyms, using paraphrasis, reformulating, asking for questions, slowing down the pace of speaking, emphasizing through intonation, and articulating words clearly." Now, CLIL has become more complex, following the increasing demands and challenges from teaching practices. Brady (2009) uses CLIL to teach nationalism and citizenship in Japan creating an integrated model of language, content and citizenship.

Indeed CLIL training changes the way I teach. I have new perspectives and methods that I can use to lead a bilingual learning. However, there are many challenges to come. Two of these challenges are how can we integrate textbook in CLIL classroom and how can we integrate character within CLIL approach? The development of character in Indonesia increases rapidly after the government rules in its law of national education that the basic purpose of education is character. Act no 20 year 2003 on System of National Education clearly and explicitly gives urgency to character education. "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have inner spiritual strength, self-control, personality, intelligence, noble character, and skills that he, society, nation and state need" (Chapter 1). Based upon the importance of character for personal development and national building, Unnes chosen characters to be integrated within its curriculum delivery. These values include honesty, tolerance, empathy, justice, and caring. In Indonesia, Unnes is the first state Indonesian higher education which promote character education. It is very often thought that character education is only relevant for junior students, from kindergarten to senior high school students. There are several reasons why university students needs character education: (1) students need character to succeed in the workforce; (2) the self-interest for academic integrity; (3) the need for peaceful and nonviolent university life; (4) the need for emphasis upon universal ethics in higher educations.

This objective coincides with the moral development theory developed by Lawrence Kohlberg. Kohlberg (1974) arranged moral development of human being into six stages: 1. obedience and punishment orientation; 2. self-interest orientation; 3. interpersonal accord and conformity to social norms; 4. authority and social-order maintaining orientation; 5. social contract orientation; and 6. universal ethical principles. Students at higher education level should

be trained with principled conscience and universal principles to help individual transition to stage five and six (Kohlberg, 1974: 34). To integrate character within university's life, the university should state clearly moral development as the institution's primarily goal. How can this be achieved? There are many methods, one of them is integrating character within CLIL. Based upon these considerations, this research focuses upon three main questions: (1) How can character be integrated within CLIL?; (2) what are lessons learnt from the practice of CLIL and character teaching in Indonesia; and (3) How can we teach character from sociology of religion courses?

### RESEARCH METHOD

The study is being undertaken as part of a university research funded by the Indonesian Directorate for Higher Education. As far as research methodology is concerned, the research adopts research and development (R & D) strategy. I will create a model, and then test the model in our teaching practice at the university. Tests will be conducted in bilingual classes in Semarang State University. The courses that will be implemented in CLIL approach are Sociology of Religion. I focus this report on the lessons learnt in Sociology of Religion class. The class consists of 25 students with variety of English competences. As the research is being undergoing I only give examples from one topic: Karl Marx's theory of religion.

### RESEARCH PROCEDURE

The research consists of three stages: preparation, implementation and evaluation. The preparation stage, first most important stage, includes the development of methodological model for teaching character with CLIL. The model includes three four areas: (1) principle; (2) phases; (3) tools and sheets; and (4) handouts. I will discuss briefly this one by one. The principle includes conceptual framework, philosophy, steps. The material includes lessons plans cover, lessons procedure, worksheets, evaluation sheets. The process includes vision stage, planning, preparing, process and evaluation.

These four fields—principle, phases, tools, and handouts—should support each other in three competences: academic skills, language and character.

Tools in CLIL cover eight components: (1) lesson plan cover; (2) lesson plan procedure; (3) worksheet; (4) evaluation sheet; (5) student self-evaluation sheet; (6) slides; and (7) video and other visual aids. I call this model CLIL plus character, which adds to the existing CLIL innovation developed by previous scholar. For example, in Japan, another model has been developed: content-language-citizenship model (XXX). This indicates that CLIL needs contextualization and personalization to answer the needs of the institution. The strength of CLIL plus character is its focus upon content-language-character (CLC). The paper covers the methods we can use to integrate character within four areas of CLIL: principles, phases, processes and tools. The method that I will use include: (1) the introduction of another one C, standing for "character" within CLIL principle which has 4 Cs; (2) the inclusion of character within CLIL sheets and tools; (2) the emphasis upon primary skills and characters needed to include within the learning; (3) the expansion of understanding local contexts in the study; and (4) critical reflection upon the process.

### METHODOLOGICAL MODEL

Based upon years of experimental teaching and also training in CLIL, I develop a methodological model to integrate character within CLIL. This model includes combination of eight components: (1) conceptual Development of 5 Cs in CLIL; (2) the adoption of reading and writing strategies; (3) Specific values, specific strategies; (4) the moral development of students at higher education; (5) learning goals and study skills; (6) CLIL characteristics: thinking skills, scaffolding, students-students interaction, and portfolio oriented; and the last (7) the classification of class learning into three parts: anticipation, building knowledge and expansion; and (8) the integration of character within CLIL tools. If these eight methods and theories are combined in a diagram, the

**Table 1. Methodological Model**

1. Five Cs	<ul style="list-style-type: none"> <li>• Cognition</li> <li>• Communication</li> <li>• Character</li> <li>• Culture</li> <li>• Content</li> </ul>
2. Unnes Character Values	<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Integrity</li> <li>• Respect</li> <li>• Fortitude</li> <li>• Humility</li> <li>• Self Control</li> <li>• Responsibility</li> <li>• Excellence</li> </ul>
3. Reading and Writing Specific Strategies	<ul style="list-style-type: none"> <li>• Paired reading</li> <li>• Paired summarising</li> <li>• Reciprocal Teaching</li> <li>• Directed Reading</li> </ul>
4. Specific Values, Specific Strategy	<ul style="list-style-type: none"> <li>• Self Talk</li> <li>• Character Poster</li> </ul>
5. Learning Process, Study Skills and Language Learning Strategies	<ul style="list-style-type: none"> <li>• Learning Strategies</li> <li>• Personal Achievement</li> </ul>
6. Three Important CLIL Characteristics	<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Low and High Order Thinking Skills</li> <li>• Students-Students Interaction</li> </ul>
7. Learning Process	<ul style="list-style-type: none"> <li>• Anticipation</li> <li>• Building Knowledge</li> <li>• Expansion</li> </ul>
8. Tools and Sheets	<ul style="list-style-type: none"> <li>• The methodological Model</li> <li>• The textbook</li> <li>• Sheets</li> <li>• Students' learning skills</li> <li>• Language learning goals</li> <li>• Evaluation sheets</li> <li>• Learning media</li> </ul>

shape and the contents would be like this:

### ***Development of 5 Cs***

Traditionally, CLIL only includes 4 Cs: communication, cognition, culture and content. Communication consists of linguistic aspects of the learning, covering grammar, structural sentences, phrases and so on. Cognition includes thinking skills, culture includes citizenship, and content includes the theme, the project matter. The four Cs means clearly highlight the importance of communication skills between students to

express their ideas through group activities or student-student interaction. That is communication. Cognition means CLIL method should train students high order thinking skills. Content means CLIL should teach the contents in particular subjects. Culture means that the delivery of CLIL should be based on local culture, local illustration and examples.

In this approach, I add another C: character. One may question the justification of adding this character within the already four Cs. Character has been intrinsically integ-

rated within CLIL. But that is not the case in Indonesia. Indonesia need more explicit strategy. Second, CLIL emphasize upon language competences and higher order thinking, not the development of student's personalities and character.

**Inclusion of character.**

Lickona , Schaps and Lewis (2007 ) reveals the eleven steps that must exist for an effective character education. Character education should: ( 1 ) promote the core values as the foundation of the character set; ( 2 ) define a comprehensive character, which includes thoughts, feelings and actions; ( 3 ) use a comprehensive approach , intentional and proactive to develop character; (4 ) create school as a caring community; ( 5 ) provide opportunities for students to act morally; ( 6 ) develop academic curriculum that develops students' character and their moral competence; ( 7 ) try to instill a strong motivation on students; ( 8 ) involve the entire staff as character educator; ( 9 ) instill moral leadership and support for a wider range of character education initiati-

ves; ( 10 ) involve families and the community as part of the character education; and ( 11 ) evaluate the extent to which schools serve as educators of character and extent of the characters was manifested in the students' attitude (Lickona , 2007). There are eleven characters underlined by Semarang State University:Compassion, Integrity, Respect, Fortitude, Humility, Self Control, Responsibility, Excellence.

**Integrating Character within Four Phases Framework CLIL**

To create a productive academic culture, CLIL, Coyle (2006: 89) argues, has four stages. The first stage is institutional visioning on the importance of CLIL as part of institutional development and reform. This stage consolidates the commitment of the tutor and its institutions to upgrade its teaching method by integrating English and new method of learning. This stage includes the understanding of CLIL principles, frameworks, and all aids needed for the training. The second stage is analysis and personalisation of CLIL context. After all

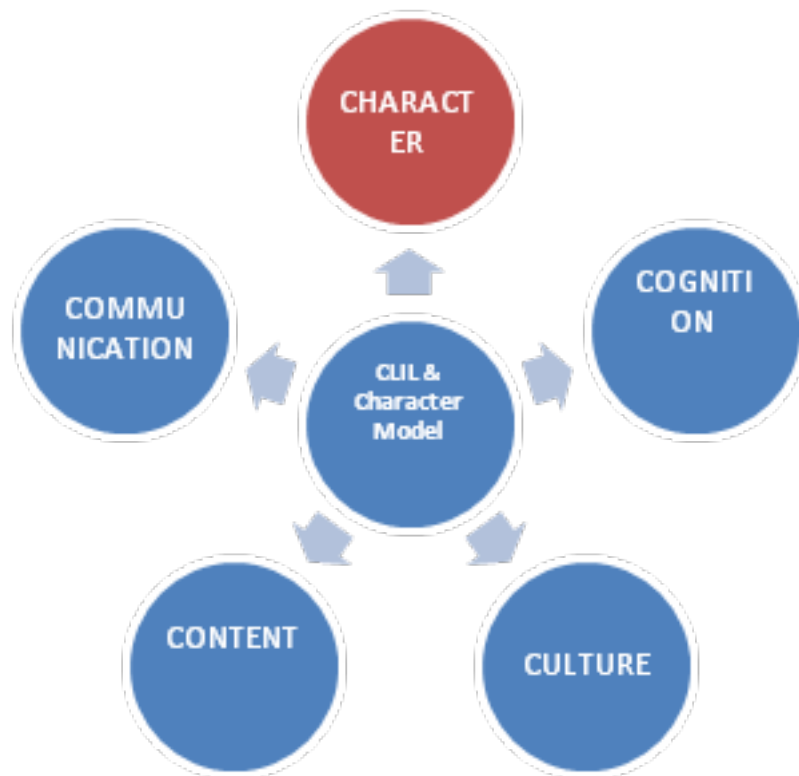


Figure 1. Five Cs

the principles and how to translate all those principles into lesson plan are known, CLIL should be adapted to the local needs where the teaching is going to be applied. Third stage is unit planning. This stage includes four steps: (1) considering the content; (2) connecting content and cognition, (3) communication, defining language learning and using, and (4) the development of local awareness. The fourth stage is preparing the unit. In this stage, the contents are translated into resources, tasks and activities. The fifth stage consists of monitoring and evaluation of CLIL in action. In CLIL preparation is not less important than the implementation. Worksheets, games, activities, all should be prepared before. What type of openings are we going to use to open the lesson and what kinds of questions and instructions, what kinds of activities, how long, what language skills, what character to study all need thorough thoughts. Sandra Lucietto (2008: 83), based upon his research in Italia, suggests the success of CLIL should be based upon continuous professional development (CPD) not upon instant application.

### ***Reading and Writing Strategies***

The adoption of reading and writing strategies has strong roots in CLIL. First, reading and writing strategies are key strategies in language learning (Loranc-Paszylk, 2009). CLIL adopts most innovative methods in language learning for contents learning. However, CLIL also has weaknesses in the way it does not integrate the use of textbooks in its learning process. CLIL adopts materials from internets. This practice can be problematic in academic context because students and academics are required to refer to certain pages for citation. To overcome this weaknesses, I adopt some strategies in reading and writing for this learning. This methods include paired reading, questions and answer, mutual reading and other strategies. For writing, scholars have recommended the use of writing to enhance reflective practice and refine teaching (Ciabattari 2013; Hudd 2013; Heckler, Forde and Bryan 2013; Kaufman 2012; Purcell 2012; Loranc-Paszylk 2009; Parotta 2013; Picca, Starks and

Gunderson 2013).

### ***Scaffolding, Thinking Skills and Students-Students Interaction***

Most important characteristics of CLIL lie in its emphasis upon scaffolding, thinking skills, and students-students interaction. Scaffolding helps the students develop their zone of proximate development (ZPD), by expanding their thinking skills step-by-step. Coyle (2005) explores other purposes scaffolding serves. Scaffolding reduces the cognitive and linguistic load of the content/input to help students understand the content and language of any given material; scaffolding enables students to accomplish a given task through appropriate, supportivestructuring; and Scaffolding also supports language production by providing phrases, subject-specific vocabulary and collocations needed to complete assignments. It helps students to verbalize their thoughts appropriate to the subject manner. In other words, scaffolding done right will boost students' cognitive academic language proficiency (CALP).

CLIL also give new and practical insight about classroom interaction. Teachers-students interaction is not enough in CLIL learning. Teachers should reduce their talk and increase interaction between students. These interaction can be in the form of many activities. CLIL should also touch range of thinking skills from low order thinking skills (LOTs) to high order thinking skills (HOTS). These thinking skills are summarized in Blooms pyramid of thinking which include: remembering,

### ***Specific Method, Specific Values***

Some methods are very good for teaching particular values. For example, role-play is a good tool to teach empathy, self talk is good for habituating positive thinking, simulation independence and confidence, concept attainment tolerance of ambiguity, and non-directive model self integrity.

### ***Text Strategies***

Texts integrated in CLIL has special characteristics. Therefore, texts should be

adapted to meet CLIL needs. To achieve these objectives, experts show four strategies for text adaptation: processing the text, identification and organisation of academic knowledge, language identification, and tasks for students. "Texts are often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge."

Teaching with text needs a particular strategy so that students do not feel overloaded with contents and language they do not know. I am particularly inspired by text strategy developed by Asford (2009) for language learning. In this strategy, there are 5 steps in text strategy: (1) text selection; (2) text orientation; (3) aural orientation; (4) language orientation; and (5) fluent scaffolded reading.

Text selection includes the selection of certain part of a meaningful texts. After this text is selected, students should be oriented with certain method for example paired reading or . The next step is language

orientation. In this stage we can evaluate the linguistic aspects of the sentences: grammar, expressions or words usage. In concept orientation, the students learn about the concepts expressed in the sentence. After the language orientation is character orientation. Character is the lesson we draw for our personal growth and development.

**Tools: Lesson Plan**

Lesson plan consists of two materials: lesson plan cover and lesson plan procedure. These two examples are as follows:

Table 2. lesson plan cover	
Name:	
Course:	
Week:	
Content	
Teaching Aims	
Learning Outcomess	
Communication	
Cognition	
Character	
Methods	
Resources	

**Learning Strategies**

In the learning strategies, I develop each session into three core sections. These sections are anticipation, building knowled-



Figure 3. Text strategy in language learning

From this line of learning, I develop into like this:



Figure 4. Text strategy in character oriented learning



ge and consolidation. In the anticipation, the class begins with a structured overview about the topics. The objective is to frame students' thinking about the topic and to raise their curiosity. In CLIL, anticipation is intended to introduce topics and prepare students for the coming topics. The second part is building knowledge. In this part, I prepare the students to read the texts. The students will use the method of paired reading to help them understand the material they are reading. In pair the students read the texts and then summarize, and the other students ask questions. The student should summarize what they read succinctly.

The third part of the class room structure is consolidation. In this phase, students learn new perspectives and apply them. Consolidation also consists of "know/want to know activity" and "the Value line". "Know/want to know activity" is the process and tool to frame new knowledge that we have. The Value Line is the activity through which student will defend and reject certain position regarding to the subject being debated. The class is ended by "quick write activity", an activity where students write a brief five minutes essay about the topics, skills, language and value they have learnt.

To put it in different way, these stages consist of four activities: (1) structured overview (anticipation); (2) Know/want-to-know /learn (KWL) activity (building knowledge); (3) paired reading (building knowledge); and (4) value line (consolidation); and (5) quick write (consolidation). The consolidation phase highlights not only the knowledge and the skills expected from the session's topics, but also the language and the character. Writing in the end can help improve students' writing skills but also the reflective thinking to reflect upon what they have learnt.

There are many ways of integrating texts into a CLIL lesson which improve character, this include: (1) learning information from text; (2) understanding narrative text; (3) cooperative learning; (4) conducting discussions; (5) writing and inquiry; (6) writing to persuade; (7) understanding arguments; and (8) critical listening. Activities which

can be used in using texts are: (1) semantic map (Heimlich 1986); (2) predicting from terms; (3) think pair share; (4) Directing Reading Activity (DRA) from Stauffer 1969, and Gunning (2000); and Character Map (Gillet 2004).

### **CLASSROOM PRACTICE**

I experimented the above methods several weeks in the sociology of religion. Class I prepare all the materials and method needed for every discussion. I also use the selection method I selected above. For topics on Karl Marx's theory of religion, I use the above text selection flow. After the opening, I start with the first paragraph of the Karl Marx section. It is very important to work paragraph by paragraph or when needed sentence to sentence. After several meetings students recognised how to approach an English text. They already know that they are not going to read the whole chapter. Text selection doesnot limited to the selection of particular paragraph in the text but also working chunk by chunk, reducing the weight of learning pages of English text. Then I test them with several questions from the texts. A student who have answered to select another student to answer another questions. What skills, English competence and character can we learn from topics about Karl Marx. The sociological skills include the concept of alienation, ideology in the study of religion. Religion in Karl Marx is a instrument to justify injustice. It is a mask to conceal vested interest behind a sacred ideology.

Eliciting character from Karl Marx life is very fascinating. First, Karl Marx is an interesting figur with controversial views on religion. In a country where religion plays a very important role, the image about Karl Marx can be negative. However, the story of Karl Marx tells many things about the struggle of a person with his determination and ideas. Karl Marx illustrates that intellectuals should have empathy to the public, a quality shown by Karl Marx. What kind of contributions can we make to the people around us? Please write in group of five. The use of pizza table is essential in this creative

**Table 3.** Learning Process



ANTICIPATION	BUILDING KNOWLEDGE	CONSOLIDATION
Structured Overview	One Stay, Three Stay	Value Line Quick Write
KWL	KWL	KWL
	Reciprocal Teaching	
	Specialised Roles in Discussion	Jigsaw
	Academic Controversy	
	Pen in the Middle	
	Community Agreement	Save the Last word for me
	Walk around, Talk around	

process. They can show with texts, & pictures. For language, I practice on the words: bourgeoisie, labour, exploitation, injustice. The expressions that we learn from this topics is .... When I ask the students to write what value they can learn from the subject about Karl Marx they write:

*“People of character should not exploit religion for political purposes.”*

*“We should be able to develop religious tolerance and moderation to people coming from different background.”*

*“Exploitation and discrimination are not religious.”*

*“Religion becomes ideology when it is used to justify political interest.”*

*“The use of religion as ideology should not doubt us from the positive use of religion as spirituality”*

**LESSONS LEARNT**

Below are some preliminary lessons that I learnt from the practice of integrating character within CLIL in Sociology of Religion. First, *the methodological model helps me to give a framework and practical methods I can use in every level and phase of CLIL practice.* I did not use the available methods in one classroom. Very often, one or two method is enough for topic enrichment during knowledge building. The availability of many methods means that in a semester tutor will have many available methods she/

he can use in accordance with the topics.

*Second, the weakness of CLIL in integrating texts in its learning process can be overcome by adopting clearer and more precise reading strategies.* The use of texts can be fun in CLIL context when text are treated as sources of information that can be selected and control.

*Third, text selection and orientation lends both teachers and students a sense of control to a large amount text chapter.* The selection of text, is followed by text orientation, concepts orientation, character orientation and then emphasised with quick write game.

*Fourth, character education at the university level doesnot only require the integration of character contents and perspectives within curriculum, but also structural reforms on the methods of teaching.* The use of CLIL in classroom teaching nurture students character in the ways the method nurtures students’ confidence in their subjects, more plays and games which nurture their character. This is like teaching character without expliciting the character contents.

*Fifth, intergrating character within CLIL enriches CLIL approach by expliciting the value line in the teaching and learning.* We need to select what kinds of character we want to teach within character. CLIL touch character from different sides. The integration of CLIL can side intellectual growth

and moral development of the students. *Sixth, CLIL's emphasis upon students and students interaction (SSI) does not only nurture cooperation and appreciation between students and students, but also increases their confidence and empathy.* Feedbacks they give each other can practice the students to give positive attitude to learning.

*Seventh, sociology of religion can be used to promote religious tolerance, independence, empathy through introducing diversity consciousness to students.* Like other subjects, sociology of religion can be used to teach tolerance and empathy. Sociology of religion raises some taboos about religion never discussed clearly and proportionately. People often use religion to oppress other people and to hide their personal or group interest. Sociology of religion raises the prophane veils used to cover religion and open up their interest. University students in Indonesia often become targets of such indoctrination. Sociology of religion nurtures diversity consciousness as students realise diversity as social facts in society. More substantially, the approach of sociology of religion requires students to practice "methodological agnosticism", a mind quality to suspend one's own cultural standards or value to justify other people. *Eighth, the use of writing can help us to wrap up the value while nurture student's writing skills.* When I use writing, the students are more involved and focused to the lessons. At the end of the lesson they express better feeling and enthusiasm. Writing helps more interaction and communication between students. Writing increases language use and learning.

## CONCLUSION

The integration of language and character in the practice of learning in higher education puts a challenge to university. How can we integrate English and character within teaching and learning? How can we teach character through particular subjects through sociology of religion. The model that I develop can give me a framework and practical advises to improve teaching and learning in sociology of religion. The integration of character within CLIL does not

only overcome many questions that rise in bilingual class, the use of character can give nuance to the practice of CLIL in higher education. The goals of higher education—intellectual growth and character strength—can be achieved across curriculum, such as Sociology of Religion. Each subject has its own characteristics to emphasise the difference. Hopefully, the lessons learned from this research can be used to improve the practice of teaching bilingual class and character education in higher education setting.

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