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PERCEPTIONS OF SAUDI SCHOOL TEACHERS ABOUT TEACHING ARABIC

LANGUAGE ARTS USING AN INTEGRATED APPROACH:

AN EXPLORATORY STUDY

A Dissertation in

Curriculum and Instruction

by

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ABSTRACT

This study was conducted to examine the perceptions of elementary and middle school teachers in Saudi Arabia toward using an integrated approach to teaching Arabic language Arts. These teachers have taught Arabic language arts and skills separately through the specialized textbooks as directed for many decades by the Ministry of Education and district mandates. In late 2007 the Ministry of Education in Saudi Arabia decreed a change towards integrating the language arts in both teaching and students' textbooks. This new language arts program is being applied since then in 40 elementary and middle schools in different school districts before it was circulated to all schools around the country in September 2010. The main goal of this study is to explore the teachers' opinions toward the integration within the Arabic language after having tried in their own schools and compared it with the former method they have used for several years. This study analyzed the current practices in teaching the Arabic language and examined to what extent this change has been efficient according to the teachers applying the integrated approach. The study also examined their perceptions about the problems and barriers that affect the implementation of the integration. Moreover, this study discovered the impact of such a change on students' communication skills and how efficient the approach was on their motivation to learn the Arabic language. Additionally, the study assessed the extent to which such method fits the Arabic language and how teachers see the appropriateness of the provided Arabic textbooks and the practiced evaluation methods to the integration approach. The level of teachers' enthusiasm to this approach and their satisfaction with implementing this program were also discovered. The results of this study revealed that 84% of the Arabic language teachers see the integration within the Arabic

language arts important as it is an efficient way of teaching students, which increases flexibility in teaching, and encourages critical thinking and deeper comprehension. This study discovered that 79% of the teachers see the integrated Arabic language curriculum effective in helping them achieve the teaching goals. About 73% of the teachers agreed that the integrated Arabic language curriculum and the integrative approach had a positive impact on their students' language skills. For students' motivation, 82.7% of the teachers believed that the integrated Arabic language curriculum and the integrative approach had a positive impact on their students' learning motivation. As for the integration barriers, the results revealed that 73.71% of the teachers believed that the large number of students in the classroom was a big barrier obstructing the integration practice, while only 53.71% believed that insufficiency of the equipment and school supplies was a big barrier, and only 49.14% believed that the insufficiency of teachers training and development was a large barrier affecting the integration. This study found that 85% of the teachers were satisfied with the new integrated Arabic language curriculum they teach and they enjoyed teaching Arabic in this approach more than the previous separated curriculum. Findings discovered that 92% of teachers believed that the Arabic language is suitable to the integration notion. About 71.57% of them believed that the students' Arabic textbooks provided by the Ministry of Education for this new program were appropriate for applying the integration approach, and only 44.73% of the teachers believed that the students' assessment procedures applied and the evaluation methods practiced were appropriate to assess students' language learning. Most of teachers' recommendation for improving the implementation of the integrated curriculum were concerning increasing the number of training courses and improving the quality and comprehensiveness of training; providing the necessary educational means

and equipment such as computers, CD-ROMs, DVD's, and projectors; and reducing students' number in classrooms. Finally, this study found significant differences between male and female teachers on all the integration variables. Female teachers favored the integration program the most and expressed its effect on their students more than the male teachers did. These differences may be due to the fact that the female teachers had more teaching experience than the male teachers. In addition, the results showed that 70% of the female teachers had training before implementing the program, while only 47% of the male teachers had that kind of training. The more experience that the female teachers had in teaching Arabic language, and the more training they received might have positively affected their opinions and their implementation of this program.

TABLE OF CONTENTS

List of Tables.....	x
List of Figures.....	xii
Acknowledgements.....	xiv
Dedication.....	xvii
Chapter 1: Introduction	1
Background.....	1
Moving toward Curriculum Integration.....	2
Dialogue about Integration in Saudi Arabian Schools.....	3
Statement of the Problem.....	4
Purpose of the Study.....	6
Research Questions.....	7
Significance of Study.....	8
Limitations of Study.....	9
Definition of Terms.....	10
Summary of Chapter 1.....	10
Chapter 2: A Historical Review of Problems Faced Teaching and Learning Arabic Language Arts in Saudi Public Schools and Remedial Efforts Presented by the Ministry of Education to Solve them.....	12
Introduction.....	12
Problems in Teaching and Learning Arabic in General.....	13
Problems in Teaching and Learning Arabic in the Saudi Public Schools.....	14
Reasons of Students' Poor Performance in the Arabic Language Competencies.....	18
Efforts exerted by Ministry of Education toward Developing Arabic Curriculum.....	19
Describing the New Curriculum Document.....	22
Conclusion.....	27
Summary of Chapter 2.....	27
Chapter 3: Review of Literature.....	28
Introduction.....	28
Definition of Integrating the Language Arts.....	28
Benefits of Using the Integration of the Language Arts.....	30
The Interrelations of the Language Arts.....	31

Research about English Language Curriculum Integration	34
1. Studies on Impact of Integrating language Arts Instruction on language competency.....	35
2. Studies on Effects of Reading on Writing.....	38
3. Studies on Effects of Writing on Reading.....	39
4. Studies on Teachers' Attitudes toward Using the Integrated Approach.....	41
Curriculum Integration in the Arabic Literature.....	43
Language Curriculum Integration in the Arabic World.....	45
Research about Language Curriculum Integration in the Arab World.....	49
The Rationale of the Integrated Arabic Language Arts.....	52
The Principles of the Integrated Arabic Language Arts Curriculum.....	55
The Arabic Language Arts Curriculum Goals.....	56
The Role of Students in the Integrated Curriculum.....	57
How to integrate the content.....	59
Reading and Literature in the Integrated Curriculum.....	61
Writing in the Integrated Curriculum.....	63
Speaking, Listening, and Viewing in the Integrated Curriculum.....	64
Arabic Language Uses.....	65
Instructional Approach.....	66
Students' Ongoing Assessment.....	67
Requirements for Implementing the Integrated Curriculum.....	69
Conclusion.....	70
Summary of Chapter 3.....	71
 Chapter 4: Methodology	 73
Research Design.....	73
Population and Sample.....	75
Instrumentation.....	76
Phase 1: Instrument Content.....	76
Phase 2: Translation and Content Validity.....	81
Phase 3: Modification of Instrument.....	82
Data Collection.....	85
Data Treatment and Analysis.....	87
Summary of Chapter 4.....	89
 Chapter 5: Results.....	 91
Profile of Participants.....	92
Reliability.....	95
Teachers' Perceptions about Using the Integrative Approach to Teach Arabic.....	97
Research Question One.....	97

Additional Findings on the Importance of Integration.....	101
Research Question Two.....	102
Additional Findings on the Integration Barriers.....	107
Research Question Three.....	110
Additional Findings on the Effectiveness of the Integration on Achieving Teaching Goals.....	114
Research Question Four.....	116
Additional Findings on the Impact of the Integration on Students’ Language Skills.....	123
Research Question Five.....	124
Research Question Six.....	128
Research Question Seven.....	134
Research Question Eight.....	136
Research Question Nine.....	138
Research Question Ten.....	141
Research Question Eleven.....	144
Research Question Twelve.....	150
Research Question Thirteen.....	153
Summary of Chapter 5.....	157
Chapter 6: Discussion, Conclusion, and Recommendations.....	160
Overview of the Research Design.....	160
Research Problem.....	160
Research Questions.....	161
Research Procedures.....	162
Discussion.....	163
Research Question One.....	163
Research Question Two.....	165
Research Question Three.....	168
Research Question Four.....	171
Research Question Five.....	173
Research Question Six.....	174
Research Question Seven.....	175
Research Question Eight.....	176
Research Question Nine.....	178
Research Question Ten.....	179
Research Question Eleven.....	179
Research Question Twelve.....	180
Research Question Thirteen.....	181
Implications and Recommendations.....	182

Recommendations for the Ministry of Education in Saudi Arabia.....	182
Recommendations for Teachers.....	184
Recommendations for Future Research.....	184
Summary of Chapter 6.....	185
References.....	186
Appendix A: IRB Approval.....	200
Appendix B: English Version of Implied Informed Consent Form for Research.....	201
Appendix C: Arabic Version of Implied Informed Consent Form for Research.....	202
Appendix D: English Version of Questionnaire.....	203
Appendix E: Arabic Version of Questionnaire.....	209
Appendix F: Questionnaire Translation Approval 1.....	216
Appendix G: Questionnaire Translation Approval 2.....	217
Appendix H: Participating Schools.....	218
Appendix I: Ministry of Education Approval to Conduct Research.....	219
Appendix J: Riyadh School District Letter to Boys' Schools to Facilitate the Researcher's Task.....	220
Appendix K: Riyadh School District Letter to Girls' Schools to Facilitate the Researcher's Task.....	221
Appendix L: Makkah School District Letter to Boys' Schools to Facilitate the Researcher's Task.....	222
Appendix M: Makkah School District Letter to Girls' Schools to Facilitate the Researcher's Task.....	223
Appendix N: Eastern Region School District Letter to Boys' Schools to Facilitate the Researcher's Task.....	224
Appendix O: Eastern Region School District Letter to Girls' Schools to Facilitate the Researcher's Task.....	225
Appendix P: Jeddah School District Letter to Schools to Boys' Facilitate the Researcher's Task.....	226
Appendix Q: Jeddah School District Letter to Schools to Girls' Facilitate the Researcher's Task.....	227
Appendix R: Jeddah School District Confirmation of Task Completion.....	228
Appendix S: Eastern Region School District Confirmation of Task Completion.....	229

LIST OF TABLES

Table 4.1: <i>Number of Schools and Teachers in Every School District</i>	76
Table 4.2: <i>Names and Titles of Instrument Content Panelists</i>	82
Table 5.1: <i>Profile of Participants</i>	93
Table 5.2: <i>Reliability Coefficient for Each Section of the Instrument</i>	96
Table 5.3: <i>Mean and Standard Deviation for Each Item on Teachers' Perceptions of the Importance of Integration</i>	98
Table 5.4: <i>Mean and Standard Deviation for Each Item on Teachers' Perceptions of Barriers of Integration</i>	104
Table 5.5: <i>Mean and Standard Deviation for Teachers' Perceptions about Effectiveness of Integrated Curriculum on Achieving Teaching Goals</i>	112
Table 5.6: <i>Mean and Standard Deviation for Teachers' Perceptions about Impact of Integrated Curriculum on Students' Language Skills</i>	118
Table 5.7: <i>Mean and Standard Deviation for Teachers' Perceptions about Impact of Integrated Curriculum on Students' Learning Motivation</i>	126
Table 5.8: <i>Mean and Standard Deviation for Teachers' Satisfaction and Evaluation of Integration</i>	130
Table 5.9: <i>Teachers' Response of Appropriateness of Arabic Language to the Integration</i>	134
Table 5.10: <i>Teachers' Response of Appropriateness of Arabic Textbooks and Evaluation Procedures</i>	138
Table 5.11: <i>Descriptive Statistics for Subscales by Area</i>	142
Table 5.12: <i>Oneway Anova by Area</i>	144
Table 5.13: <i>Descriptive Statistics for Subscales by Gender</i>	145
Table 5.14: <i>One-way ANOVA by Gender</i>	147
Table 5.15: <i>Descriptive Statistics for Subscales by Grade Level</i>	150

Table 5.16: <i>One-way ANOVA by Grade Level Taught</i>	152
Table 5.17: <i>Descriptive Statistics for Subscales by Years of Teaching</i>	153
Table 5.18: <i>One-way ANOVA by Years of Teaching</i>	156

LIST OF FIGURES

Figure 3.1 Integrating Curriculum through Webbing Model by Tompkins and Kenneth.....	60
Figure 5.1: Average Mean Score of importance of Integration.....	100
Figure 5.2: Percentages of Teachers Agreeing on Importance of Integration.....	101
Figure 5.3: Factors Supporting Integration and Barriers Hindering Integration.....	106
Figure 5.4: Percentage of Teachers Agreeing on Integration Barriers.....	107
Figure 5.5: Effectiveness of Integration on Achieving Teaching Goals.....	113
Figure 5.6: Percentage of Teachers Agreeing with Effectiveness of Integration on Achieving Teaching Goals.....	114
Figure 5.7: Mean Scores for Items on Impact of Integration on Students' Language Skills.....	120
Figure 5.8: Percentages of Teachers Agreeing on Impact of Integration on Language Skills.....	121
Figure 5.9: Frequencies of Teachers Agreeing on Impact of Integration on Reading Comprehension.....	122
Figure 5.10: Frequencies of Teachers Agreeing on Impact of Integration on Reading Fluency.....	122
Figure 5.11: Frequencies of Teachers Agreeing on Impact of Integration on Reading Achievement.....	123
Figure 5.12: Mean Scores for Impact of Integration on Students' Learning Motivation.....	127
Figure 5.13: Percentages of Teachers Agreeing on Impact of Integration on Students' Learning Motivation.....	128
Figure 5.14: Mean Scores of Teachers' Satisfaction with Teaching Arabic in the Integrated Approach.....	131
Figure 5.15: Percentages Teachers Satisfied with Implementation of the Integrated Approach...	132
Figure 5.16: Frequencies of Teachers Preferring Integration over Separation.....	133
Figure 5.17: Frequencies of Teachers Satisfied with Integration.....	133

Figure 5.18: Differences between Male and Female Teachers on Integration Variables.....	148
Figure 5.19: Differences between Male and Female Teachers on Importance of Integration.....	149

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Chapter 1

Introduction

Background

The Ministry of Education in Saudi Arabia has adopted the separated language arts curriculum for many years. This curriculum organizes the language content and elements in divided subjects including reading, writing, syntactic rules, exercises of dictation, literature and rhetoric. This approach does not really focus on the students' production of the language except in two subjects: reading, and oral and written expression. The adoption of such an approach resulted in core deficiencies in the planning of the linguistic lesson, the content choice and the method of organization.

One of the important deficiencies in the Arabic language curriculum is the absence of processes and strategies of listening, speaking, reading and writing in the linguistic material provided to the student. Teachers are not directed to target certain skills that would reveal to be essential for the student. These skills would be quintessential to properly produce the language through a scientific method of training for the student (KSA Ministry of Education, 2007, p.16)

Another important deficiency in the Arabic language curriculum is the lack of linguistic exposure to the authentic Arabic language. Even when there is some exposure to the genuine language, the topics provided to the students do not have any thematic union. The arbitrariness in the choice of the subject to study and the fact that it is artificially made for the specific purpose of the lesson at hand isolates the different linguistic entities that make the language. This leads to a focus on structures and a lexicon that is useless to the daily life of

the student. This results in a shallowness of the expressions and vocabulary used by the student, since he/she had no chance to deeply engage thematically into the intricacies of the subject.

Furthermore, it is also obvious that there is a gap between the kind of language provided to students and those they asked to produce. For instance, the student is mainly provided with literary texts and poetry whereas the daily needs of the student require of them to produce argumentative, narrative, communicative, functional and dialectical texts (KSA Ministry of Education, 2007 p. 16). Students in the separated language approach do not obtain enough times that would allow them to produce a sound language whether written or spoken under supervision. These spaces are restricted in many cases to only half a session per week.

Moving toward Curriculum Integration

Similar to widespread trends for adopting curriculum integration in the USA and elsewhere, curriculum planners in Saudi Arabia have been contemplating and experimenting with curriculum integration in the school system for almost a decade. In specific, instead of teaching various components of the Arabic language arts separately, the new trend has involved devising and following an integrative approach to jointly and coherently teach these language arts components as well as developing new curriculum materials that foster this new approach (KSA Ministry of Education, 2002a). As a result of this new curriculum integration effort, Arabic language instruction for the first three grades has already been moved from the un-integrated phonics approach to the integrative approach that combines the whole language with the phonics in what is called the “eclectic approach.” Furthermore, the Arabic language skills in the first three grades have been integrated through reading textbook that are based on the principles of integration since early 1990. Therefore, the teachers of these grades can

utilize the reading textbook and other curriculum materials to integrate their instruction of writing, spelling, speaking, listening, and handwriting. Students can also write about the same themes or topics they read in this textbook. However, integration within language arts stopped since then at the third grade. This means that teachers for the fourth through ninth grade had to continue to teach Arabic language arts as separate subjects: reading and literature, writing and speaking, spelling and mechanics rules (dictation), grammar (syntax), and handwriting exercises, using five different textbooks (one textbook for each component).

Dialogue about Integration in Saudi Arabian Schools

There have been several anecdotal notes that some teachers and other educators believe that by teaching language arts separately, the development of each language skill can be maximized due to attention to explicit language component. This group of teachers think that the Arabic language syntax and writing rules must be taught explicitly at all grade levels. They worry that if they have to integrate reading, writing, spelling, and other language rules, they cannot make equal emphasis on all these language parts, as opposed to if they teach them separately (KSA Ministry of Education, 2002b). On the other hand, there are plenty of other anecdotal notes to the contrary, whereby teachers and other educators express belief and observations from their teaching practice that support the superior value of the integrative approach over the traditional approach to teaching the Arabic language. Proponents of the integrative approach argue that integration enables students to perceive the Arabic language as a whole thus realizing the connections between its different components and skill types and developing students' communication skills instead of focusing on isolated bits of language. (KSA Ministry of Education, 2002b)

Statement of the Problem

In 2005, the Ministry of Education in Saudi Arabia began to work on developing new curriculum that integrate Arabic language arts in the remaining grades of elementary and middle schools. Just in 2007, the Ministry of Education published a new Arabic language arts document that adopted much of the integrated approach to teaching language. This ministerial document supports the integrated approach between the linguistic skills and its different elements as a foundation for building the Arabic language curriculum in elementary and middle schools. This adoption, according to this ministerial document, is based on five logical and scientific arguments that back up such a decision:

1. The deep belief that the language arts are nothing more than the language itself, and teaching each branch in connection with the other or in connection with the language as a whole allows it to unfold its functions in a proper way.
2. Teaching of the linguistics rules of grammar and writing conventions in a normal setting, results in a rapid and efficient comprehension of the language functions by students.
3. The coherent nature of the language calls for a coherent teaching method.
4. Teaching the Arabic language in this integrated method makes it possible for students to connect with the text and deeply interact with its different aspects. This builds students' perception of the language and allows them to spend more time with the same text which results in a deep connection with the meanings of the text, making it easy for students to extract the values imbedded in it.
5. The abolishment of the artificial barriers of the language is specifically requested at the early stages of its learning and teaching, since the dislocated entities of the language are

easily forgotten by students and not readily remembered when students need to use the language as a whole (KSA Ministry of Education, 2007, p. 46).

Not only had the new ministerial document mentioned the goals, adjectives, teaching methods, assessment and evaluation of the language arts program, but it also suggested the different domains and themes for the textbooks units to help the designer of the textbooks to use it as a guide. These domains included the social, national, environmental, vocational, scientific, technical, cultural, and value based domains. Under each domain, the ministerial document suggested the themes and the materials that included students' textbook, teachers' guide, CDs and DVDs and so forth. A team of writers have developed new textbooks, in the light of the new curriculum document, to be applied to 40 elementary and middle schools in different school districts around the country.

Based on the researcher's experiences about the procedures of applying such new textbooks in Saudi Arabia, the Ministry of Education tries to assess the validity of any new textbooks by applying them on a sample of schools in an attempt to fix any superficial problems, such as changing a reading passage or an exercise. Such a trial usually does not cover important issues about the new program such as teachers' perceptions toward it, teachers' perceptions toward their students during and after using this new program, and teachers' evaluation to the achievement and performance level of their students in the different Arabic language skills. Therefore, the researcher in this study tries to cover these important issues that the Ministry of Education does not cover completely. The integrative approach is still novel to most teachers since it is not part of their formal educational preparation. In effect, curriculum integration constitutes a paradigm shift for most of the teachers' workforce. Therefore, there is need to understand teachers' perspectives about the

integrative approach and accurately and comprehensively survey and capture teachers' attitudes about using this new method to teaching the Arabic language arts and their views about the impact of using this approach on their students' performance level in the different Arabic language skills.

Purpose of Study:

The main purpose of the current study is to examine the attitudes and perceptions of the elementary and middle school teachers toward using the integrated approach to teaching the Arabic language arts. Those teachers have taught Arabic language arts and skills separately through the specialized textbooks as directed for many decades by the districts mandates. Recently, in 2007, the Ministry of Education in Saudi Arabia decreed a change towards integrating the language arts within each other in both teaching and students' textbooks. This new language arts program was being applied the first three years (2007-2010) only in 40 elementary and middle schools in different school districts. This current study analyzes the current practices in teaching Arabic language and examines the extent to which this change has been efficient according to the teachers applying the integrated approach. The study also examines their attitudes and perceptions toward the integration within language arts through using new textbooks. The main goal of this study is to examine the teachers' opinions toward the notion of incorporation and integration within the Arabic language through curriculum and instruction as a substitute for focusing on isolated bits of language. This study evaluates the extent to which such method fits the Arabic language and the reality of the environment being split into formal and dialectic. This study measures the level of enthusiasm the teachers show to this approach after having tried in their own schools and compared it with the former method they have been using for many years. Moreover, this

study shows the impact of such change on the students' communication skills and how efficient was this method on their motivation to learn the Arabic language. The students' ability to read, compose and converse is being assessed in this study through the expertise of their teachers who have answered the survey questions. The assessment of the Saudi teachers in this case is crucial since they have been teaching in a non-integrated approach for the previous years and are able to objectively assess the change they see in their students after trying the new integrated curriculum. This study reveals not only how these teachers conceive of themselves, but also of their students in general. At the same time, the survey of the teachers provides some feedback about the curriculum, the textbooks, and the methods of teaching and evaluation newly adopted.

Research Questions:

This study answers the following main question:

What are the perceptions of the Saudi school teachers who are involved in the new integrated Arabic language arts curriculum about using the integrative approach to teach the Arabic language?

This question can be subdivided into the following questions:

1. How do teachers see the importance of the integration within the Arabic language arts?
2. What are the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts?
3. To what extent do teachers perceive the integrated curriculum as effective in helping them to achieve the teaching goals?
4. To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills?

5. To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation?
6. How do teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum?
7. How do teachers see the appropriateness of the nature and characteristics of the Arabic language to the notion of integration?
8. How do teachers see the appropriateness of the provided Arabic textbooks and the evaluation methods to the integration approach?
9. What kind of improvement do teachers recommend for the implementation of the integrated curriculum?
10. Are there any differences between school districts regarding the foregoing questions?
11. Are there any differences between school teachers in terms of gender, regarding the foregoing questions?
12. Are there any differences between school teachers in terms of grade level they teach, regarding the foregoing questions?
13. Are there any differences between school teachers in terms of years of experience, regarding the foregoing questions?

Significance of Study:

The present study examined the perceptions of the Saudi school teachers, who are involved in the new language arts program, toward using the integrated approach to teaching the Arabic language. The study discovered the current practices in teaching Arabic language and the extent to which teachers integrate the language skills with each other. This study also examined the teachers' opinions toward the notion of incorporation and integration within the

Arabic language through curriculum and instruction as a substitute for focusing on isolated bits of language. Moreover, this study determined the effectiveness of the integrated curriculum in helping teachers and students to achieve the Arabic language teaching goals. Furthermore, the study discovered how teachers perceive the impact of the integrated curriculum and the integrative approach on their students' language skills. The perceptions of the teachers in this study are important because these teachers have taught Arabic language arts and skills separately through the specialized textbooks as directed for many decades by the districts mandates. After three years of experience teaching Arabic using the integration approach, they are better able to compare this new method to the previous teaching practices and discover its effects on their students. They are also able to identify the factors or the barriers that affect their ability to effectively integrate their teaching of Arabic language arts. The results of this research will help curriculum designers in Saudi Arabia reform the language arts curriculum and overcome the problems that were discovered through this study. In addition, the result of this research may help educational supervisors to reconsider teachers' training in the points that they failed in. Results may also help the Saudi Ministry of Education to realize the barriers that may hinder the implementation of the integration, and work to eliminate them.

Limitations of Study

The current study includes only the Saudi school teachers who are involved in the new integrated Arabic language arts curriculum in the forty elementary and middle schools selected by the Ministry of Education for this program during the years 2007-2010.

Definition of Terms

Perceptions

Perceptions in this study mean perspectives, views, and opinions.

Integrating the Language Arts

Integrating the Language Arts means bringing together traditionally separate language arts subjects to be taught and learned within each other through using reading and literature to provide the context for teaching and learning the processes, skills, and strategies of listening, speaking, reading, writing, and viewing.

The Integrative approach/ Integrated Approach

The Integrative approach/ Integrated Approach is a teaching method that allows students to see the interrelationships between the curriculum areas and develop different skills together throughout thematic learning. (Loepp, 1999) (Park, 2008) (Schmidt et al., 1985)

Summary of Chapter 1

Just in 2007, the Ministry of Education published a new Arabic language arts document that adopted much of the integrated approach to teaching language. This ministerial document supports the integrated approach between the linguistic skills and its different elements as a foundation for building the Arabic language curriculum in elementary and middle schools.

The main purpose of the current study is to examine the perceptions of the elementary and middle school teachers toward using the integrated approach to teaching the Arabic language Arts. Those teachers have taught Arabic language arts and skills separately through the specialized textbooks as directed for many decades by the districts mandates.

This study answers the following main question:

What are the perceptions of the Saudi school teachers who are involved in the new integrated Arabic language arts curriculum about using the integrative approach to teach the Arabic language?

This study covers teachers' perception about the importance of the integration within the Arabic language arts, the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts, the extent to which teachers see the integrated curriculum effective in helping them to achieve the teaching goals, and the extent to which teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills and learning motivation.

The study also examines teachers' evaluation of the implementation of the integration approach, their satisfaction with the integrated Arabic language arts curriculum, and their evaluation of the provided Arabic textbooks and the assessments' procedures.

The results of this research will help curriculum designers in Saudi Arabia to reform the language arts curriculum and overstep the problems that were discovered through this study. In addition, the results of this research may help educational supervisors to reconsider teachers' training in the points that they failed in. The results may also help the KSA Ministry of Education to recognize the barriers that may hinder the implementation of the integration, and work to eliminate them.

Chapter 2

A Historical Review of Problems Faced Teaching and Learning Arabic Language Arts in Saudi Public Schools and Remedial Efforts Presented by the Ministry of Education to Solve them

The purpose of this chapter is to explore the specificities of the Arabic language and review the problems in teaching and learning Arabic in Saudi public schools. This chapter also explains the reasons for students' poor performance in the Arabic language competencies and the efforts exerted by the Ministry of Education in Saudi Arabia toward developing Arabic curriculum in the past two decades. Furthermore, the chapter explores the deficiencies of the separated Arabic language program which was applied since the beginning of education in Saudi Arabia until the year of 2007. Finally, this chapter concludes with a description of the new document of the integrated Arabic language curriculum.

Introduction

Arabic language, like other languages is a means of communication that brings people together. It is also a cultural hoard, and a means of connecting the new generation to their cultural heritage. Arabic is a very important language in terms of daily basis as it is the language of the Qur'an, the holy book of Islam. Being sent down and written in Arabic, this book is the main source of the juridical laws for Muslims besides the Sunnah, the Prophet Muhammad's sayings and actions, which is written in Arabic as well. Arabic is also the language of worship for more than a sixth of the world population (Al-Shallal, 1995).

The Arabic language is also recognized as one of the richest and most developed language in terms of its vocabulary and its structural flexibility and construction. This

richness is not only related to the fact that this language has been used for a long time, but also to its mechanisms of extraction, which allow to an almost endless expansion of the vocabulary (Aashoor & Miqdady, 2009).

Among the specificities of the Arabic language is the fact that the spelling and pronunciation of its paradigmatic units change according to their function in the sentence. This makes it difficult to perfect as a language, yet this developed inflection system provides the language with a great precision. However, this precision is not possible to convey if the user of the language does not master the different rules of the Arabic language. This fact puts more stress on the language teaching system.

Another example of the specificities of the Arabic language is that it has forms used to distinguish the dual nouns that refer to two things from the plurals, and many different forms to determine the feminine from the masculine nouns.

Additionally, Arabic is a Semitic language which differs from many other languages. Sentence structure is often Verb-Subject-Object instead of Subject-Verb-Object as in English. Some of the letter sounds in Arabic are phonetically difficult to learn for non-Arab speakers because it is available only in Arabic, such as the letter Dha (ض) or Qa (ق).

The standard Arabic language “occupies a prestige position and is revered as the language of religion, culture and education.” On the other hand, the vernacular language “serves as the mother tongue of most speakers and the natural means of communication throughout society” (Versteegh, 1997, p. vii).

Problems in Teaching and Learning Arabic in General

One of the important problems in teaching and learning Arabic in the Arab world and even for non-Arab speakers is the diglossia. The standard Arabic is the version of the Arabic

language that is taught and learned through formal education in the Arab world. It is also the type of Arabic language that is used for formal written and spoken situations. On the other hand, variety of colloquial Arabic is what is used in all Arab countries for informal conversation reflecting all the geographical differences of the population (Morrison, 2003).

Although the Classical unified Arabic language is the written form, the modern standard Arabic has become the language of writing, broadcasting, and formal speaking (Asher, 1994). This situation presents one of the biggest challenges in learning and teaching Arabic for students when they find the type of the language they read and study is different from the language they speak and listen to outside school.

Problems in Teaching and Learning Arabic in the Saudi Public Schools

During the last two decades, there was a concern in Saudi Arabia about students' level of performance in the Arabic language skills. It is believed that students lag significantly in their performances in the language skills, especially reading and writing, compared with acceptable level of performance as identified by the Ministry of Education. Several conferences have been organized to address the problems of teaching and learning of the Arabic Language. For instance, the conference sponsored by the University of Imam Muhammad Ibn Saud in Riyadh (1995) which was all about "The Phenomenon of Weakness of the Arabic Language Performance and Usage at the University Level", emphasized the fact that the mastery of the Arabic language has been decreasing to a noticeable degree. The other conference which was sponsored by Ministry of Education in 2000 under the theme of "Teaching the Arabic Language at the Elementary Level: Reality and Hopes" emphasized in some of its papers the influences of teaching language arts separately on students' learning of communication skills and brought this issue to attention of educators and educational-policy

makers alike. These conferences have been organized as part of a movement that called for bettering the learning and teaching of the Arabic language.

According to Al-Shallal (1995), who was the head of the Arabic language arts curriculum department, Ministry of Education noticed a decrease of the level of the students in the Arabic language. This decrease in the level even affected the graduates who in turn are teaching the Arabic language. This obliged the Ministry to address the issue by instituting several policies targeting the teachers of the Arabic language nationwide and several endeavors to develop Arabic curriculum, which will be mentioned in detail in the following chapter.

Among these policies, the Ministry stressed the importance of practical aspects of training sessions to be attended by new teachers. It also stressed the role of the principal in helping new teachers in adapting to the teaching environment. The principal has the role of supervising the teacher's performances along with the school district supervisor who has the role of developing and assessing the level of teachers' performance. The Ministry also stressed the fact that each new teacher has to sit in classes of more experienced teachers to benefit from their experiences.

Apart from the practical aspect of training in different institutions, the Ministry also created incentives for teachers to continue their education and to try to get a better degree. This would work hand in hand with the result of the practical training they have already attended. At the same time, the Ministry created incentives for teachers to attend training sessions that would address new theories of teaching the Arabic language.

All these policies emanate from the need to better the experience of learning and teaching the language for the students and providing them with the opportunity to learn from

proficient teachers as well as benefiting from a well-structured textbook that would target the weaknesses identified through the assessment and evaluation results (Al-Shallal, Al-Omar, & Al-Salamah, 2000, p. 14).

In a study by Almoaiqel and Al-Sadhan (2001) about the reality of teaching and learning Arabic in the Saudi elementary schools, the authors stated that 54% of the study sample (elementary teachers) think that their student are not motivated to learn Arabic. The result also indicated that only 52% of the teachers believe that the Arabic textbooks are high-quality books. The study recommended teaching Arabic in an integrated approach and developing students' textbooks to emphasize the unity of the language with some focus on the skills and strategies of reading, writing, speaking, and listening.

Several studies were conducted to evaluate student's language competencies or to investigate teacher's practices and performance in Saudi Arabia. Some of these studies proved the poor quality of teacher's performance and students language skills. For instance, Al-Qahtani (1997) investigated the extent to which teachers of Arabic employ skills of writing in teaching composition. He found that teachers do not teach the essential writing skills necessary for good writing. Another study by Almoaiqel (1997), about the extent to which teachers of literature teach to accomplish the objectives of teaching literature in middle schools, indicated that teachers pursue only 32% of the teaching activities related to teaching literature's objectives. The results also indicated that students scored poorly on the achievement test and only received 51% as an average score in assessing the objectives attainment of teaching literature.

Through 15 years of experience as a teacher of the Arabic language arts and later as a supervisor on the same field, the researcher can confirm the findings of the Ministry of

Education and other researchers, when it comes to the decrease of the level of proficiency of the students in the Arabic language. This communication weakness can be distributed among, reading, writing and composition, oral, and listening skills.

As far as reading is concerned, the students are not able to fluently read a text given to them due to their inability to correctly recognize certain letters and even confuse several letters that look alike. The students also show difficulty in applying the grammatical and pronunciation rules, while reading out loud. The fact that the students are not able to recognize the quotation marks and anticipate their roles makes their reading to be discontinued. The inability of the students to recognize the grammatical rules makes it more difficult for them to read in a correct intonation which hinders the listener from understanding their reading. When reading silently, the students tend to read slowly and show difficulties in comprehending the meaning conveyed by the text.

Students' writing also show different aspects of weaknesses that span from spelling problems to failing in choosing the right word for the idea they intend to convey. This problem is also clear at the level of the sentence structure, where students are not able to create a correct sentence. The meaning is then often flawed due to incomplete sentences. In many cases the ideas of the consequent sentences seem to be discontinued without a clear thread of ideas. The paragraph will then suffer from the weak internal structure, which gives the text a chaotic style.

Often times the problems encountered in writing reemerge when orally speaking. The sentence structure is flawed and the coherence seems to be lacking while the students are speaking. In most cases, sound fillers would abound in their speech. This affects the meaning

conveyed by the speech in question. The intonation of the speech is almost always absent, which makes the speech monotonous and without any body language.

The students' listening ability seems to be hindered by their vocabulary knowledge and their mastery of the Arabic grammatical rules. In certain cases the grammar is not used to help students understand the structures. The students seem to only grasp the surface meaning while they are not able to infer internal meanings.

Reasons of Students' Poor Performance in the Arabic Language Competencies

Several reasons behind this weakness have been put forward by the different studies done by the Ministry of Education and other outside researches. At the same time, similar reasons have been reported by educational supervisors in the field who sent their yearly reports to the department of curriculum development and the department of educational supervision in the Ministry of Education.

One of the important reasons is the existence of dialect (colloquial language) which does not follow the syntactic and morphological rules nor differentiate between plurals and dual nouns for instance. This might be an important reason behind the weakness of using the formal standard Arabic, especially if we knew that there is a big deference between the written and spoken Arabic as there is a significant difference between the varying dialects in every region of the country (Almoaiqel, 1994, Al-Dosari,1996).

The other reasons behind the weakness of using the formal standard Arabic have been brought to five seminal aspects belong to educational and ministerial issues. These aspects are: the number of hours allotted for teaching Arabic weekly, the Arabic curriculum design and the textbook specifications, assessment and evaluation methods, and teachers' qualifications (Al-Shallal, 1995, Almoaiqel, 1994, Al-Dosari,1996).

The problem regarding the number of hours can be summarized by saying that many teachers think that the number of hours allotted to reading and writing per week in the early elementary grades, which is nine hours, is not enough to practice the different skills. In the highest elementary grades, teachers believe that the seven hours assigned to teaching the different language arts is not enough, especially that grammar and spelling have only two hours a week. This reduced number does not give the student the ability to assimilate the syntactic rules and writing conventions and apply them through numerous exercises.

This problem has been addressed by the Ministry in 1995 by increasing the number of hours allotted to the teaching of Arabic language in the first grade from 9 to 12 hours, which is regarded as 48% of the weekly hours. As to the highest elementary grades, it was enough just to revise the students' textbooks and reduce the amount of the content (Al-Shallal et al., 2000).

Efforts exerted by the Ministry of Education toward Developing Arabic Curriculum

The curriculum has been described as problematic since in the first level of the elementary school, the learning method before 1985 has always focused on teaching reading through teaching the recognition of the different letters involved in making the words. This has been criticized since it does not help students to acquire a reading flow asked for later. This pushed the Ministry of Education to change the method of teaching the reading in 1985, to a syllable based identification rather than letter identification. This method has been changed in 1992 to a holistic approach focusing on teaching reading with a primal focus on the sentence, then the word and finally on the letter. In 1995, the method has been changed one more time to what is known as eclectic method, which reposes on teaching reading by

using words associated with pictures, to extract the letter at a second stage. This method is the one used in Saudi Arabia since 1995 (Al-Shallal et al., 2000).

At another level of the curriculum, the Ministry of Education in Saudi Arabia in 1995 developed the reading textbooks by enlarging the spectrum of exercises that connect the different branches of the language arts. This early integration effort aimed at filling the gap between the different branches of the language through the different exercises that follow the reading topic. The different exercises start with the comprehension questions, then the vocabulary discussion and the language use, then the exercises that train students on applying the grammatical and spelling rules using some of the passage words, expressions, or sentences. This development encompassed the Arabic language textbooks written for the middle school students in 1997. The textbooks development in the two stages included an important aspect regarding the unity of the language. That aspect is choosing a complete passage in each lesson of grammar (syntax) or spelling and writing conventions rules (dictation) rather than just separated sentences. After reading the passage and discussing its meaning, students, with the teacher help, can extract the sentences that have the lesson examples and then discuss the grammatical rules or the spelling issues.

The Ministry of Education, in the previous language curriculum reform, adopted a strategy that put emphasis on the different branches of the language, but at the same time have a general connecting theme around which revolve the teaching experience. For instance, the grammatical examples used for the grammar lesson will be extracted from the main text taught. This made the texts unifying entities around which orbited the other linguistic experiences. This attitude made of the text the starting point to introduce the rule targeted and often time highlighted in different colors in the text itself. However, other examples during

the process of explanation of the grammatical rule will be disparate and will not have common points with the text.

Another step towards integration adopted by the Ministry of Education is the decision in 1998 to integrate the literary texts with the reading texts in one textbook for the three grades of the middle school, as it was the case at the elementary school since 1970 where songs and children's poetry were integrated with the readings in the same textbook (Al-Shallal et al., 2000).

Still at the level of the curriculum, the Ministry addressed the problem of the textbook from a different side, which is that of providing a wider variety of writing textbooks to cover the lack of workbooks. For this reason, the Ministry of Education in 1998 created new books that include spelling, punctuation and writing conventions and exercises. This effort targeted mainly the higher classes such as the third to the sixth grade.

In 1998 the Ministry of Education undertook the implementation of what was called as the Comprehensive Project for Curriculum Development. This project consisted in reforms that touched all the subject areas including language arts. The first steps began with the efforts of the National Committees (1998-2000) by creating a curriculum document that listed the goals, the objectives, and contents of each subject area along with the methods of teaching and the technological tools of education. This document also included detailed learning activities and assessment and evaluation methods, and finally the standardization of writing the textbook for each subject area (Al-Abdulkareem, 2005). Many teams were created to work on this project including preparing the documents, quality control, coordination, scope and sequences, and evaluation teams (Al-Marifah, 2001). After massive review of these documents, the Ministry of Education in 2003 created other more-qualified committees to

rebuild the curriculum documents, which resulted in the final documents in 2005. The Ministry then created the textbooks teams who started the work of writing the books in early 2005. After another massive review to the first draft of some of the textbooks, the Ministry had to improve the work by choosing other more-qualified textbook writers and to train some of the others by many different workshops (Al-Abdulkareem, 2005). The final version of the integrated Arabic language curriculum and the different Arabic textbooks were published during the academic year 2007-2008 after several successive revisions for the documents and the textbooks introduced by several teams of experts and educators.

Describing the New Curriculum Document

The new language arts document begins by including the reasons behind introducing such drastic changes. Among these were the fast changes affecting the Saudi environment that affected the different layers of society with an increasing opening to foreign media and languages. These kinds of changes made the identity of the Saudi students at stake and created some challenges in the educational field in terms of preparing the right educational material along with the right teaching methods to deliver them. The linguistic threat in a society which used other languages for scientific research was becoming more and more visible and resulted in an almost total relinquishing of the use of the Arabic language at higher levels of education. This meant that the Ministry of Education had to build a more solid base of linguistic capabilities for the students who will then minimally use the language at higher levels of their education.

At the same time and right from the first pages, this newly adopted document clearly regarded the introduction of the integrative method as a crucial change in the way the

educational process will be carried out from then on. For this reason, this document included the following statement as a reason for its creation:

“The dissociation that affected the linguistic experience witnessed in the different branches of the curricular was the main cause for the palpable weakness in the capacity of implementation of the different capabilities acquired in a productive way. This led to reconsidering the Arabic language curriculum, which resulted in the adoption of the integrative educational approach as a means of addressing the dissociation and create a comprehensive system. This will present a remedy for the dissociation of language and will avoid a dislocation of the linguistic entity which would have spoiled and disnatured the core of the language” (translation mine, KSA Ministry of Education, 2007, p.10).

This represents one of the major shifts in the language arts curriculum in the last 20 years. This statement of intent affects all the sub-branches of the teaching experience, to an extent that should not remain untested.

Another important reason behind the instauration of such a document was the shift from the teacher-centered experience of education to the student-centered one. Indeed, culturally in Saudi Arabia, the teacher has always been regarded as an unchallenged element in the teaching experience whose assignments were not always emanating from a scientific method. For this reason, this curriculum tries to target this inherited method to put a bigger emphasis on the student as the most important element of the teaching experience. A student-centered education was then announced in this curriculum as one of the main reasons behind its instauration, as “the need to renew the teaching methods and strategies of the Arabic language was stemming from the attempt to focus on the student and its activities and regard him as a center around which the educational experience revolves” (KSA Ministry of Education, 2007, p. 10).

At a second stage, the document continues to describe the everyday reality of the teaching experience in Saudi Arabia. This description included the linguistic weakness of the graduating students and expressed the uneasiness of the different parts involved in the learning process, from teachers to students and parents, about this situation. This weakness is described by the document as tri-pronged. The first level included the lack of fluency shown by graduating students and their inability to express their minds without obfuscating the content. This state is described as due to a dislocation of the speech and the shallow meanings. The second level is that of the lack of grammatical precision and the abundance of mistakes. This lack is affecting several layers of the language. For instance, this grammatical illiteracy results in a specific behavior in the Arabic language which became common among students and which consists in altering the ending sound of words to a unified stopping sound. This ending sound is what reflects the grammatical inflection of the words in the Arabic language. On the other hand, this grammatical lack of knowledge affects even the writing and spelling capabilities and students do not inflect words correctly according to their grammatical function in the sentence. The third level is the abundance of mistakes that ranges from the incorrect use of terminology and the use of the dialect instead of the formal Arabic. Another kind of mistakes is the extraction of words from other ones, as the students are not able to properly extract and vowel words from others. This also includes a lack of correlation between the different words of the sentence, which results in faulty inflections. (KSA Ministry of Education, 2007, pp. 13-15).

At a third stage, the document described the previous scholastic textbooks and highlighted the fallacies of the separation of the linguistic branches. This has been addressed through changing the methods used from the separate branches to the integrative approach.

This is shown as promising a better student-response and a better emphasis on the production of coherent language. This shift is meant to make the students learn the language rather than the actual situation which provides a detailed but incoherent way to learn about the Arabic language. Teaching and learning the Arabic language through the separate branches used before this new document did not enable students to learn the language skills nor the strategies and the processes of reading, writing, speaking and listening. The document also mentioned other fallacies in the separated language program, such as the lack of exposure to the linguistic material, especially texts that are not crafted for the sake of teaching a specific grammar rule or a list of vocabulary. Another fallacy is the random organization of certain texts provided to the students, due to the selection that is mainly based on the linguistic characteristics of the text which creates a thematic dislocation. These crafted texts are also criticized in this document for being laden with difficult words that will not be used by students in their lives. The document also targeted the problem of absence of specific practice time of the language and the words learned which results in their being forgotten. Students also are rarely asked to read or write argumentative, narrative and functional communicative texts (KSA Ministry of Education, 2007, p. 16).

The Fourth stage addressed by this curriculum document put forth a review of different strategies used in teaching and learning the Arabic language in the world. This survey is meant to be used as a benchmark for the current teaching methods in Saudi Arabia. The outcome of this comparison proves that the best strategy to use in order to implement this reform attempt is certainly the integrative one. This integrative approach adopted by the document seems to be the solution to many of the problems of teaching and learning the

Arabic language, as this method offers several ways to bridge the gap between the linguistic skills scattered by the previous method (Ministry of Education, 2007, p. 45-49).

This ministerial document suggests teaching strategies that merge with its vision of teaching and the role of teacher and student. The document also calls for the importance of self-learning, learning as a way to reach perfection, and the role of model as guidance. On the same line, the document stresses the importance of interactive and pro-active learning as an approach to language as a whole. It also explains the importance of teaching the different creative and critical thinking skills (Ministry of Education, 2007, pp. 49-57).

As for assessment and evaluation methods, the ministerial document regards the evaluation as a way for a teacher to assess to which level the material taught has been absorbed and applied by the student and affected his/her behavior. This assessment is also a way to judge to which extent the student assimilated the targeted minimum proficiency level decided by the curriculum. The ministerial document adopts the deliberate continuous observation as the most important tool of evaluation along with portfolios and exams (Ministry of Education, 2007, pp. 49-57).

In conclusion, the ministerial document derived the principles of its philosophy and provided practical directions in applying these principles when designing the language lessons. In addition, the document suggested the different domains and themes for the textbooks units to help the designer of the textbooks to use it as a guide. These domains included the social, national, environmental, vocational, scientific, technical, cultural, and value based domains. Under each domain, the ministerial document suggested the themes and the materials that included students' book, teachers' book, CDs, DVDs and so forth. Finally,

the curriculum document displayed the scope and sequences chart for each language skill throughout the nine grades.

Conclusion

The different aspects of the weakness in student's language competencies I have come to notice during my educational practice coincide to a great extent with the diagnosis provided by different educators including the experts who have written the Arabic language document presented above. Several aspects of the dislocation of the Arabic language can only be resolved with an integrative approach that would consolidate and strengthen the link between the different skills of the language and present language in the context of the communication process. However, this new philosophy can only work if the Ministry of Education would prepare teachers for this change and prepare range of authentic, natural, and functional language materials that can build students' literacy through integrating oral and written language development and support children's growth in thinking, solving problems, using resources, and working collaboratively.

Summary of Chapter 2

This chapter explored the specificities of the Arabic language and reviewed the problems in teaching and learning Arabic in the Saudi public schools. The chapter clarified the reasons of students' poor performance in the Arabic language competencies and the efforts exerted by the Ministry of Education in Saudi Arabia toward developing Arabic curriculum in the past two decades. Furthermore, the chapter explored the deficiencies of the separated Arabic language program that was applied since the beginning of education in Saudi Arabia until the year of 2007. Finally, this chapter concluded with a description of the new document of the integrated Arabic language curriculum.

Chapter 3

Review of Literature

Introduction

The purpose of this chapter is to explore the definition of “integrating language arts” and the benefits of using this approach to learning and teaching language arts. This chapter also explains how language arts are interrelated and summarizes the previous research that examined this topic in general and then goes to describe the language curriculum integration in the Arabic world. The chapter then summarizes the previous evaluative research on integrated Arabic language arts curriculum in particular. Furthermore, this chapter explicates the key rationales and the principles of the integrated Arabic language arts that have been cited in the literature. Additionally, the chapter reviews the goals of the Arabic language arts curriculum and the role of students in the integrated curriculum. Finally, this section concludes with a proposed approach about how the integration of the various components of the Arabic language arts could be accomplished, along with a suggested instructional approach and assessment methods that measure students’ learning of the Arabic language.

Definition of Integrating the Language Arts

Integrating the language arts has been described as “providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences” (Wagner, 1985). A closely-related term is “whole language” which refers to an approach or attitude toward learning that views language as a whole entity, whereby writing, speaking, reading, and listening should be integrated without planned sequence of teaching for these skills (Robinson, 1988). The whole language philosophy

emphasizes a literature-based program, rather than the traditional skills-related approach (Daise, 1994). The integration of language arts and the whole language approach emerged as a philosophy in the work of John Dewey. However, integration of the language arts started being implemented, as a practice in the US in the 1960s and 1970s in response to the success of earlier curriculum integration efforts in Britain (Lipson, Valencia, Wixson, & Peters, 1993; Smith, 1997).

Because people use language to interact, communicate, think, and learn, the focus in the integration approach is placed upon these aspects of language (Smith, 2003). The integrated language approach calls for natural learning whereby the educator can use selected literature as a proper context to enhance students' listening, speaking, reading, writing, and viewing abilities. Furthermore, the selected literature enables educators to focus on the variety of skills involved in learning a language, including reading comprehension, vocabulary, spelling, grammar, and handwriting. Each of these individual language arts can be optimally taught and learned in conjunction with the other skills. For example, students can learn reading through oral and written activities. When students attend to reading, they learn to write and then they can write drafts and read them to their peers. Thus, receiving and producing written language, empowers students to learn the oral language (Wagner, 1985).

The integrated language arts perspective involves a group of concepts concerning how children learn. The focus of this philosophy is on the authentic experiences and activities with language and literacy that interest the child (Morrow, Smith, & Wilkinson, 1994, p.2). The goal of the integrated language arts is to develop students' abilities to read and write independently and enhance their motivation to learn.

Moffett and Wagner (1992) understand the integration through the nature of using language for communication. These authors use the term “discourse” as the master language context that can be the best learning unit. It is the concept that designates the four types of verbal communication: sending and receiving, orally and in writing. Any type of communication can be a discourse whether it is a conversation, a lecture, a letter, a poem, a story or an advertisement. Moffett and Wagner direct the language arts teachers to “interweave all the language arts so that each will stimulate, follow up, and develop the other” (p. 8).

Benefits of Using the Integration of the Language Arts

Learning language by using it, which is the functional language learning, allows students to practice language frequently and purposefully, which can improve proficiency in language (Goodman and Goodman, 1983). Students’ reading and writing becomes meaningful if they have actual purposes for their practice. This method of learning can help students to see the practicality of language in fulfilling their communication needs (Sanner 1985). Integration of the language arts “presents language in the context of communication process by bringing the sending and receiving ends of this process together as they are in real functional communication.” (Sanner, 1985, p.27)

Using the integrative approach to teaching language for young kids does not diminish the importance of the phonics approach. This approach can be combined with the phonics approach (Thomas 2000; Smith, 2003). This trend comes from the belief that phonics alone is not sufficient to promote strong reading skills. Children need to have both direct skills instruction and be exposed to interesting reading materials that reinforce those skills. Combining reading and writing allows students to use phonetic skills to facilitate spelling. The writing process reinforces the reading skills and helps develop thinking skills in young

children. Comprehension and composition are the conceptual-level skills involved in reading and writing that can be developed through integration. Students can use comprehension to enhance composition and vice-versa (Sanner, 1985).

Eckhoff (1983/1985), and Moffett (1983), explain in details how children embrace the structures of what they read in their writing. “Students who read will come to know at conscious or unconscious levels, most of the elements fundamental to growth in composition.” (Miller, 1982, p.69). Young kids learn how to speak by listening to people speaking. They incorporate what they hear into their speech. The same case is true when it comes to reading and writing where students benefit from good reading examples in their writing (Sanner 1985).

The Interrelations of the Language Arts

Language arts are traditionally divided into four areas: listening, speaking, reading, and writing. However, these four areas are deeply related and can be integrated with each other. The strong relationship between the language arts makes it possible to see language skills in many different ways. For example, writing and reading are written language, while speaking and listening are oral language. In terms of the processes of the language arts, writing and speaking are expressive aspects of language, while reading and listening are receptive aspects of the language (Fox and Allen, 1983). Each segment of the language is attached to the other segments and influenced by them.

Wittrock (1983) in his article *Writing and the Teaching of Reading* explains the reading and writing cognitive process by saying that “Good reading, like effective writing, involves generative cognitive processes that create meaning by building relations between the text and what we know, believe, and experience.” (Jensen, 1984 p.77)

Regarding reading and writing, both of them are composing processes and social acts of communication. Both depend upon experience and background knowledge and are influenced by context and purpose. No one can write without reading because reading is “an inherent part of the writing process” (Morrow, Smith, and Wilkinson, 1994, p. 20). We get some of our knowledge from reading and use that knowledge in writing. Students learn about writing through reading; when they read good literature, they learn how to write that kind of genre. Students internalize a variety of structures through reading and come to know consciously or unconsciously most of the elements of composition. Young children learn through reading the relation between letters and sounds and the conventions of print and punctuation. On the other hand, writing supports reading; when we write, we read our writing and evaluate our beliefs and values. Writing invites us to revise the initial meaning that we have built for the texts we read (Morrow et al., 1994). Writing before reading has a positive impact on reading comprehension of a text on the same topic. Students’ writing can help them to realize the cognitive and linguistic processes when they read. For example, they can understand the relationships between main ideas and supporting details when they read by constructing such relationship in their writing (Morrow et al., 1994). Students use in reading the schema learned from writing. Through writing, students become familiar with the genre and consequently, they notice the strategies in the texts while reading and become more appreciative readers (Sanner, 1985). Writing also improves word recognition because acquiring the ability to write simplifies decoding words in reading (Harp & Brewer, 1991).

Because comprehension and composition in reading and writing involve constructing and creating meaning, and because both are process-oriented thinking skills, integrating reading and writing would be a good way to develop them together (Sanner, 1985). It is also

possible that composition through writing could benefit comprehending in reading. Holbrook (1987) found that “almost all studies that used writing activities specifically to improve reading comprehension or retention of information found significant gains” (p.216).

Integrating reading and writing helps students use writing to think about what they will read and to understand what they have read. Combined writing and reading can produce greater reading achievement. It can also stimulate motivation to reading and create an attitude to learning (May, 1990).

In practice, when students read, they can write during and after reading. When they read a story, for instance, they use their prior knowledge to make predictions about the story. They also make connections by bringing personal experiences to the text and writing marginal notes. Through the pre-reading activity, teachers can ask students to write down predictions of what the story will be about. After reading the text, students can reread it or part of it silently and write down their reactions. Students can also think about what happens next in a story and write a few lines to finish the story and then compare what they have written to the real version. Students can also write interpretive questions on note cards to be used for discussion (Olson, 2002).

Writing about reading enhances comprehension and stimulates critical thinking. Therefore, teachers should reinforce the connection between reading and writing through learning activities (Grega, 2006). According to Grega (2006), reading skills can be integrated into student writings through the use of several activities including double-entry journals to provide a purpose for reading and encourage critical thinking. The students generate questions and look for answers to them as they read. While reading, students can stop and write predictions about what will happen next. When they finish reading, the teacher can ask them

to write a summary of the reading selection. Students can also respond to what they read by recording observations and reactions to the reading choices.

Writing during or after reading trains students in recording, analyzing, and connecting information which lead to better comprehension of the text they read. When students write about what they read, their comprehension is improved. This type of writing can be personal reactions, analyzing, interpreting or summarizing the text (Graham and Hebert 2010). On the other hand, “students reading skills and comprehension are improved by learning the skills and processes that go into creating text, especially when teachers teach the process of writing, text structures for writing, paragraph or sentence construction skills” (Graham and Hebert, 2010, p.5).

Research about English Language Curriculum Integration

The integration philosophy is built on research in diverse fields about the complex relationship between thought and language on one hand, and language and literacy acquisition on the other hand. Some research findings indicate that children beginning school have already learned many word-order principles, semantic relationships, and sentence-combining transformations. In fact, human language capabilities grow as language is used for real purposes, such as communication, without formal coaching, or direct instruction. Children learn to read and write as they learn the basic structures of the language naturally (Weaver, Stephens, & Vance, 1990).

Some of the studies conducted in this area support the integration approach in teaching language based on its positive impact on communication and language competency. Most of the other studies examined the reading and writing relationships and discovered the positive effects of reading on writing and the positive effects of writing on improving students’

reading comprehension. Only very few studies were conducted to discover teachers' attitudes and perceptions toward using the integrated approach or the whole language approach to teaching English.

1. Studies on Impact of Integrating Language Arts Instruction on Language Competency

Bossone and Troyka (1976) compared an experimental approach that integrates reading and writing instruction with the other methods that were used by the schools in New York City. Results showed that approximately 80% of the experimental group, improved in their writing by the end of the semester, while only 45% of the control group improved their writing.

Samway and Alvarez (1987) examined the impact of integrating language arts instruction for minority students. The authors described changes that occurred in the classroom of one teacher as a result of her efforts to integrate language arts instruction into an English as a second language (ESL) class. The changes involved the use of writing stories, instead of simply copying letters, words, and sentences, and other exercises directed toward development of higher-level cognitive as well as more basic linguistic skills. The use of this cognitively based approach has made students more eager and better able to communicate, despite their limited fluency.

Another study by Morrow (1992) used an experimental design to investigate the impact of a literature-based program on the literacy achievement, use of literature, and attitudes toward reading from children with minority backgrounds. He found that the second-grade children in the treatment group did better on all literacy measures except for the standardized test, where no differences were found. Students in the intervention group read more, had higher scores in story retellings, had higher comprehension scores, and created more original

stories. He found no differences between the performance of children in the school-based program and the home- and school-based program.

Langlotz (1992) studied the effects of an integrated curriculum on reading achievement of second grade students. After one year of instruction using the integrated approach, the investigator compared the students' comprehension and vocabulary scores with the prior year's scores of second grade students who were taught using a traditional curriculum. The results showed that the integrated approach did have a significant effect on students' comprehension. As to reading vocabulary, results showed no significant effect.

Schaefer (1996) developed and implemented an integrated/interdisciplinary language arts curriculum to examine the effectiveness of it on students' reading achievement. The investigator used the Norm-Referenced Assessment Program for Texas to compare the reading achievement of seventh-grade students who received the integrated/interdisciplinary curriculum with seventh-grade students who received a traditional, discipline focused curriculum. The findings showed encouraging effects on the reading scores of students who received one semester of the integrated/interdisciplinary curriculum. Their scores were significantly higher on the reading portion of the assessment than students who received the traditional curriculum.

Similarly, Rizzato (1996) compared student achievement in an integrated curriculum at an intermediate school level with student achievement in a non-integrated, traditional instructional curriculum in the areas of reading, writing, and language development. The study included multiple grade levels and three degrees of integration: high, moderate and low integration. Three schools participated in this study for the three integration types. In each school there was a treatment group for the integrated program and a control one for the non-

integrated program. The study found that the integrated curriculum in each school had positive impacts on students' outcomes in the intermediate school in reading, writing, and language. This study is one of the numerous studies that evaluated subject areas integration. It examined the integrated approach which focuses on common themes, strategies and skills. Because of the thematic instruction in this study and its effects on language development, it seems to be close to the studies about the integration within the language arts that was mentioned here.

In another study by Parmer, Thomas, and Kazelskis (1997), the investigators examined the effectiveness of an integrated language arts instructional format for teaching reading compared with the effectiveness of the typical traditional reading program. Results indicated that the integrated language arts format for reading instruction increased reading comprehension performance but had no significant effect on word recognition performance.

Yet another study by Baumann and Ivey (1997) conducted to explore second-grade students' learning progress in reading, writing, and literature through a yearlong program of strategy instruction integrated within a rich, literature-based environment. The first author was a full-time teacher for the entire school year and the second author was a participant observer in the classroom. These two investigators examined students' personal journals, analyzed students and parents interviews, videotaped regular classroom literacy activities, examined artifacts of students' reading and writing, and made assessments of students' literacy learning. The results of this study discovered that students improved their reading level and demonstrated more engagement with books. They also developed word identification, fluency, and comprehension skills and became able to write better than before the program.

2. *Studies on Effects of Reading on Writing*

DeVries (1970) studied the effects of reading experience on writing. The author set up a control group and an experimental group of the fifth grade students where the first group wrote two themes per week and the other group read free reading but did not write. The results showed that the experimental group improved in writing more than the control group. Those students who did extra expository reading instead of writing wrote better expository compositions at post-test time than students who wrote two themes a week. The results of this research show how reading practice is effective in improving writing ability.

In another study by Bereiter and Scardamalia (1984), conducted to examine the effects of reading on writing, the investigator involved students ranging from grade five to graduate school and showed them a fiction novel and then asked them to write a piece of fiction of their own in the same genre. The results showed that students imitated concrete, word-level features, and that only few students were able to understand the structures of the genre through reading only one example.

In a similar study by Eckhoff (1983) which was conducted to discover the effects of second-grade students' reading on their writing, the investigator analyzed reading texts and writing samples from two classes. One group of those students read a highly simplified textbook while the other group read a text containing many literary forms. The investigator found that those two groups of children used linguistic structures from the reading texts. The group of children who read the simplified texts tended to use more simple sentences in their writing whereas the other group who read the literary forms tended to use more elaborate sentence structures found in their texts, such as subordinate clauses, infinitive phrases, and

participial phrases. The investigator recommended that teachers provide students with a variety of literary models.

Armani (1994) studied the effect of the use of literature on writing. Her study involved a group of twenty-one third grade students from a suburban, public elementary school in western New York. The researcher divided the students into two groups: The first group composed a writing sample with no prewriting activities provided, while in the other group the examiner read aloud selected literature to the class prior to assigning a topic and discussed the story elements. After collecting two separate writing samples from the students, the author found that there was a significant mean score difference between the writing samples of the non-literature and literature groups with the literature group scoring higher.

3. Studies on Effects of Writing on Reading

Soundy (1978) conducted a study to investigate the effects of writing experiences in the expressive mode on children's reading comprehension and writing ability. This 16 week study involved 115 students from six classrooms in grades three through six. The investigator added 15 minutes of daily expressive writing practice to one group and sustained silent reading to the other group. The results revealed a significant effect for expressive writing practice on the students' comprehension and on the students' expressive writing ability compared to students who participated in sustained silent reading.

Collins (1979) studied the effects of a method of combining expressive writing practice with reading on college freshmen's reading comprehension and achievement. After a semester-long course, the investigator found that integrating reading and writing improved students' reading comprehension significantly compared to the control group which was taught by reading instruction alone.

When Stotsky (1983) reviewed many studies that investigated reading and writing relationships, her review showed that “better writers tend to be better readers, that better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers” (p. 636).

A study by Ramey (1989) was conducted to compare the effects of two forms of shared journal writing and story reading on the reading development of first-grade students, the results revealed a significant effect for treatment on reading comprehension. These results also showed that, on the reading comprehension, students who self-selected topic for shared journal writing scored significantly higher than students who collectively selected topic for shared journal writing and other students who only read the story.

Another study by Roy (1991) investigated the effect of integrating a journal writing component in basal reading on students’ reading and writing abilities in fourth and fifth grades. The analyses of reading and writing pretest and posttest scores showed that students who used the writing component differed significantly from students who did not use the journals in their vocabulary and writing scores, while there were no significant differences between experimental and control groups in reading comprehension scores. The investigator recommended more integration between learning experiences in reading and writing at schools.

In another similar study, Adams-Boating (2001) investigated the effects of journal writing on students’ reading comprehension. The results showed that using journal writing after reading improved second graders’ ability to comprehend texts.

Similarly, Wong, Kuperis, Jamieson, Keller, and Cull-Hewitt (2002) investigated the effects of guided journal writing on students’ story understanding. Students wrote responses

to characters and their actions or other information from the text. The results showed that students who wrote journals significantly exceeded students who did not write. Results also indicated that the treatment students believed that the writing helped them understand the story and think deeply about it. The investigator suggested integrating reading and writing practices at schools.

The meta-analysis Graham and Hebert (2010) conducted showed clearly the effects of writing on improving students' reading. Many empirical studies in that report revealed that writing about text enhanced students' comprehension of it. Moreover, that report indicated that increasing the amount of students' writing improves their reading skills. The researcher reported that "writing about a text proved to be better than just reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction" (p.14).

4. Studies on Teachers' Attitudes toward Using the Integrated Approach

As to teachers' attitudes and perceptions toward using the integrated approach or the whole language approach, only a few studies were conducted in this area. Some of these studies examined teachers' attitudes toward the interdisciplinary curriculum and its effects on students' learning of the subjects, including language arts. For example, Murphy (1993) conducted a study to investigate interdisciplinary curriculum influences on student achievement, teacher and administrator attitudes, and teacher efficacy. The investigator compared student achievement on the district's criterion referenced tests with student achievement in interdisciplinary classes. The researcher also examined teachers' attitudes toward an interdisciplinary curriculum. The results of student achievement showed increase in proficiency in English and Introduction to Science II skills. The data about teachers and

coordinators of interdisciplinary curriculum showed positive attitudes toward the instructional impact of that curriculum on students learning. Although this study was one of many studies about interdisciplinary curriculum and the integration of subject areas, not the integration within the language arts, it was brought up here because of its partial relation in terms of the teachers' attitudes.

In another study, researchers Hall and Napier (1994) examined teachers' attitudes and perceptions in the state of Mississippi toward the whole language approach to teaching reading. The number of the elementary teachers who participated in this study was 156 teachers. Some of them electively used the whole language approach while others were mandated by their school districts to do so. The results of this study revealed that these elementary teachers largely supported the use of the whole language approach to teaching reading as compared to the basal approach.

Barnes and Hayes' study (1995) examined the extent to which high school English teachers are integrating the language arts in their classrooms. The investigators interviewed two hundred thirty English teachers and sent a questionnaire to get the teachers responses about the methods they use to teach English. The results of this research showed that although more than ninety-three percent of the teachers responded that they integrate writing, speaking and listening, their classroom practices do not conform to the integration curriculum guidelines issued by the State. Only twenty percent of those teachers gave examples in the interview about how they accomplished the integration.

Another study by Koral (2003) investigated the attitudes of the Anadolu University's School of Foreign Languages (AUSFL) teachers' and coordinators towards integrated reading and writing instruction and techniques. The data from interviews and questionnaires showed

that the writing coordinators were in favor of integration, while the reading coordinators were largely satisfied with the curricular separation of reading and writing. The results also discovered that the teachers believed that the selected integrated methods were generally applicable and beneficial for students.

Curriculum Integration in the Arabic literature

The philosophy of integration is also presented in the Arabic educational books. This understanding of the unity of the language was expressed as early as 1961, when Abdul-Aleem Ibrahim (1961) called for a more comprehensive method of teaching of the Arabic language arts. His approach showed that the reading should be backed up with rules extracted from the text itself. For him, reading the text is a learning experience around which should orbit all other linguistic studies, such as memorization, dictation and drills. Ibrahim supported this method by saying that students would psychologically benefit from the meaningful teaching stream provided to them. The variation offered within the overarching entity of the text offers a way to present students with a method that deals with the texts from several standpoints. These perspectives offer a specific kind of emphasis thanks to the repetition, yet keeps this repetition from becoming boring to the student. According to Ibrahim (1961), having the source of teaching as the linguistic expression provided by the text, being it a literary narrative or poetry in which all elements of the language take form, allows students to read, understand and discuss which would allow them to express their own ideas. These exercises remain united thanks to the common content while helping students to develop a rhetorical skill.

Principles of teaching using the integrated approach are explained by the Arab theorists with a focus on the linguistic principles. One of the important linguistic principles

for the integrated approach in the Arabic books is to make sure that there is no separation between the symbols or form taught and the content meaning. This is because the language is not only a written script, nor it is spoken words, but it is rather a whole system that should not be weaned from its meaning, since the spoken and written would not fulfill its purpose if it does not express a meaningful concept. For instance, when reading without intonation, as some of students do, there will be a gap between the performance and the content that inhabit the text. Therefore, by reading like this, students negate the unity of the language and have restricted it to abstract terms that do not hold meaning. Similarly, students' writing should also take into consideration the unity of form and content. Writing then, should also take into consideration the markers of the language since writing without any punctuation or structural organization means that the student did not master the elements of writing which can confuse meaning. If every teaching instance of the language has to have a concordance between the form and content, then teaching students such a language through literature or poetry without teaching the meaning behind such pieces is a lacking approach. At the same time, dictating a text to students without their learning its meaning is a weak approach to teaching the language. For this reason, every teaching instance be it oral form and content, or written form and content should not be separated in order to preserve the unity of the language (Al-Moosa, 2003).

Some of the Arab educators continued criticizing the methods and textbooks used in teaching the Arabic language in the Arab countries by explaining how these textbooks use examples that would explain the grammar rules for instance, without giving students authentic and functional reading. These examples are sometimes severed from the students reality and do not convey a meaning outside of the classroom. Such examples do not add any meaning

but that of the explanation of the rule. Another example of the critique of the Arabic language teaching is explaining the words by providing synonyms and asking the students to copy these pairs into their notebooks, which does not provide a good method of teaching since these words are isolated units of the language. This is due to the fact that the word should be learned by the student without any contextual rupture. These kinds of thoughts come from the reality that a student comes to the early levels of school having already a wide array of words and concepts in mind without having to learn them through synonyms. The unity of the elements of language requires that the assimilation of a word should be part of learning the whole sentence without isolation. This is because the word is an entity that actively helps in understanding the sentence, while at the same time, the sentence and its structure help understand the meaning of the word. This explains how understanding the grammatical rules happens only through understanding the small entities of the sentence. This concept is also extrapolated to the larger text, since understanding the text might help understanding its syntactic unities (Al-Moosa, 2003).

Language Curriculum Integration in the Arabic World

The integration philosophy is also presented and practiced in the Arabic curriculum in some of the Arabian Gulf countries: United Arab Emirates, Kuwait, Bahrain, and lately in Saudi Arabia. It is also practiced in Jordanian language arts curriculum. In the United Arab Emirates for example, the Arabic language is taught using two textbooks, the first is titled *Arabic Language* and the other is called *Language Application*. The *Arabic Language* textbook is built according to four domains assigned by the curriculum book and through several themes related to students' interests, environment, and life such as Islamic values, social values, social activities, science and innovation, work, and so on. Every theme contains

several topics to be studied in detail and some of these topics are directed to be read by the students individually in their spare time. In these books the reading subject is considered as a center for studying the four language arts and every lesson is a complete unit where the language arts and skills can merge and integrate and every activity presented in the *Arabic Language* textbook and *Language Application* textbook emerges from the reading subject. In the *Arabic Language* textbook, the reading passages are employed for the oral communication skills through the reading activities, comprehension, appreciation, language use, and speaking. Whereas the *Language Application* textbook is designated for writing activities, more comprehension activities, language use, dictation, and hand writing. The reading skills were given more attention including corrective reading, loud reading, organized reading, conscious reading, and silent reading. Speaking and writing are emphasized in both of these books in functional methods and living situations that can improve the students' ability to express through answering questions and reacting to pictures and drawings related to each subject. The books also link students to life situations that make them speak impulsively and fluently. As to writing activities, the *Language Application* textbook trains the students on writing paragraphs in a sequential matter. In addition, the textbooks train students on the functional writing such as advertising, directions, letters, invitation cards, and filling forms. These books train students on language use through choosing some of the language expressions and structures from the reading passages and applying these expressions in new situations. Regarding syntax and grammar, the textbooks present grammatical skills as language structure to be imitated and reproduced in students' speaking and writing. The textbooks also present different writing activities that train students' on spelling and writing conventions through many dictation exercises. The good thing in these textbooks is that learning

experience is presented to students in different activities and linguistic games in different styles that motivate students' in self-learning and interaction with the presented learning experience. The textbooks give students some answer keys and direct them to reading, search, discovery, and language reproduction (UAE Ministry of Education, 2001/2002).

In Saudi Arabia, the Ministry of Education recently developed a new Arabic language arts curriculum that adopts the integrated approach of the linguistic skills and its different elements in the elementary and middle school. According to this Arabic language curriculum document, this adoption is based on the following logical and scientific arguments that back up such a decision:

1. The deep belief that the language arts are nothing more than the language itself, and teaching each branch in connection with the other or in connection with the language as a whole allows it to unfold its functions in a proper way.
2. The teaching of the linguistics rules of grammar and writing conventions in a normal setting, results in a rapid and efficient comprehension of the language functions by the student.
3. The coherent nature of the language calls for a coherent teaching method.
4. Teaching the Arabic language in this integrated method makes it possible for student to connect with the text and deeply interact with its different aspects. This builds student's perception of the language and allows him/her to spend more time with the same text which results in a deep connection with the meanings of the text and makes it easy for the student to extract the values imbedded in it.
5. The abolishment of the artificial barriers of the language is specifically requested at the early stages of the learning and teaching of the language, since the dislocated entities of the language are easily forgotten by students and not

readily remembered when a student needs to use the language as a whole (KSA Ministry of Education, 2007, p.46).

In light of the Arabic Curriculum Document, the Saudi Ministry of Education developed the new integrated Arabic language textbooks for grades 1-9. These textbooks were built through several units related to students' interests, environment, and life such as Islamic values, social values, social activities, science and innovation, work, and so forth. The reading topics are considered as the center for studying the four language arts where language skills can merge and integrate. The reading passages are employed for the oral communication skills through the reading activities, comprehension, appreciation, language use, and speaking. Writing activities, dictation, and handwriting are also emphasized through the after-reading activities. Speaking and writing are emphasized in the textbooks through answering questions and reacting to pictures and drawings related to each subject. These books train students on language use through choosing some of the language expressions and structures from the reading passages and applying these expressions in new situations.

In the introduction of the students' textbooks, the authors stated that these texts were written based on a set of educational principles, namely:

1- The principle of units; where the textbooks were divided into eight units, each unit is extended over three weeks (24 hours).

2- The principle of integration through the following:

- Linking all the components of the unit to the main theme.
- Making the reading text a starting point for teaching the four language skills (listening, reading, speaking, and writing) and language lessons (functional grammar, linguistic categories, linguistic styles, spelling, and hand writing), with the need sometimes for

short texts or complete sentences related to the unit theme when teaching components of the linguistic lesson.

- Harmonization between the activities of writing and the activities of reading at the level of content and lexicon.
- Connection and integration as much as appropriate with the other subject matters based on the fact that language is a tool to learn all subjects.

3- The principle of self-learning, which includes the development of students' ability to utilize knowledge sources, and depend on themselves to search, study, and find information. Self-learning enhances the skills of research and discovery and support the idea of "teaching students how to learn" where a learner is not only to receive information, but rather seeks to collect it from its original sources.

4- The principle of constructivist learning, in which learning becomes meaningful for students and information becomes retrievable since learners make efforts to build it.

5- The principle of communication, which considers language as social behavioral habits and an entity that develops and grows in light of the community and its members. This approach of teaching and learning language enhances and strengthens students' communication skills (KSA Ministry of Education, 2010, pp. 7-8).

Research about Language Curriculum Integration in the Arab World

Although teaching Arabic using the integrated approach is being practiced in the Arab World, very little research studies have been done on it. In 1999, the King Faisal schools in Riyadh conducted an experimental study to teach the Arabic language arts using the integrative approach. The study team developed Arabic textbooks to be used in teaching students in one section of fourth grade. The result of the study indicated that there were no

differences between students in the experimental group and the control group in terms of student achievement. During the following years, the study continued on the same fifth grade section and then the sixth grade section. Although there were not much difference between the experimental and the control group, the results indicated that the students in the experimental group were more interactive with the new integrative approach. They also gained new skills such as finding information from their sources and development of comprehension skills. In 2002, the schools applied this approach on all students in the three upper grades of the elementary school (Abu Annab, 2002).

In a study by Muhammad (2002) about the difficulties of teaching Arabic language arts in the integrative approach in the middle schools of Bahrain, the researcher stated that in contradiction with the expected results of the integrated method in the Arabic language arts in the middle schools, the problem of the low level of performance of the students in Arabic remained the same. This was due to different obstacles that hindered the application of this approach in an efficient way. Thus, the expected results of such methods were not reached. These obstacles have been almost unanimously identified by teachers, namely the overcrowdedness of the classes mentioned by 94% of the teachers. Around 91% of the teachers stated that educational means were not sufficiently provided to properly teach the Arabic language arts. The teachers' guide, meant to familiarize the teacher with this new approach did not clearly explain how to teach the Arabic language arts according to the tenets of the integrative approach. On the other hand, 88% of the teachers asserted that the resources, such as books and learning facilities provided by the Ministry of Education, remained poorly distributed even under this new approach. The same percentage of teachers affirmed that there was not enough support from the administration to make this approach work. About 84% of

the teachers asserted that they did not have enough time to prepare integrative exercises due to the administrative teaching burden they have to carry out. Around 81% of the teachers also blamed parents for the lack of support they showed to this approach. Moreover, 75% of the teachers believed that the classroom and scholastic environment were not fit for such method. In addition, 71% of the teachers affirmed that the textbooks used were poorly designed according to the integrated approach. Furthermore, 69% of the teachers mentioned that the educational supervisors did not support teachers to implement this approach because of their responsibilities in administrative work.

In conclusion, the study recommended the instauration of several training sessions for the teachers of the Arabic language in order to explain how to teach according to the integrated approach and to develop their different teaching skills. Also, the study recommended the improvement of the scholastic and classroom environment along with a drastic reduction of the number of students in the class. The study also recommended providing different learning resources including tools and materials. This study also recommended the rebuilding of the students' textbooks based on sound foundations of the integrated approach. Another suggested remedy was a thorough revision of the teachers' guide to clearly explain how to teach the different language arts. Another suggested solution was the active involvement of the educational supervisors through increasing their knowledge level and freeing their administrative schedule. This study also called for a more proactive involvement of the parents through sensitization campaigns.

Al-Dosari (2004) indicated in his report to the Ministry of Education of Bahrain, that there was a flagrant weakness in the students' achievements in the Arabic language arts efficiencies in both elementary and middle schools. He attributed this issue to different

causes, namely the poor design of the textbooks of the Arabic language, as it did not help the students to learn the skills of the Arabic language arts. These books changed the lessons of the Arabic language into common knowledge sessions discussing the content of the texts rather than focusing on the linguistic skills imbedded in it. The books also showed a random selection of texts that did not follow a clear path of development from one class to another. The texts also lacked a sufficient number of exercises and rules that allow the student to absorb the rules targeted. This report concluded by stressing the importance of designing a better version of the textbook that would address the deficiencies mentioned above.

The research committee in the Jeddah district of Saudi Arabia in 2000 conducted a study about the problems facing the Arabic language teachers in the elementary school using a questionnaire distributed to 200 teachers. The study indicated that 53% of the teachers agreed that one of the problems they face is the multiplicity of Arabic language branches.

A study by Al-Baar (2000), analyzed the Arabic grammar curriculum in the Saudi elementary schools. The study recommended teaching Arabic language arts in an integrative approach. Another study by Hamdan (2000) on supervising the Arabic language teachers in the elementary schools demanded developing language arts program based on the integrative approach and whole language philosophy as a solution to the problems encountered by the teachers.

The Rationale of the Integrated Arabic Language Arts

During the last two decades, there was a concern in Saudi Arabia about students' level of performance in the Arabic language skills. It was believed that students' performance levels were significantly low in terms of the language skills, especially reading and writing, compared with acceptable levels of performance as identified by the Ministry of Education.

Several conferences have been organized to address the problems of teaching and learning of the Arabic Language. For instance, the conference sponsored by the University of Imam Muhammad Ibn Saud in Riyadh (1995) which was all about “The Phenomenon of Weakness of the Arabic Language Performance and Usage at the University Level”, emphasized the fact that the mastery of the Arabic language has been decreasing to a noticeable degree. Another conference was sponsored by the Ministry of Education in 2000 under the theme of “Teaching the Arabic Language at the Elementary Level: Reality and Hopes”. This conference emphasized in some of its papers the influences of teaching language arts separately on students’ learning of communication skills and brought this issue to attention of educators and educational-policy makers alike. These conferences have been organized as part of a movement that called for bettering the learning and teaching of the Arabic language.

According to Al-Shallal (1995), the Ministry of Education noticed a decrease of the level of the students in the Arabic language. This decrease in the level even affected the graduates who in turn are teaching the Arabic language. This obliged the Ministry to address the issue by instituting several policies targeting the teachers of the Arabic language nationwide and several endeavors to develop Arabic curriculum, which are mentioned in detail in the previous chapter.

Through 15 years of experience as a teacher of the Arabic language arts and later as a supervisor in the same field, the researcher can confirm the findings of the Ministry of Education when it comes to the decrease of the level of proficiency of the students in the Arabic language. This weakness in communication can be distributed among, reading, writing and composition, oral, and listening skills. These aspects of weakness are particularized in the previous chapter.

In 2003, the Ministry of Education undertook the implementation of what was called the Comprehensive Project for Curriculum Development. This project consisted in reforms that touched all the subject areas including language arts. This project ended by creating a language arts curriculum that listed the goals, the objectives, and contents of each subject area along with the methods of teaching and the technological tools of education. This chart also included detailed learning activities and assessment and evaluation methods, and finally the standardization of writing the textbook for each subject area.

This newly adopted document clearly regarded the introduction of the integrative approach as a crucial change in the way the educational process will be carried out from then on. This document included the following statement as a reason for its creation:

“The dissociation that affected the linguistic experience witnessed in the different branches of the curricular was the main cause for the palpable weakness in the capacity of implementation of the different capabilities acquired in a productive way. This led to reconsidering the Arabic language curriculum, which resulted in the adoption of the integrative educational approach as a means of addressing the dissociation and create a comprehensive system. This will present a remedy for the dissociation of language and will avoid a dislocation of the linguistic entity which would have spoiled and disnatured the core of the language” (S. Almoaiqel Trans, Ministry of Education, 2007, p.10).

In its applications of the integration, the Ministry of Education emphasized that the underlying principle of the integrated curriculum entails the use of a range of authentic, natural, and functional materials to help build students’ literacy through integrating oral and written language development with conceptual learning. The integration within language arts curriculum should support children’s development in solving problems, using resources, and working collaboratively.

According to the language learning theorists, students learn language when they use it for real purposes. Learning language in this functional way helps students see the usefulness of language in fulfilling their communication needs. “Talking, writing, reading and listening in school should imitate these kinds of meaningful communication” (May, 1990, p.260). The focus should be placed on learning and using language rather than learning about language. Thus, integration within language arts can promote the functional language learning by presenting language in the context of the communication process. Language learning in the classroom should be made to be more like the actual way people learn language in their lives.

The Principles of the Integrated Arabic Language Arts Curriculum

Based on the interrelated nature of the language arts, the integrated Arabic language arts curriculum should consider the following principles that were found in the English language programs, since the principles of learning and teaching languages are substantially similar:

1. The Arabic language arts content standards should not be viewed as areas to be taught and assessed sequentially or in isolation.
2. The curriculum should be centered on reading experiences, which include good collections of narrative and expository readings and literature.
3. The learning experiences should be designed to meet the students’ individual needs.
4. Reading activities should include language experiences, reading strategies, reading skills, and comprehension strategies.
5. Each student’s level of cognitive developments should be considered in the planning of learning experiences.
6. The curriculum must provide many opportunities for students to develop oral language skills.

7. The curriculum must provide experiences for concept development and vocabulary development.
8. The program must provide many learning activities to develop and extend students' thinking skills.
9. Grammar-based activities should be incorporated into the reading and writing activities. Definitions and rules that are important for communication should be provided in the context of the students' own speaking and writing experiences to help in producing clear communication.
10. Listening activities should be provided to improve students' listening.
11. Discussing and sharing opportunities should be planned and conducted in the classroom.
12. Writing conventions and handwriting skills should be taught in relation to writing.
13. Students must be given many opportunities to write different narrative and expository writing with immediate feedback from the teacher and others to improve the quality of their writing.
14. Writing experiences should be purposeful and meaningful for students (Fisher & Terry, 1982, p. 347).

The Arabic Language Arts Curriculum Goals

According to the old curriculum documents in Saudi Arabia, Arabic language arts curriculum aims to realize the following objectives:

1. Expanding students' repertoire of Arabic language usage in different situations.
2. Improving students' reading skills including oral and silent reading.
3. Expanding students' vocabulary and improving their comprehension.

4. Developing students' listening and speaking abilities.
6. Improving students' abilities to express ideas clearly in writing.
7. Developing students' skills in spelling, handwriting, and using punctuations.
8. Enhancing student's appreciation of the beautiful language styles.
9. Improving students' motivation to free reading.
10. Improving students' skills in using language by practicing language grammar and writing rules (KSA Ministry of Education, 1988b).

Although the curriculum goals included the essential skills, integration wasn't clearly mentioned. They also paid no attention to *creative* writing, *creative* and *critical* listening and speaking. The curriculum documents also ignored viewing, understanding, and using of the mass media (newspapers, magazines, television, and films). The documents also omitted or ignored nonverbal language which is part of many language arts programs (Fox & Allen, 1983). However, the objectives of the Arabic language program in the 2007 curriculum document included the notion of integration and mentioned an important goal which is using language successfully for the different intellectual and communicative functions (Ministry of Education, 2007, pp.20-21).

The Role of Students in the Integrated Curriculum

From the integration perspective, students should engage in authentic and purposeful communication activities (May, 1990). Students should discover a variety of literary genres of reading. They should explore purposes for writing and be able to gather information from a variety of sources (Delaware Department of Education, 1995). Students should "become proficient with written expression...strategic and independent readers, enjoy the experience of reading, choose reading as a pleasurable activity, develop skills in analysis and interpretation,

listen actively to comprehend and respond, and apply concepts and skills to solve problems in real situations” (Montgomery County Public Schools [MCPS], 2001).

The International Reading Association (IRA) and the National Council of Teachers of English (NCTE) set the following rules for students in the English curriculum:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of their country and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
10. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information) (IRA & NCTE, 1996, p.3).

How to integrate the content

The content of Arabic language in the integration approach is centered around working with pieces of real literature and other expository pieces. Teachers focus on reading comprehension, vocabulary, spelling, writing strategies, thinking skills, handwriting, listening, and speaking. Literature and expository reading pieces can provide context for teaching the processes, skills, and strategies of listening, speaking, reading, writing, and viewing.

For example, a lesson centering around a poem could involve getting into the work by exploring students' prior knowledge about the topic, reading the poem aloud and having students draw images of what they hear, and then writing something in response to the poem. Children also learn that print is supposed to make sense and that they are responsible for interacting with the text to construct meaning (Morrow et al., 1994).

One of the important methods of organizing and integrating language arts experiences is through the process of webbing which involves mapping a variety of activities that are related to one theme, topic, book, or concept. This web is a valuable resource for listing, speaking, reading, and writing activities. For example if the topic is about foods, it includes reading experiences about the topic and many different activities centered around developing thinking skills, vocabulary, writing experiences and other different language experiences (Fisher & Terry, 1982, p. 344). This model can be illustrated through figure 3.1, presented in Tompkins and Kenneth's work, which explains the theme cycle resources (Tompkins & Kenneth, 1995, p. 566):

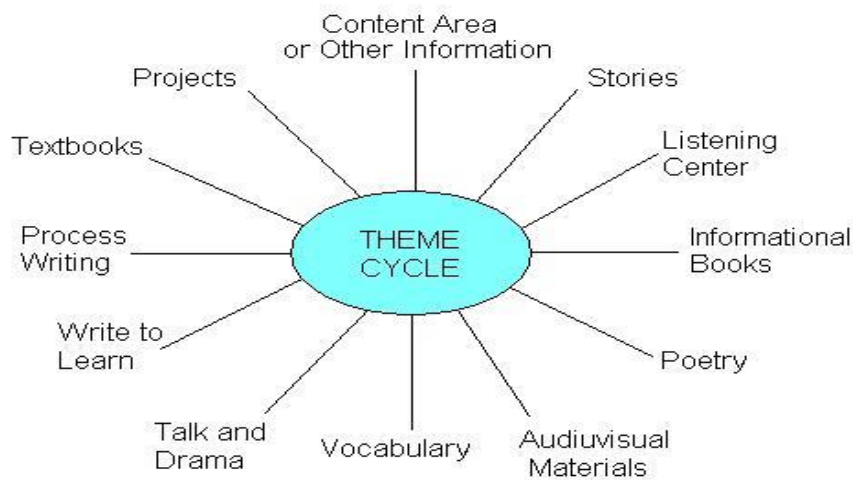


Figure 3.1: Integrating Curriculum through the Webbing Model by Tompkins and Kenneth

The previous model is very close to the approach teachers take in teaching English in the United States of America, where teachers organize units of their English curriculum around broad themes. The units they use combine relevant literature and other texts with the language study and process (Gaughan, 1997).

In the State College Area School District (in Central Pennsylvania) for instance, the English language arts program states that “Reading, writing, research, listening and speaking skills may be taught in the context of what students are learning through a balanced literacy program” (State College Area School District, 2010).

Through curriculum integration, students can deeply understand the themes and units that can be built based on topics in the other subject areas, such as social studies or science. This kind of integration makes learning and practicing language arts relevant and purposeful. It is also a good way of making effective and efficient use of the instructional time (Manitoba Education and Youth, 2003).

Reading and Literature in the Integrated Curriculum

Reading is “the complex, recursive process through which we make meaning from texts, using semantics; syntax; visual, aural, and tactile cues; context; and prior knowledge” (IRA & NCTE, 1996, p.57). Students learn reading strategies and skills such as word recognition, comprehension, and fluency through reading many narrative and expository readings.

Reading is necessary for all students in order to succeed throughout their lives as learners. Therefore, a reading curriculum should enable students to read different literary, narrative, and informational texts. The reading program should permit students to select reading materials for themselves, alongside the assigned materials (New Hampshire Department of Education, 2006). The curriculum should include authentic examples of

literature as well as informational texts. According to Walmsley and Walp (1990), genuine reading “involves experiencing real literature for a variety of purposes” (p. 254). Students should learn how to analyze and appreciate different kinds of classical and contemporary Arabic literature within the bounds of their age and level. Students should also have access to different reading materials including books and magazines and different forms of media, such as advertising, journalism, film, and so forth. A good reading curriculum includes using a set of structural rules such as intonation, phonics, phonology, morphology, syntax, and semantics (Bertrand & Stice, 2002). Students can read the texts easily when they learn and use the format and conventions of written language. Students in the reading program should learn how to identify major elements presented in the text such as theme, main idea, and supporting details. They should also learn how to recognize characters, setting, and plot in the stories they read. Through literature, students should be able to recognize simple figurative language including similes, metaphors, and idioms. The reading program should teach students reading strategies and techniques to be able to employ them when they read independently for learning, information, communication, and pleasure. Vocabulary in this program “should not be taught explicitly from lists but, rather, be dealt with in the context of reading book” (Walmsley & Walp ,1990, p.266).

Reading in the Arabic language program should encompass the different types of reading: read-aloud, guided reading, silent reading, and oral reading. Because Arabic has the feature of inflection and the fact that spelling and pronunciation of its paradigmatic units change according to their function in the sentence, oral reading should be emphasized in the reading program to train students to use appropriate articulation, pronunciation, volume, and intonation.

Writing in the Integrated Curriculum

Writing is the process of communicating meaning through paper or through electronic means. Students in the integrated program should write in response to the different materials they read. They should also write to prepare for reading and provide a purpose for reading. During reading, students should write comments, marginal notes, or questions to be answered as they read the selection. They should also write predictions about what will happen next. When they finish reading, the teacher should ask them to write a summary of the reading selection. (Grega, 2006). Students should also reread the text or part of it silently and write down their reactions (Olson, 2002). Students in the process of writing generate ideas, review their writing, make adjustments, revise, and consider changes based on criteria they infer from the authentic reading and literature (Wong, 2000).

Students should learn how to use writing to convey information and communicate ideas. They can employ language in a wide range of settings for academic, personal, occupational, and public uses. Students should be able to write effectively for a variety of purposes and audiences (IRA & NCTE, 1996, p.3). Through the good choices of reading, students understand that different purposes require different formats and styles of writing. They are expected to use their knowledge and experiences to generate ideas for writing about what they read and about topics they choose. The integrated curriculum gives students opportunities to write different types of writing: expressive, informative, and argumentative or persuasive. Students should use planning, note taking, brainstorming, or other strategies to organize their thoughts before writing (Elbow, 1994). They then write drafts and revise their draft through cooperative learning with their peers and conferencing with their teacher (Wong, 2000). Teachers should not give many comments that can take students' attention

away from their own purposes and direct it to other purposes. Sommers (1980) suggests that teachers provide students with more specific comments and help students to establish purpose in their writing. Students should understand that editing their writing for the conventions of standard Arabic, sentence structure (grammar), and wording helps improve communication. However, revision should go beyond correction to clarifying meanings in the whole text (Lehr, 1995).

Teachers and students should understand the broad meaning of writing that goes beyond editing skills to composition and communicating ideas. Writing about a variety of meaningful topics for authentic purposes and audiences is the genuine composition of writing. (Walmsley & Walp, 1990).

Speaking, Listening, and Viewing in the Integrated Curriculum

Speaking and listening skills are learned and practiced through oral language. Students learn to become confident, responsible, clear, and fluent communicators. The integrated approach should enable students to speak purposefully and articulately, as well as listen and view attentively and critically. Students should learn how to use appropriate articulation, volume, and intonation (Kuhn & Stahl, 2003).

The traditional language curriculum in Saudi schools does not focus on some of the important speaking and listening skills. For example, students should learn non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning. Students also should learn to listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions (New Hampshire Department of Education, 2006). It is important that students learn to use oral language in formal and informal speech situations such as conversations, oral presentations, group work, and interviews. They should

also learn how to speak publicly and how to argue and convince others of their thoughts (Delaware Department of Education, 1995). Students are supposed to learn to listen and respond thoughtfully and respectfully to others. A good language curriculum should engage students in listening activities and subsequent discussion, retelling a story or restating an informative text through speaking or writing. Collaborating with other students provides opportunities for speaking and listening experiences, including “dramatic presentations, viewing, group discussions, and oral reports that enhance communication skills” (MCPS, 2001).

Arabic Language Uses

To communicate in multiple ways and for multiple purposes, students need to learn how to use language. Therefore, the curriculum must reflect the interrelated nature of the language arts and skills by employing the interactive processes of reading, writing, speaking, and listening in order to provide students with the means of acquiring and constructing knowledge. By exposing students to different texts, they understand the function of organizational features, such as a table of contents, index, and glossary, and use them to locate information. Students also should be able to use dictionaries, maps, and encyclopedias. (Montgomery County Public Schools, 2001). It is important for students to learn how to understand the meaning in different materials including audio-visual and graphic. Students should also learn how to identify the author’s purpose, and how to distinguish between fact and opinion. Another important skill a student must learn in order to obtain information is the ability to ask appropriate questions to find information or to clarify meaning. The incorrect practices used by some of the teachers in Saudi Arabia can make students feel either unsafe or not motivated to ask questions initially.

To construct meaning from the texts, students need to use effective decoding, textual cues, and reasoning. They also need to understand vocabulary, integrate prior knowledge with information from the text, and use self-monitoring comprehension (Adams, 2004). To use language properly, students need to learn word choices, pronunciations, and patterns that speakers and writers use in different situations and for different audiences and purposes. Students then can compose appropriate different writings benefiting from what they read or listen to.

Instructional Approach

The integrated language arts curriculum embraces the idea that more than one discipline can be taught at the same time, or that behaviors of thought, such as problem solving, are not the exclusive domain of any one discipline. Integrated instruction considers the continuous development of reading, writing, listening, and speaking. Integration within the Arabic language arts means teaching the language as a whole through reading and literature. Teaching starts from the processes of reading the text (the topic), which is the center of all subsequent language activities. The reading procedures include word study, comprehension, independent reading, reading-aloud, guided reading, silent reading, and oral reading. The activities include listening, speaking, and discussing spelling, grammar, and language usage. The procedures later arrive at writing strategies, which include planning, drafting, revising, and editing.

Students should learn spelling within the context of their reading and writing experiences. Students can also develop an understanding of word patterns when they are involved in a variety of reading activities. They increase their vocabulary through a variety of writing experiences such as letters, stories, and response journals (Weber State University).

Regarding grammar, it is not necessary to discuss consciously the structure of language in order to use it; children who enter school at age five or six already speak using very complex patterns of language (Weaver, 1996). Definitions and rules that are important for communication are provided in the context of the students' own speaking, writing, and reading experiences to help in producing clear communication. "Students need to be guided in learning and applying grammatical concepts as they revise and edit their writing. Attention to sentence structure and mechanics during the process of writing would result in better products" (Weaver, 1996, p xi-xii). Although students internalize the language habits within social and cultural atmosphere and through different discourse communities, instruction helps them to make appropriate usage choices in oral and written language. Students learn skills and strategies daily and extend their knowledge throughout the grade levels. Through reading instruction, students learn the skills and strategies of decoding, comprehending, and facilitating text difficulties before, during, and after reading.

Instruction involves teaching the writing techniques such as selecting, organizing, and developing ideas within coherent structures. Students write in different categories such as descriptive, personal, informational, persuasive, comparative, and procedural writing (Carty, 2005). Students learn grammar, mechanics, and spelling during writing. Instruction should consider the students' different levels and provide opportunities for students to read and write independently to make sense of how print communicates its message to a variety of audiences, for a variety of purposes (IRA & NCTE, 1996).

Students' Ongoing Assessment

The purpose of assessment processes is to improve student learning through effective feedback. Assessment should be understood as a tool for accomplishing educational

expectations through ongoing process of collecting and interpreting data about students learning. This process cannot be separate from teaching and learning activities, but rather it occurs within instruction so that students who engage in an assessment exercise can learn from it as well (Moffett & Wagner, 1992). The focus of assessment is student learning and understanding. Therefore, teachers adjust instruction based upon ongoing assessment of each student's progress.

Assessing Arabic language arts can use "any method of finding out what a student knows or can do...based on activities that represent actual progress toward the program's goals" (Pierce & O'Malley, 1992, p.2). This kind of assessment should be different from the traditional assessment in view of the fact that integrating language arts in teaching and learning activities requires integration of language skills at the time of assessment and evaluation. Students' assessment should be multiple and manifold to reveal their actual learning in many different ways and levels.

Performance assessment can be used to assess the achievement of behaviors, such as communication or reading skills, and the achievement of writing skills based on specific criteria. Oral language comprehension and production can be determined by admonishing performance assessments such as interviews, story retelling, directed dialogues, incomplete story prompts for students to complete, and so forth (Pierce & O'Malley, 1992).

Portfolio is another alternative assessment tool that can show a student's work over time and can reveal the development of the student's abilities. Performance and portfolio assessments are authentic continuous methods of following student progress that could be integrated with instruction. (Pierce & O'Malley, 1992).

Exhibitions are a form of performance assessment in which students prepare and display the products they have created in the course of their studies. Exhibitions engage students in long-term preparation of displays and performances for interested audiences (Delaware Department of Education, 1995).

Requirements for Implementing the Integrated Curriculum

Integrating the Arabic language arts curriculum requires a planning process to develop the new curriculum and prepare the required materials. The Ministry of Education should prepare the teachers and school communities for this change by disseminating awareness about the utility of using such instructional approach. The planning of the integrated curriculum requires professional development, which includes training teachers on the new concept of conceiving the Arabic language arts and training on instructional activities. Providing training and support to teachers during the planning and implementation of such programs is very important and effective (Hartzler 2000).

Implementing the integration within language arts curriculum necessitates providing professional development to the teachers through modeling and sharing ideas. To have an effective integrative curriculum, teachers must share the philosophy of learning adopted and applied in the American schools, which promotes student inquiry, reflection, and collaboration. “The focus is on application of knowledge and skills where students are given choices, work in collaboration with others, have adequate time to process information and experiment with ideas, and are provided with immediate feedback on their efforts” (Hartzler 2000 p.174). Teachers must also be prepared for this change by engaging in many workshops that give them sufficient information about the new philosophy and the required teaching techniques.

It was shown clearly in the meta-analysis studies by Hartzler (2000) that most of the barriers that hinder the development of an integrated program are the lack of teachers' training or experience and the amount of time required for planning and instruction. In programs where sufficient teachers' training was done, the effects on students learning was higher.

According to some studies (e.g. Pang & Good, 2000, Hartzler, 2000, Venville, Rennie, & Wallace, 2009), there are some factors that affect the success or failure of integrated curriculum programs. The programs that involve integrating more than one subject area together may find some obstacles related to the teachers knowledge and qualifications in the different subjects. In the other programs that involve integrating one subject's branches within each other, such as language arts, social studies or science, the obstacles might be related to the teachers' instructional practices and the lack of sufficient training. The other factors that might hinder integration are the lack of administrative supports and parents understanding of the educational philosophy behind such programs.

Conclusion

The information about the benefits of using this integrative approach to learning and teaching language arts, and the explanation of how language arts are interrelated presented by the language experts lead to exploring many previous studies about integrating the language arts in English and Arabic.

The studies on impact of integrating language arts instruction on English language competency are related to the questions of this current study in terms of the effectiveness of the integrative approach on students' communication and language skills. The results of all

studies mentioned in this chapter will be compared to the results of this study regarding the impact of integrating language arts instruction on language competency.

Likewise, the studies on the effects of reading on writing and vice versa are related to the questions of this study about combining reading and writing and the integration within the Arabic language arts in general. As for studies on teachers' attitudes toward using the integrated approach, the previous studies' results will be compared with the results of this study regarding the perceptions of the Saudi school teachers of the importance of integration and their evaluation of their implementation of the integrated Arabic language arts program. The results of this study regarding teachers' satisfaction with the program will also be interpreted and discussed with regards to the previous studies' results.

Regarding the few Arabic studies mentioned here, the problems of integration and the barriers hindering the Arabic programs will be compared to the results of this study about the perceptions of the Saudi teachers about the barriers of integration.

Furthermore, the key rationales and the principles of the integrated Arabic language arts that have been cited in the literature are very helpful in understanding the current practice in teaching Arabic for the public school students in Saudi Arabia. Additionally, reviewing the goals of the Arabic language arts curriculum, the role of students in the integrated curriculum, and how the integration of the various components of the Arabic language arts could be accomplished have helped when building the instrument of this study and in discussing the results.

Summary of Chapter 3

This chapter explored the definition of integrating language arts and the benefits of using this approach to learning and teaching language arts. This chapter also explained how

language arts are interrelated and summarized the previous research that examined this topic on English and the language curriculum integration in the Arabic world. The chapter then summarized the previous evaluative research on integrated English language arts curriculum in general and on integrated Arabic language arts curriculum in particular. Furthermore, this chapter explicated the key rationales and the principles of the integrated Arabic language arts that have been cited in the literature. Additionally, the chapter reviewed the goals of the Arabic language arts curriculum and the role of students in the integrated curriculum. Finally, this section concluded with a proposed approach about how the integration of the various components of the Arabic language arts could be accomplished, along with a suggested instructional approach and assessment methods that measure students' learning of the Arabic language.

Chapter 4

Methodology

The purpose of this study is to describe and understand the perceptions of the Saudi school teachers toward using an integrated approach to teaching the Arabic language Arts and examine to what extent this change has been efficient according to the teachers applying the integrated approach.

In order to obtain data related to this purpose, a methodology was developed to answer the research question and the subquestions. This chapter includes five sections: (1) Research Design, (2) Population and Sample, (3) Instrumentation, (4) Data Collection, (5) Treatment of Data, and (6) Summary of Chapter 4.

Research Design

This study has used the quantitative method of educational research by means of a descriptive survey design. This method was used to understand the perceptions of the Saudi school teachers toward using the integrated approach to teach the Arabic language Arts. It is also used to examine the extent to which this change has been efficient according to these teachers who applied the integrated approach. A survey design that provides a quantitative description of opinions of the Saudi teachers was utilized for studying a sample of those teachers. That sample was the complete number of teachers involved in the new program in the 40 schools chosen by the Ministry of Education (see Appendix H). The survey was the preferred method of data collection due to the limitation of time and distance. It is also more convenient and comfortable for the participants to answer the questions spontaneously and honestly since their answers are anonymous. Moreover, the 242 teachers involved in this program were busy during the work time which makes it so difficult to meet with them face-to-face. Another reason for

choosing this method was that the quantitative data obtained from the survey is easy to manage and analyze statistically. The questionnaire has allowed the researcher to discover the teachers' perspectives about the importance of the integration within the Arabic language arts and how they see the integrated curriculum effective in helping them to achieve the teaching goals. Moreover, this instrument revealed the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts. Additionally, this instrument showed to what extent teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills and on their students' learning motivation. Finally, this instrument demonstrated how teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum.

The rationale of this method's inquiry is that this paradigm is usually used as a means to gather information about people's opinions and attitudes. The questionnaire is "the medium of communication between the researcher and the subject" (Brace, 2004). A well-designed questionnaire can offer a meaningful and legitimate way of knowing and understanding the reality of teaching and learning Arabic language in the forty Saudi elementary and middle schools selected for this program. The investigator has designed a questionnaire with a combination of closed-ended and open-ended questions to provide the respondents with the space to express and extend their own ideas. In order to obtain the desired information, the questionnaire consisted of five sections: (1) participants' information (age, teaching experience, educational degree, major, location of the school, and so forth), (2) participants' perceptions about the program goals, (3) participants' perceptions about the program training, (4) participants' perceptions about teaching with the integrated approach, and (5) participants'

perceptions about the program quality and its impact on students' communication performance. The questionnaire was developed by the researcher of this study, based on the previous research about language arts teaching goals, language arts teaching methods, and language arts assessment and evaluation. It is also based on the language arts integration theory described in the literature review. Moreover, this questionnaire in its closed and open-ended parts utilized some ideas of related evaluation questionnaires created by previous researchers (e.g., Roberson, Flowers, & Moore, 2000).

Population and Sample

The population for this research was the Saudi teachers who teach Arabic in the elementary and middle public schools. The sample of the study was all Arabic teachers who teach the new integrated Arabic program in the forty elementary and middle schools that were chosen by the Ministry of Education for this program during the years 2007-2010.

According to the Arabic Curriculum Department in the Ministry of Education, the numbers of these teachers (male and female) was 242 teachers. Because it was considered a relatively small number, the researcher chose the whole population of this program's teachers around the country to be the sample of the study. (See table 4.1 for the number of the schools and the number of teachers in every school district). These forty schools were chosen by the Ministry of Education to represent male schools and female schools equally. They also were chosen to represent the different school districts around the country. There were five different school districts that represent five administrative division of the country: Riyadh and AlQasseem in the middle, Makkah and Jeddah in the west, and The Eastern Region which includes Dammam, Alkhubar, and AlQateef. These different areas with

different students' backgrounds and socioeconomic status were identified by the Ministry of Education according to the Ministry's criterion (KSA Ministry of Education 2007).

Table 4.1

Number of Schools and Teachers in Every School District

School District	Number of Schools	Number of Teachers	(%)
Makkah	8	46	19
Jeddah	8	56	23
Riyadh	8	47	19.5
Qasseem	8	40	16.5
Eastern Region	8	53	22
Total	40	242	100

Instrumentation

This section is divided into three phases: (1) instrument content, (2) translation and content validity, and (3) modification of instrument.

Phase 1: Instrument Content

The questionnaire was developed by the researcher based on the review of the literature and the related evaluation questionnaires created by previous researchers (e.g., Roberson et al., 2000). The questionnaire consisted of five sections: (1) participants' information (age,

teaching experience, educational degree, major, location of the school, and so forth), (2) participants' perceptions about the program goals, (3) participants' perceptions about the program training, (4) participants' perceptions about teaching with the integrated approach, and (5) participants' perceptions about the program quality and its impact on students' communication performance. The purpose of collecting personal information about the teachers in the first section of the questionnaire was to conduct some statistical analysis for the last four research questions regarding the differences between their answers based on their provided information.

The second section was about asking the participants if they have received a copy of the goals of the integrated Arabic language curriculum from the school administration, the School District, or the Ministry of Education, and in what ways they agree or disagree with the goals of the new curriculum.

The third section was about asking the participants if they have received any kind of training for implementing the integrated curriculum and how they rate the adequacy of that training in addressing their needs to be able to teach the Arabic language in the new integrated approach.

The core sections of the questionnaire were the last two sections (the fourth and the fifth sections). The fourth section included questions about the new Arabic curriculum flexibility, planning and teaching of this curriculum, how separated or integrated the teaching and assessment of that program, the importance of integrating the language arts within each other, and how the structure of the Arabic language curriculum helps or hinders integration. This section also asked information about the barriers of integration, which included the following items, learned from Roberson et al.'s questionnaire (Roberson et al., 2000):

- Time allocated for teaching and learning
- Space allocated for teaching and learning
- Number of students in classroom
- Equipment and school supplies
- Planning for teaching
- Instructional materials
- Practicality of the textbooks
- Teaching methods
- Procedures of student evaluation
- Teacher training and development
- Faculty support
- Parental support
- School administration support

The final section of the questionnaire asked information about the effectiveness of the integrated curriculum in helping teachers realize the following teaching goals where student can:

- a. Communicate in multiple ways effectively
- b. Get reinforcement on language skills
- c. Gain more appreciation for the Arabic language
- d. Read with understanding and fluency
- e. Write for different audiences and purposes
- f. Comprehend, analyze, and evaluate information

- g. Access and use information from a variety of sources
- h. Prepare and present information
- i. Develop problem-solving skills
- j. Develop critical thinking skills
- k. Participate more effectively in classroom discussions

The final section was about the evaluation of the integrated approach where participants had to agree or disagree on the following items:

- a. The integrated curriculum does not help to improve student learning/achievement
- b. The integrated curriculum is an efficient way of teaching students
- c. The integrated curriculum is more suitable to high-ability students
- d. The integrated curriculum is an inappropriate challenge to low-ability students
- e. The integrated curriculum limits my ability to teach practical skills
- f. The integrated curriculum increases flexibility in teaching
- g. I enjoy teaching the integrated curriculum more than the previous curriculum
- h. The integrated curriculum takes too much time
- i. I prefer to teach the Arabic language arts using the current integrative approach over using the previous methods
- j. Student class participation is of higher quality using the integrated curriculum
- k. The integration approach enhanced students' reading comprehension
- l. The integration approach improved students' reading fluency
- m. Combining reading and writing produced greater reading achievement
- n. Combining reading and writing stimulated motivation toward reading and created a positive attitude for learning

- o. The integrative approach helped to reduce students' writing and spelling mistakes
- p. The integrative approach helped to reduce students' grammatical mistakes
- q. Combining writing and reading improved students' writing capabilities
- r. The integration approach enhanced student's writing strategies
- s. Writing about reading encourages critical thinking and deeper comprehension
- t. The integrative approach enabled students to speak fluently, confidently and clearly
- u. The integrated approach enabled students to listen and view attentively and critically
- v. There was not much difference between teaching Arabic language in the new integrative approach and teaching it in the old traditional method

The last two questions in this section requested teachers to rate their satisfaction with the integrated curriculum they teach and provide additional comments regarding the new Arabic language curriculum.

The questionnaire included 23 questions. Most of the questions have multiple items or sub-questions. The total items or questions of the questionnaire were 74 items and questions including 9 open-ended questions.

The researcher in this questionnaire used different response scales, including checking the right answer out of three or more choices, checking yes or no, using a scale from 1 to 4, and finally using a 4-point Likert-type response scale (1= “Strongly Agree” to 4 = “Strongly Disagree”). The purpose of using a 4-point Likert-type response was to minimize respondents’ use of the “undecided” response. Eliminating the mid-point may improve the accuracy of the answer and help the researcher to understand respondents’ perceptions (Garland, 1991). Although there was a possibility that some participants may leave some questions unanswered, since there was no neutral choice, in this study only very few teachers

skipped some questions. Because the researcher believes that the Arabic logic is to start with the agreement, the number 1 was used for the “Strongly Agree” while the number 4 was used for the “Strongly Disagree”. The Arab members of the validity review panel supported this belief.

Phase 2: Translation and Content Validity

After developing the questionnaire in English, the researcher had to translate it to Arabic to be distributed to those Arab teachers. To validate the translation, the researcher had two Arab PhD students at Pennsylvanian State University who have mastered both languages, Arabic and English. These two graduate students who were known for their Arabic and English language efficiency were asked to review and verify the accuracy of the researcher’s translation. The translation according to those reviewers was sound and accurate (see Appendices F and G).

Finally, the English and Arabic versions of the questionnaire were sent to a panel of experts. Those experts were asked to assess the content validity of the questionnaire and evaluate whether the items answer the research questions. The purpose of this procedure was to ensure the appropriateness, comprehensiveness, and accuracy of the research instrument. This panel consisted of four Academic professors in language and literacy education at Pennsylvania State University, one professor in statistics and measurement at the same university, one English language specialist at the State College School District, and two Arabic language educational supervisors at Alkharj School District in Saudi Arabia. Table 4.2 shows the eight panelists names and titles.

Table 4.2

Names and Titles of Instrument Content Panelists

Name	Title
Dr. Jamie Myers	Professor of Education (Language, Culture, and Society)
Dr. Edgar Yoder	Professor of Agricultural and Extension Education
Dr. J. Daniel Marshall	Professor Emeritus of Education (Educational Leadership)
Dr. Anne Whitney	Associate Professor of Education (Language, Culture, and Society)
Dr. Ladislaus Semali	Professor of Education (Adult Education) Contact for Comparative & International Education
Mrs. Camille Payne	Title 1 Reading Specialist - State College Area School District
Mr. Abdulrahman Aldousari	Educational Supervisor in Alkharj School District in Saudi Arabia
Mr. Khalid Alsomari	Educational Supervisor in Alkharj School District in Saudi Arabia

Phase 3: Modification of Instrument

After receiving the experts' feedback, the researcher modified the questionnaire according to some suggestions as the following:

Question # 7

The item before modification:

In what ways do you agree with the goals of the new curriculum and in what ways do you disagree with them? Please describe.

The item after modification:

If yes, in what ways do you agree with the goals of the new curriculum? Please describe.

If yes, in what ways do you disagree with the goals of the new curriculum? Please describe.

Question # 13

The item before modification:

How integrated is your teaching of the Arabic language arts curriculum?

Mostly separated Sometimes separated

Mostly integrated Always integrated

The item after modification:

Currently, how separated or integrated is your teaching of Arabic language arts of reading, writing, speaking, and listening?

Mostly separated Sometimes separated

Mostly integrated Always integrated

Question # 19

The items before modification:

On a scale from 1- 4, whereby 1 means no problem/barrier at all and 4 means a high barrier, how would you rate the following factors as they relate to your ability as a teacher to integrate Arabic language arts in your own teaching practice at your school?

Time of teaching and learning	1	2	3	4
Space of teaching and learning.....	1	2	3	4
Equipment/supplies.....	1	2	3	4
Planning.....	1	2	3	4
Instructional materials	1	2	3	4
Practicality of textbooks.....	1	2	3	4
Teaching methods.....	1	2	3	4
Procedures of student evaluation.....	1	2	3	4
Teacher training.....	1	2	3	4
Faculty support.....	1	2	3	4
Parental support.....	1	2	3	4
Administrative support.....	1	2	3	4

The items after modification:

On a scale from 1- 4, whereby 1 means no problem/barrier at all and 4 means a high barrier, how would you rate the following factors as they relate to your ability as a teacher to integrate Arabic language arts in your own teaching practice at your school? Please circle the appropriate rating.

Time allocated for teaching and learning	1	2	3	4
Space allocated for teaching and learning	1	2	3	4
Number of students in classroom.....	1	2	3	4
Equipment and school supplies.....	1	2	3	4
Planning for teaching	1	2	3	4
Instructional materials.....	1	2	3	4
Practicality of the textbooks	1	2	3	4
Teaching methods	1	2	3	4
Procedures of student evaluation	1	2	3	4
Teacher training and development	1	2	3	4
Collaboration of teachers.....	1	2	3	4
Parents support.....	1	2	3	4
Support of school administration.....	1	2	3	4

Question # 20 item # J

The item before modification:

Develop thinking skills.....1 2 3 4

The item after modification:

Develop critical thinking skills.....1□ 2□ 3□ 4□

After some discussions with the expert panel, the researcher finalized the questionnaire and produced the final English and Arabic versions of it. (See Appendices D and E).

Data Collection

The researcher obtained permission from the Ministry of Education and the five school districts (see Appendices I, J, K, L, M, N, O, P, and Q) to visit the forty selected schools and explain the research goals to the schools' administrators, and then distribute the questionnaire to the Arabic language arts teachers directly, in most cases, or by the help of the schools' principals in some cases as in the female schools.

The questionnaires were distributed to the teachers and the data was collected in the last two months of the 2010 school year (the period of mid-April and mid-June of 2010). This time was chosen because the new Arabic language program trial started in the 2007-2008 school year with the first, fourth, and seventh grades. Then in 2008-2009, it continued to the second, fifth, and eighth grades. Then in 2009-2010, the new program completed its phases with the remaining grades: third, sixth, and ninth. By the end of the school year in mid-June 2010, teachers were supposed to be able to evaluate the new approach after practicing it for three complete years.

After obtaining permission to conduct the survey, the researcher made a sufficient number of copies of the research packet. The packet included: (1) a cover letter describing the purpose of this study, (2) an informed consent form that provided information on participants' rights, and (3) the questionnaire itself.

The researcher started with the Riyadh Area in the middle of Saudi Arabia. After getting permission from the Riyadh School District, the research packet was delivered by the researcher to each teacher in every school, male and female. Teachers were asked to answer the questions and place the questionnaire as well as the consent form into the envelope provided, and return it to the school administration. After a week, the researcher went back to every school and received the answered questionnaires. The next area was AlQasseim (200 miles north of Riyadh) where the same procedure was done within a week. Then it was the Eastern Area where the researcher traveled to Dammam, AlKhubar, and AlQateef (250 miles east of Riyadh on the Arabic Gulf) to distribute the questionnaire on the eight male and female schools. It took only five days to get the answered questionnaire back from each school in that area. The next two areas were Makkah and Jeddah in the western area of the country (550 miles west of Riyadh). This trip took two weeks, one week for each area. The first week was dedicated to Makkah's eight male and female schools where the same procedure was followed with each school. Then the next week was dedicated to Jeddah's eight schools. By the end of the school year in mid-June, the researcher was able to collect all the research data, including the new curriculum documents and reports from the Ministry of Education in Riyadh, the capital. The process of collecting data took about eight weeks from start to finish.

The questionnaire was distributed by the researcher to around 242 teachers involved in this program (males and females) in the five different school districts: Riyadh, AlQasseim, Eastern Region, Makkah, and Jeddah. The number of the returned questionnaires was 209 out of the 242 distributed questionnaires, which represents around (86%). The number of the valid, completed, and returned questionnaires was 190 (78.50%), which can be considered as an appropriate response (Roberts, 2004). The researcher had to exclude 19 incomplete or

invalid questionnaires, including those that followed one answer choice for all the questions, suggesting lack of seriousness in the answers.

Data Treatment and Analysis

To analyze the data, the researcher used the Statistical Packages for the Social Sciences (SPSS) (Nie, Bent, & Hull, 1970; Pallant, 2001). First, the researcher entered the data from the 190 valid questionnaires into Microsoft Excel according to the sequence of the ID number in each questionnaire. The researcher used the numbers 1-2, 1-2-3 or 1-2-3-4 according to the number of choices available for the answer. Second, the researcher entered the data into SPSS. Third, descriptive statistics, one-way Analysis of Variance (ANOVA) were used to answer the different research questions. The descriptive statistics included frequencies, percentages, means, variability and standard deviations. Cronbach's alpha coefficient was also used to determine internal consistency.

The following are the data analysis techniques used for each research question:

1. For question # 1, frequencies, mean, standard deviations, and percentages were used to show how teachers see the importance of the integration within the Arabic language arts.
2. For question # 2, frequencies, mean, standard deviations, and percentages were used to show the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts and the factors that support implementation of the new integration approach.
3. For question # 3, frequencies, mean, standard deviations, and percentages were used to compute the extent teachers see the integrated curriculum effective in helping them to achieve the teaching goals.

4. For question # 4, frequencies, mean, standard deviations, and percentages were used to compute the extent teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills.
5. For question # 5, frequencies, mean, standard deviations, and percentages were used to compute the extent teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation.
6. For question # 6, frequencies, mean, standard deviations, and percentages were used to compute how teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum.
7. For question # 7, frequencies and percentages were used to compute how teachers see the appropriateness of the nature and characteristics of the Arabic language to the notion of integration.
8. For question # 8, frequencies and percentages were used to compute how teachers see the appropriateness of the provided Arabic textbooks and the evaluation methods to the integration approach.
9. For question # 9, statements from the open-ended questions were analyzed and frequencies and percentages were used to see the kind of improvement teachers recommend for the implementation of the integrated curriculum.
10. For question # 10, A One-Way ANOVA was used to determine whether statistical differences were present between school districts regarding the foregoing questions.
11. For question # 11, A One-Way ANOVA was used to determine whether statistical differences were present between school teachers in terms of gender, regarding the foregoing questions. Chi-square and Cramer's V correlation tests were also needed to

measure the relationship between the teachers' gender and other variables such as their years of teaching and the training they have received for the program.

12. For question # 12, A One-Way ANOVA was used to determine whether statistical differences were present between school teachers in terms of grade level they teach, regarding the foregoing questions.

13. For question # 13, A One-Way ANOVA was used to determine whether statistical differences were present between school teachers in terms of years of experience, regarding the foregoing questions.

For reliability, the investigator used Cronbach's alpha coefficient to determine internal consistency.

Summary of Chapter 4

The purpose of this study is to understand the perceptions of the Saudi school teachers toward using an integrated approach to teaching the Arabic language Arts and examine to what extent this change has been efficient according to the teachers applying the integrated approach.

This study utilized the quantitative method of educational research by using a descriptive survey design throughout a questionnaire with a combination of closed-ended and open-ended questions. Teachers were asked to provide their personal background information, their perceptions about using the integrated approach to teaching the Arabic language, their opinions about the impact of the integrated curriculum and the integrative approach on their students' language skills and learning motivation, and their evaluation of their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum. Ratings were recorded on a 4-point Likert-type response scale. The questionnaire

was distributed by the researcher to around 242 teachers involved in this program (males and females) in the five different school districts: Riyadh, AlQasseim, Eastern Region, Makkah, and Jeddah. A total of 190 valid questionnaires (78.50%) were gathered. After collecting the intended information through the questionnaire, the researcher analyzed the data using a descriptive and inferential numeric analysis through SPSS. The statistics included frequencies, percentages, means, variability and standard deviations. Cronbach's alpha coefficient was also used to determine internal consistency. As to teachers' characteristics, statistics of T-test, Chi-square, and Pearson correlation calculation was needed to measure the relationship between the respondent's personal information and answers to the items on the survey.

Chapter 5

Results

The aim of this study is to understand the perceptions of the Saudi school teachers toward using an integrated approach to teaching the Arabic language Arts and examine to what extent this change has been efficient according to the teachers applying the integrated approach.

In this chapter, research findings are summarized in the following sections: (1) Profile of the Participants, (2) Reliability, (3) Analysis of Teachers' Perceptions of the importance of the integration within the Arabic language arts, (4) Analysis of the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts, (5) Analysis of the extent to which teachers see the integrated curriculum effective in helping them to achieve the teaching goals, (6) Analysis of the extent to which teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills, (7) Analysis of the extent to which teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation, (8) Analysis of how teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum, (9) Analysis of how teachers see the appropriateness of the nature and characteristics of the Arabic language to the notion of integration, (10) Analysis of how teachers see the appropriateness of the provided Arabic textbooks and the evaluation methods to the integration approach, (11) Analysis of the kinds of Improvement Teachers Recommend for the Implementation of the Integrated Curriculum, (12) Analysis of Differences in Teachers' Perceptions of the Previous Questions When

Examined by Their school districts, (13) Analysis of Differences in Teachers' Perceptions of the Previous Questions When Examined by Their Gender, (14) Analysis of Differences in Teachers' Perceptions of the Previous Questions When Examined by Grade Level They Teach, and (15) Analysis of Differences in Teachers' Perceptions of the Previous Questions When Examined by of Years of Experience.

Profile of Participants

The complete number of teachers in the 40 elementary and middle schools that were previously selected by the Ministry of Education for the Integrated Arabic Language Curriculum was 242. The number of the returned questionnaires was 209 out of the 242 distributed questionnaires, which represents around (86%). The number of the valid, completed, and returned questionnaires was 190 (78.50%), which can be considered as an appropriate response (Roberts, 2004).

There were seven questions in the questionnaire, related to teachers' background information, including: (1) teachers' district, (2) teachers' grade level they teach, (3) teachers' gender, (4) teachers' highest education level, (5) teachers' years of teaching in general, (6) teachers' years of teaching using the separated subjects, and (7) teachers' years of teaching using the integrated subjects. Descriptive statistics (e.g., mean, standard deviations, percentage and frequencies) were used to create a profile of the participants. Table 5.1 provides a profile of study participants.

Table 5.1

Profile of Participants

Variables	Number of Teachers	Valid Perce
Teachers' School District		
Makkah	36	18.9
Jeddah	48	25.3
Riyadh	36	18.9
Qasseem	26	13.7
Eastern Region	44	23.2
Total	190	100.0
Teachers' Grade Level They Teach		
1-3rd Grade	55	29.0
4-6th Grade	61	32.0
7-9th Grade	74	39.0
Total	190	100.0
Teachers' Gender		
Male	87	45.8
Female	103	54.2
Total	190	100.0
Teachers' Highest Education Level		
Teachers' Institute	5	2.7
2-Year College	35	19.0
Bachelor's Degree	142	77.2
Master's or Higher	2	1.1
Total	184	100.0

Teachers' Years of Teaching in General

1-5 Years	17	9.1
6-10 Years	25	13.4
11-20 Years	108	57.7
More Than 20 Years	37	19.8
Total	187	100.0

Teachers' Years of Teaching Using the Separated Subjects Approach

1-5 Years	41	21.9
6-10 Years	44	23.5
11-20 Years	89	47.6
More Than 20 Years	13	7
Total	187	100

Teachers' Years of Teaching Using the Integrated Subjects Approach

1 Year	62	33
2 Years	52	27.6
3 Years	74	39.4
Total	188	100

In this study, 29% of teachers were teaching grades 1-3, 32% of them were teaching grades 4-6, and 39% of them were teaching grades 7-9. Regarding teachers' gender, 46% of teachers were male and 54% were female. In terms of teachers' highest education level, 2.7% of the teachers had completed only Teachers' Institute, which was an old teaching institution equivalent to high school, 19% of them had completed a 2-year college diploma, 77.5 of the

teachers had completed university and received a bachelor's degree, and only 1.1% of them had completed a masters' degree or higher.

In terms of teachers' years of teaching in general, 9.1% had taught 5 years or less, 13.4% had taught 6-10 years, 57.75% had taught 11-20 years, and 19.75% had taught 21 years or more. In looking at teachers' years of teaching using the separated subjects, 21.90% of them had taught the separated Arabic language subjects for 1-5 years, 23.50% had taught Arabic in this way for 6-10 years, and 47.60% had taught Arabic in this approach for 11-20 years, and only 7% of them had taught Arabic using this approach for more than 20 years.

With regard to teachers' years of teaching using the integrated subjects (the new approach), 33% of the teachers had taught the integrated Arabic language subjects for only 1 year, 27.65% had taught Arabic in this way for 2 years, and 39.35% had taught Arabic using this approach for 3 years, which was the maximum years integrated teaching had been implemented.

Reliability

According to Joppe (2000), "the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable." (p.1)

To measure reliability of the summated responses to subscales on the questionnaire, the investigator used Cronbach's alpha coefficient to determine internal consistency. The reliability value for the Teachers' Perceptions about the Importance of Integration was .792; for the Barriers of Integration it was .867; for the Effectiveness of Integration in Achieving Teaching Goals it was .923; for the Impact of Integration on Students' Language Skills it was

.947; for the Impact of Integration on Students' Learning Motivation it was .715; and for the Teachers' Satisfaction with Integration it was .835. The overall reliability coefficient of the whole questionnaire was .847 (see Table 5.2). Cronbach alpha of 0.70 or higher is considered acceptable reliability according to behavioral science research principles (Nunally & Bernstein, 1994; Tavakol & Dennick, 2011). Therefore, reliability (.847) for the overall questionnaire items was very good in this study.

Table 5.2

Reliability Coefficient for Each Section of the Instrument

Instrument Section	Number of Participants	Number of Items	Cronbach Alpha
Importance of Integration	182	5	.792
Barriers of Integration	175	13	.867
Effectiveness of Integration in Achieving Teaching Goals	174	11	.923
Impact of Integration on Students' Language Skills	180	10	.947
Impact of Integration on Students' Learning Motivation	187	2	.715
Satisfaction with Integration	185	3	.835
Teachers' Perceptions (Overall Questionnaire Items)	190	44	.847

Teachers' Perceptions about Using the Integrative Approach to Teach Arabic

Research Question One

The first research question was: “How do teachers see the importance of the integration within the Arabic language arts?” Five items of question number 21 in the questionnaire were used to assess teachers' perceptions about the importance of the integration within the Arabic language arts (21a, 21b, 21f, 21s, and 21v). The question was: “How would you evaluate the integration approach through the following statements? *Please rate using a scale that ranges from 1 to 4, where: 1 = strongly agree, 2 = agree; 3 = disagree; 4 = strongly disagree.*”

The rating scale sequence of responses in this order was for the participants to understand as they were most familiar with the sequence. However, when analyzing the data, the response scale was reversed in order to follow the techniques used in most research where a higher mean score indicates a more positive response. For this reason, the rating response scale represented in all of the following tables presents 1 as strongly disagree, 2 as disagree; 3 as agree; and 4 as strongly agree.

The five items of this question were:

- 21. a. The integrated curriculum does not help to improve student learning/achievement
- 21. b. The integrated curriculum is an efficient way of teaching students
- 21. f. The integrated curriculum increases flexibility in teaching
- 21. s. Writing about reading encourages critical thinking and deeper comprehension
- 21. v. There was not much difference between teaching Arabic language in the new integrative approach and teaching it in the old traditional method

Table 5.3 shows the means and standard deviations for teachers' perceptions about the importance of the integration within the Arabic language arts. A higher mean score indicates a more positive perception. The total score of the means for teachers' perceptions of the importance of the integration was 3.20 (SD=.59). The highest mean score 3.40 was associated with the item: "The integrated increases flexibility in teaching", while the lowest mean score 3.01 was associated with the item: "The integrated curriculum does not help to improve students' learning/achievement". Although the response of this negative item was reversed to get the correct summated mean score, the negation phrase "does not" may have affected the results where a few participants may not have noticed the word "not".

Table 5.3

Mean and Standard Deviation for Each Item on Teachers' Perceptions of the Importance of Integration

Item	M	SD	Response Distribution (%)			
			Strongly Disagree	Disagree	Agree	Strongly Agree
The integrated curriculum does not help to improve students' learning/achievement**	3.01	.899	9.6	11.2	48.4	30.9
The integrated curriculum is an efficient way of teaching students	3.24	.745	2.1	12.1	45.3	40.5
The integrated curriculum increases flexibility in teaching	3.41	.742	2.6	7.4	36.5	53.4
Writing about reading encourages critical thinking and deeper comprehension	3.16	.775	3.2	13.5	47.6	35.7

Not much difference between teaching Arabic in the integrative approach and teaching it in the traditional method**	3.17	.814	3.7	14.8	42.3	39.2
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Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

**Responses of this negative item were reverse-coded.

As shown in Table 5.3, about 40% of the participants *strongly agreed* with the five items that indicate the importance of Arabic language arts integration, and around 44% of them *agreed* on that as well. The total percentage of the teachers who agreed on the importance of the integration approach was 84%, which means that most of the teachers see this new integration approach as an efficient way of teaching students the Arabic language arts and skills.

When looking at the only three positive statements that assess the importance of integration, the result shows the mean score that indicates teachers' agreement on the importance of integrating the Arabic language arts as it is an efficient approach for teaching Arabic to students. Figure 5.1 shows the average mean score of the three items as 3.27

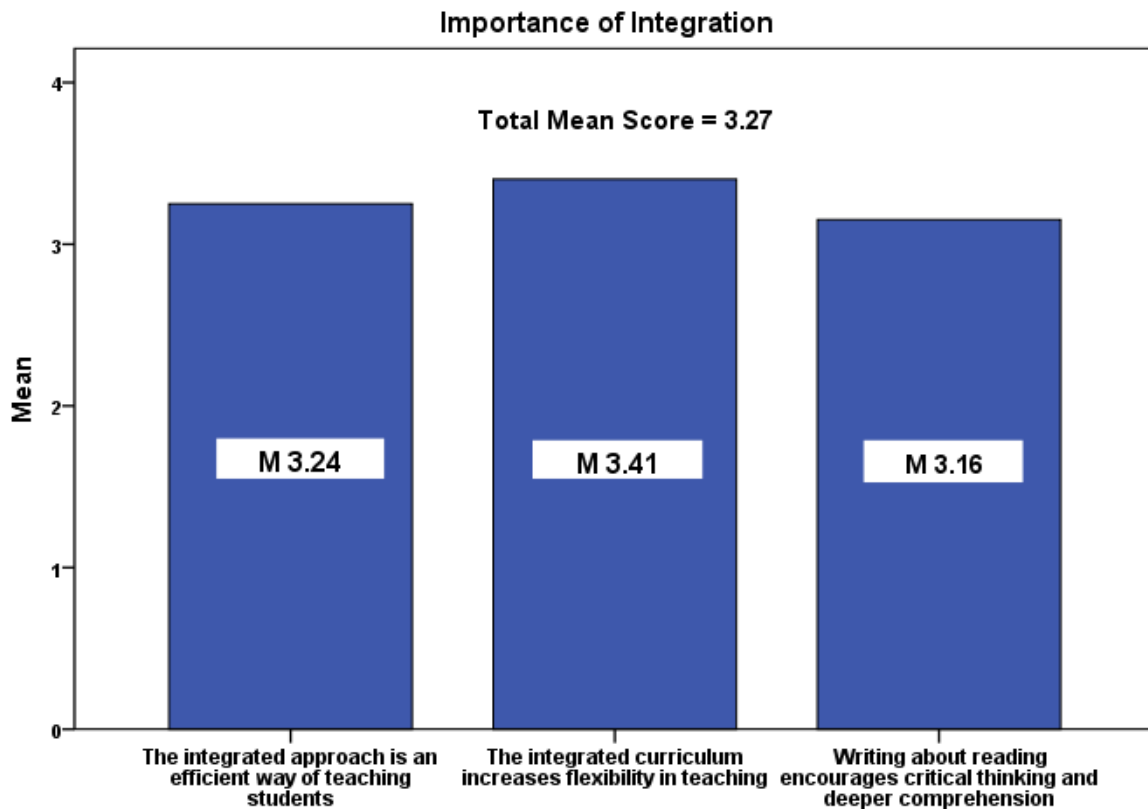


Figure 5.1: Average Mean Score of importance of Integration

When looking at the percentages of the teachers who agreed on each item separately, the results showed a high number of teachers who agreed on the statements that indicate the importance of integration. The item that received the highest percentage of agreement (combination of agree and strongly agree) was: “The integrated curriculum increases flexibility in teaching” (89.56%).

Figure 5.2 illustrates the teachers’ opinions about the importance of integration.

The last 2 item phrases were converted from negative to positive statements in order to agree with their reverse-coded scale and represent the correct percentages.

Percentages of Teachers Agreeing on Important of Integration

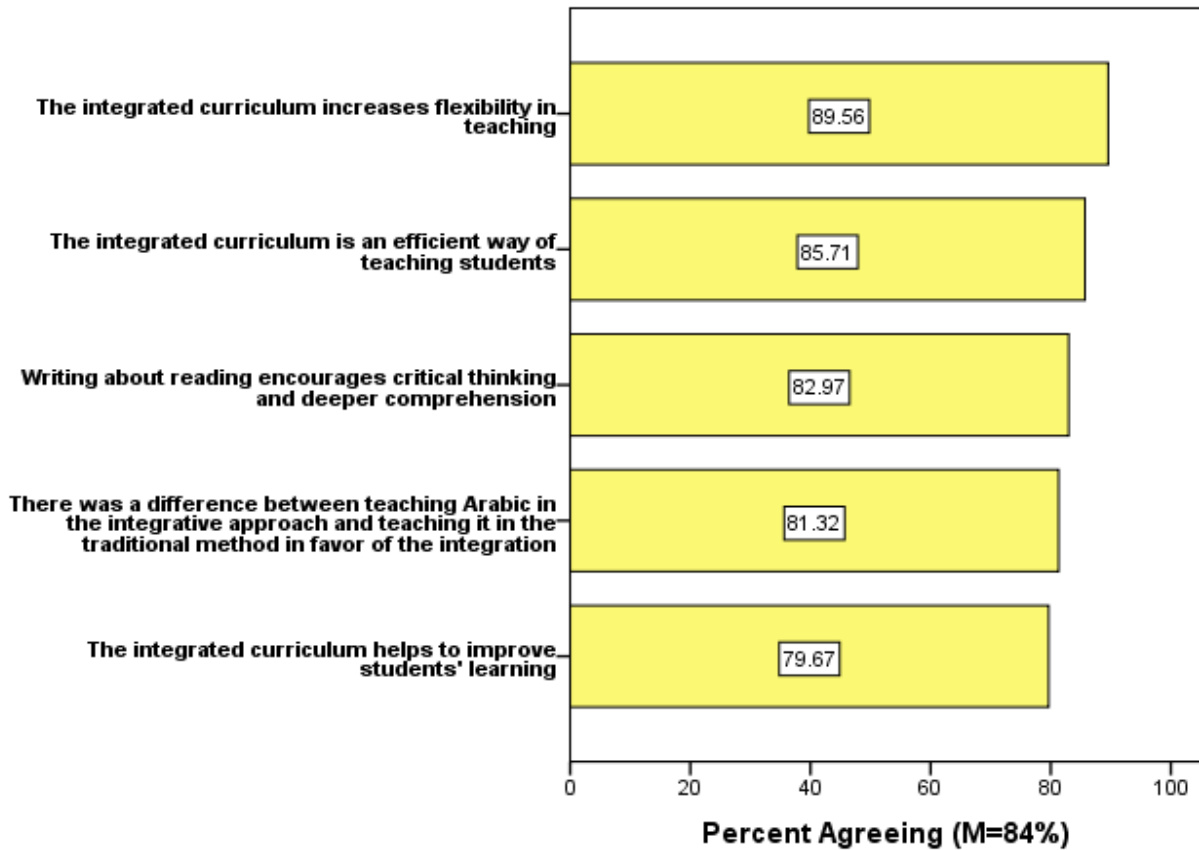


Figure 5.2: Percentages of Teachers Agreeing on Importance of Integration

Additional Findings on the Importance of Integration

To see how teachers perceive the importance of integration throughout their own expressions, an open-ended question was included in this section of the questionnaire (question #18).

The question was: In your opinion, why is it important, if at all, to integrate the Arabic language arts in teaching and learning?

The responses to that question indicated the importance of the integration through the following statements made by the teachers:

- Integration is important because it makes students see language as one system/one whole. (10 teachers)
- It is important because the Arabic language is an indivisible whole unit; therefore, the branches must be linked. (9 teachers)
- It is important in order not to confuse students' minds when they go from a separate skill to another separate skill. (5 teachers)
- Integration is important because it facilitates the acquisition of language skills in an acceptable way. (5 teachers)
- It is important because it makes learning of language more fun. (3 teachers)
- Integration helps students to become better readers, writers, and speakers. (2 teachers)
- Integration makes reading the room for language skills application (2 teachers)
- Combining reading and writing enhances writing skills. (2 teachers)
- It is important because it shows the language arts in natural templates and forms in the unit that a student learns. (1 teacher)
- What students learn of language use considered close to learning because of the way language forms are provided. (1 teacher)
- It is important because separation can break up Arabic so that learner loses the ability to use it properly to communicate with others. (1 teacher)
- Integration reduces the content of language, which prevents boredom. (1 teacher)
- Integration ensures variety and flexibility. (1 teacher)
- Integration leads to the quality of oral and written expression and vocabulary increase. (1 teacher)
- It is important because language arts are interdependent. (1 teacher)
- It is important because Arabic language is one entity in learning and use. (1 teacher)

Research Question Two

The second research question was: "What are the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts?" The 13 items of question number 19 in the questionnaire were used to assess teachers' perceptions about the

factors or the barriers that affect their ability to effectively integrate their teaching of Arabic language. The question was:

“On a scale from 1- 4, whereby 1 means no problem/barrier at all and 4 means a high barrier, how would you rate the following factors as they relate to your ability as a teacher to integrate Arabic language arts in your own teaching practice at your school? Please circle the appropriate rating.”

The 13 items of this question were:

Time allocated for teaching and learning.....	1	2	3	4
Place allocated for teaching and learning.....	1	2	3	4
Students' number in classroom	1	2	3	4
Equipment and school supplies.....	1	2	3	4
Planning for teaching	1	2	3	4
Instructional materials	1	2	3	4
Practicality of the textbooks.....	1	2	3	4
Teaching methods	1	2	3	4
Procedures of student evaluation.....	1	2	3	4
Teacher training and development.....	1	2	3	4
Teachers' collaboration.....	1	2	3	4
Parents' support.....	1	2	3	4
Support of school administration.....	1	2	3	4

The items of this question can be seen as factors supporting or hindering the integration.

Table 5.4 shows the means and standard deviations for teachers' perceptions about the factors or the barriers that affect their ability to effectively integrate their teaching of Arabic language. A higher mean score indicates a perception of the item being a barrier, which has a negative effect on their integration practices, while a lower mean score indicates less problem or barrier, which could mean that the item is a factor facilitating the integration. The total

score of the mean for teachers' perceptions of the barriers of the integration was 2.05 (SD=.60).

Table 5.4
Mean and Standard Deviation for Each Item on Teachers' Perceptions of Barriers of Integration

Item	M	SD	Response Distribution (%)			
			Not a Barrier	Small Barrier	Big Barrier	Very Big Barrier
Time allocated for teaching and learning	1.70	.962	59.4	21.9	10.7	8.0
Place allocated for teaching and learning	1.96	1.141	50.3	21.4	10.7	17.6
Student numbers in Classroom	3.19	1.036	9.6	16.5	19.1	54.8
Equipment and school supplies	2.62	1.187	24.6	19.8	21.4	34.2
Planning for teaching	1.61	.772	51.6	36.0	8.1	4.3
Instructional materials	1.82	.902	43.5	37.0	11.4	8.2
Practicality of the textbooks	1.87	.888	41.7	35.3	17.6	5.3
Teaching methods	1.64	.811	52.9	32.6	10.2	4.3
Procedures of student evaluation	2.15	1.029	32.4	33.0	19.1	15.4
Teachers' training and development	2.53	1.118	21.8	27.7	22.9	27.7
Teachers' collaboration	1.54	.764	58.5	29.3	8.5	3.7
Parents' support	2.41	1.040	23.7	31.2	26.9	18.3
Support of school administration	1.57	.874	62.0	23.0	9.6	5.3

Rating response scale: 1 = Not a barrier, 2 = Small barrier, 3 = Big barrier, and 4 = Very big barrier.

As shown in Table 5.4, the factor that was considered as the biggest barrier affecting integration was the number of students in the classroom (mean = 3.19), followed by equipment and school supplies (mean = 2.62), followed by teachers' training and development (mean = 2.53). To see how many teachers agreed on the three factors as integration barriers, responses of the Likert scale of 3 and 4 (big barrier and very big barrier) were calculated. The result shows that 73.71% of the teachers believed that the large number of students in the classroom was a big barrier obstructing the integration practice, while 53.71% of them believed that insufficiency of the equipment and school supplies was a big barrier, and only 49.14% of them believed that the insufficiency of teachers training and development was a large barrier affecting the integration.

On the other hand, the factors that received a lower mean score, which could mean factors supporting the integration process, were teachers' collaboration (mean = 1.54), followed by collaboration of school administration (mean = 1.57), followed by planning for teaching (mean = 1.61), followed by teaching methods (mean = 1.64).

Figure 5.3 illustrates how the factors affect the integration negatively as barriers or positively as supporting elements.

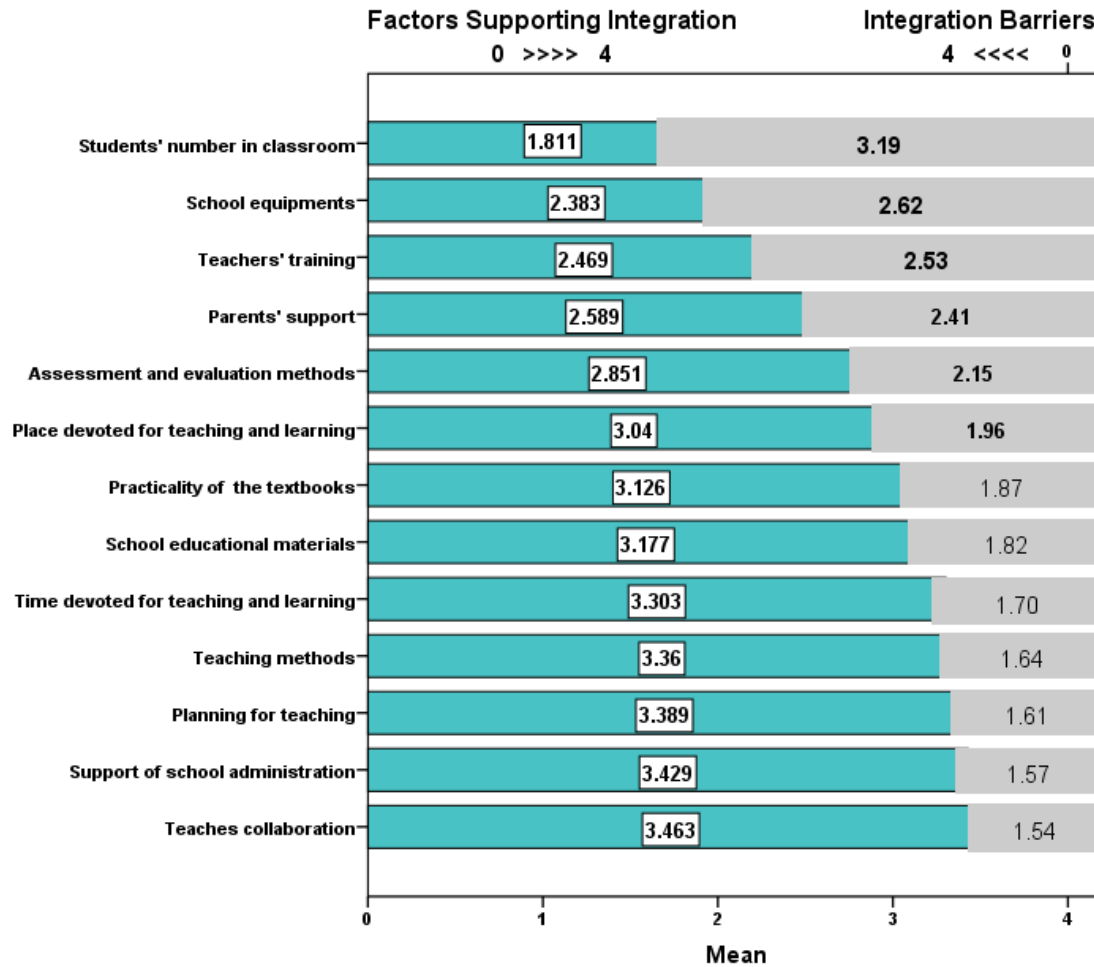


Figure 5.3: Factors Supporting Integration and Barriers Hindering Integration

To see the percentage of teachers agreeing on each item separately as a barrier affecting the integration, their *big barrier/ very big barrier* responses were combined. Figure 5.4 shows the results where the item “Students’ number in classroom’ received the highest response as a barrier (73.71%), followed by the item “Equipment and school supplies” (53.71%), then “Teachers’ training and development” (49.14%).

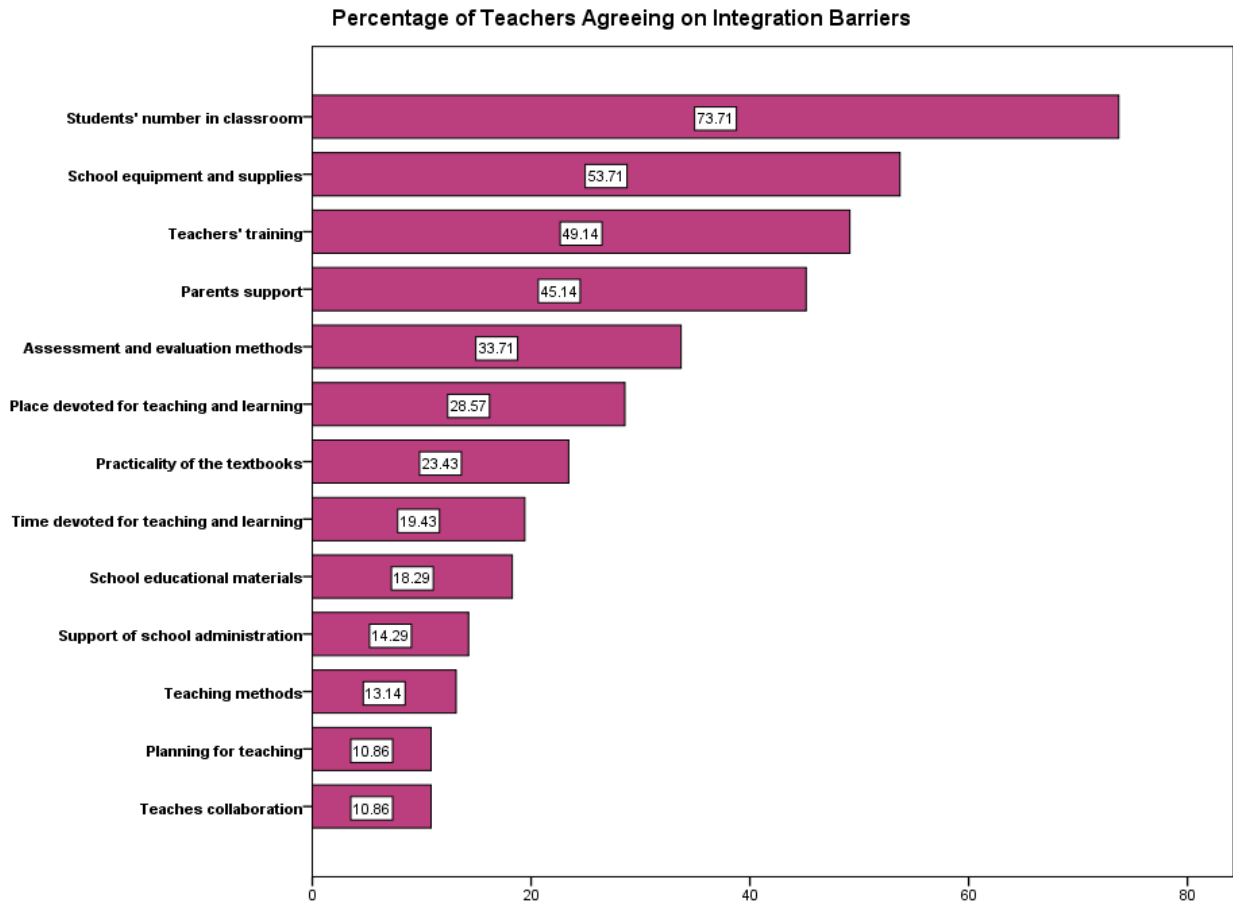


Figure 5.4: Percentage of Teachers Agreeing on Integration Barriers

Additional Findings on the Integration Barriers

Since teachers' training was considered as a barrier, it was possible to investigate this issue deeply by using questions number 8 and 9 in the questionnaire where they were asked if they received training for implementing the new integrated curriculum or not, and about the kind of training they received.

Question number 8 was:

“Did you receive any training for implementing the new integrated curriculum? Yes No

If yes, please describe the training you received.”

Question number 9 was:

“If you received training for implementing the new curriculum, how would you rate the adequacy of that training in addressing your needs to be able to teach the Arabic language in the new integrated approach?”

Addressed all my needs

Addressed most of my needs

Addressed some of my needs

Did not address any of my needs

The results show that 122 teachers (64.21%) have received training for implementing the new integrated curriculum, and only 68 teachers (35.78%) have not received any kind of training. The answers for the ninth question showed that of the 122 teachers who received training, 51 teachers (41.80%) believed that the training they received addressed only some of their needs, while 45 of them (36.88%) believed that the training they received addressed most of their needs, and only 20 teachers (16.39%) believed that the training they received addressed all their needs.

Regarding the kind of training they received, the results show the following 14 training types according to the teachers' statements, sorted by number of repetitions:

- Short training sessions 2-3 days about introducing the new curriculum and reviewing the methods of implementing it. (44 frequencies)
- Short training sessions about creative thinking skills (25 frequencies)
- Short training sessions about cooperative learning (24 frequencies)
- Short training sessions about new learning strategies (20 frequencies)
- Concept Maps (13 frequencies)
- Methods of inquiry in education / learning by inquiry (7 frequencies)

- Integrating communication technologies into the learning process (5 frequencies)
- power point (4 frequencies)
- language communication skills (2 frequencies)
- Role-playing as a teaching strategy (2 frequencies)
- Constructivist teaching methods (2 frequencies)
- Formative assessment / evaluation (2 frequencies)
- Meeting with the new textbooks writers (2 frequencies)
- Typical teaching performed by a distinct teacher (2 frequencies)

To examine in more detail the integration barriers, teachers were asked to provide more information about how some of the aforementioned factors affect their ability to effectively integrate their teaching of Arabic language arts, and to comment on any other barriers not listed in the questionnaire. Their answers for this question were the following statements, sorted by number of repetitions:

- The large number of students in a classroom is a big barrier. It makes teachers unable to train students on language skills. (42 frequencies)
- There are no teaching aids such as computers, projectors, and CDs. (21 frequencies)
- Teacher training was not enough. (14 frequencies)
- Parents are uncooperative and uninterested, and effort on the teacher alone. (13 frequencies)
- Classroom equipment/ Lab equipment are not good. (11 frequencies)
- The Ministry of Education must provide specific CDs, DVDs, or video tapes for the listening texts in each unit that can help in teaching of the language skills. (10 frequencies)
- There is not enough time for curriculum to be applied correctly. (10 frequencies)

- Teacher weekly burden is large, up to 24 hours per week. It should not exceed 18 hours per week. (9 frequencies)
- There is no laboratory designated for Arabic language which is supposed to be equipped with all helping means. (7 frequencies)
- There is no classroom for each teacher that is equipped with all the means that can help him or her to assess and evaluate his or her curriculum. (7 frequencies)
- The student assessment procedures that the curriculum suggest are too long and inappropriate. (5 frequencies)
- The student assessment procedures that the curriculum suggest are not organized and sometimes not relevant. (5 frequencies)
- There are no learning resources that can provide learning support. (3 frequencies)
- No support is available from the school administration or the educational supervision. (3 frequencies)
- The student assessment procedures that the curriculum suggest do not focus sometimes on the practical aspects of the language. (2 frequencies)
- No cooperation between teachers. (2 frequencies)
- Teacher's guide does not have the answers for the students' textbook questions. (2 frequencies)

Research Question Three

The third research question was: “To what extent do teachers see the integrated curriculum effective in helping them to achieve the teaching goals?”

The 11 items of question number 20 in the questionnaire were used to assess how teachers see the effectiveness of the integrated curriculum in helping them to achieve the teaching goals.

The question was:

“How effective is the integrated curriculum in helping you realize the following teaching goals? *Please rate using a scale that ranges from 1 to 4, where:*

1 = very effective, 2 = effective; 3 = slightly effective; 4 = not effective”

The 11 items of this question were:

Student can:

- a. Communicate in multiple ways effectively..... 1 2 3 4
- b. Get reinforcement on language skills 1 2 3 4
- c. Gain more appreciation for the Arabic language..... 1 2 3 4
- d. Read with understanding and fluency 1 2 3 4
- e. Write for different audiences and purposes 1 2 3 4
- f. Comprehend, analyze, and evaluate information 1 2 3 4
- g. Access and use information from a variety of sources..... 1 2 3 4
- h. Prepare and present information. 1 2 3 4
- i. Develop problem-solving skills 1 2 3 4
- j. Develop critical thinking skills. 1 2 3 4
- k. Participate more effectively in classroom discussions..... 1 2 3 4

Table 5.5 shows the mean and standard deviation for teachers' perceptions about the effectiveness of the integrated curriculum in helping them to achieve the teaching goals. As mentioned before, the order in the questionnaire was 1 for *very effective* and 4 for *not effective* as it is the approach used in most research conducted with Arab people. Therefore, the Likert response scale of this question was reverse-coded when analyzing the data where 1 means *not effective* and 4 means *very effective*. A higher mean score in the table indicates more positive perceptions and vice versa. The total score of the mean for teachers' perceptions of effectiveness of the integrated curriculum in helping them to achieve the teaching goals was 3.13 (SD=.625). The highest mean score 3.35 was associated with the item: "Participate more effectively in classroom discussions", followed by the mean score of 3.31 for the item "Communicate in multiple ways effectively". The lowest mean score of 2.93 was associated with the item: "Write for different audiences and purposes".

Table 5.5

Mean and Standard Deviation for Teachers' Perceptions about Effectiveness of Integrated Curriculum on Achieving Teaching Goals

Item	M	SD	Response Distribution (%)			
			Not Effective	Slightly Effective	Effective	Very Effective
Integration helps student:						
Communicate in multiple ways effectively	3.31	.727	1.6	11.2	43.6	43.6
Get reinforcement on language skills	3.11	.866	4.7	18.4	38.4	38.4
Gain more appreciation for the Arabic language	3.06	.892	6.3	17.9	39.5	36.3
Read with understanding and fluency	3.10	.869	4.7	18.4	37.9	38.9
Write for different audiences and purposes	2.93	.790	3.8	23.6	48.9	23.6
Comprehend, analyze, and evaluate information	3.12	.804	3.2	17.1	43.9	35.8
Access and use information from a variety of sources	3.24	.803	2.1	17.0	37.2	43.6
Prepare and present information	3.11	.857	5.8	15.3	43.7	35.3
Develop problem-solving skills	3.04	.832	3.7	21.4	42.2	32.6
Develop critical thinking skills.	3.08	.844	3.7	20.6	39.7	36.0
Participate more effectively in classroom discussions	3.35	.802	3.2	11.1	33.3	52.4

Rating response scale: 1 = not effective, 2 = slightly effective, 3 = effective, and 4 = very effective.

As shown in Table 5.5, 37.86% of the participants believed that the integration approach is *very effective* in helping them realize the Arabic language teaching goals, and an additional 40.75% believed that the integration approach is *effective* in helping them realize the teaching goals. The total percentage of the teachers who see this approach as an effective/very effective way in helping them achieve the language teaching goals was 79% which means that the majority of teachers see this new integration approach as an effective way of teaching students the Arabic language and achieving its teaching goals and skills.

Figure 5.5 illustrates how teachers see the effectiveness of the integrated curriculum on achieving teaching goals according to the mean score order:

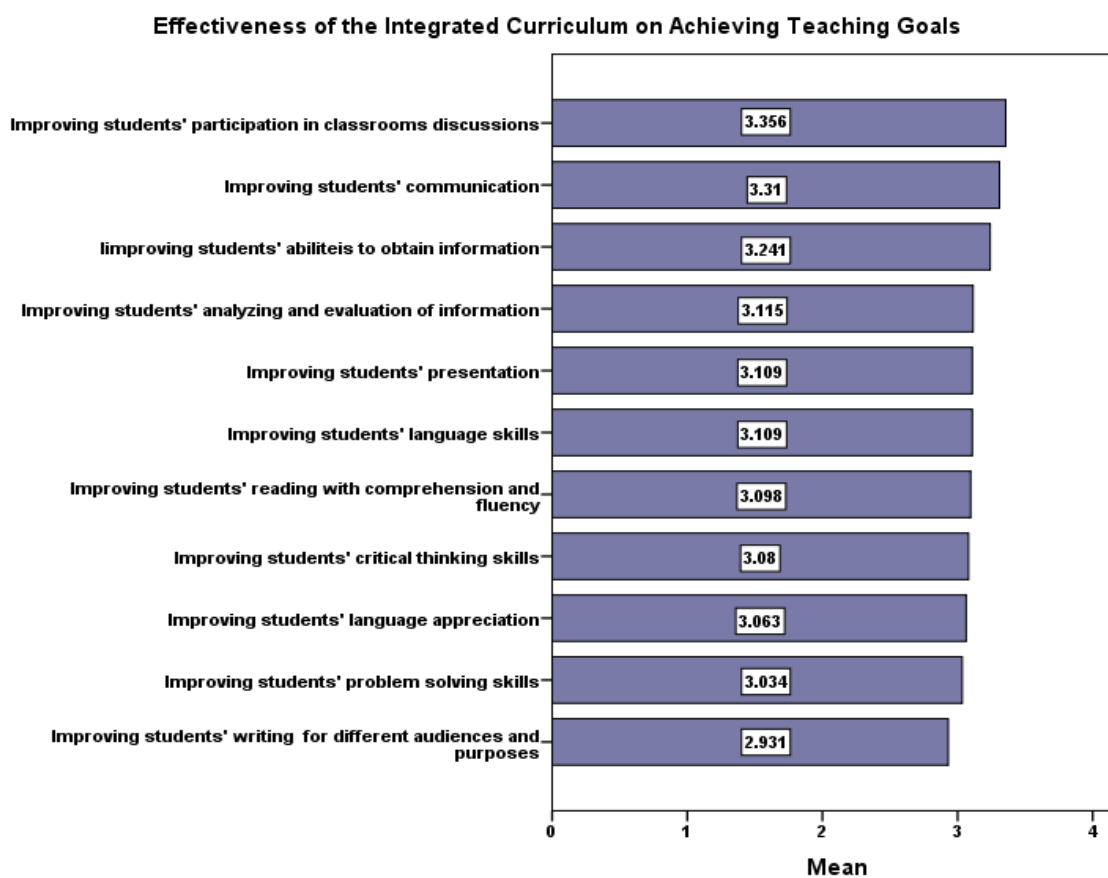


Figure 5.5: Effectiveness of Integration on Achieving Teaching Goals

To see the percentage of teachers agreeing on the effectiveness of the integrated curriculum in helping them to achieve the teaching goals, their responses “*effective/ very effective*” were put together. Figure 5.6 illustrates their response for each item separately:

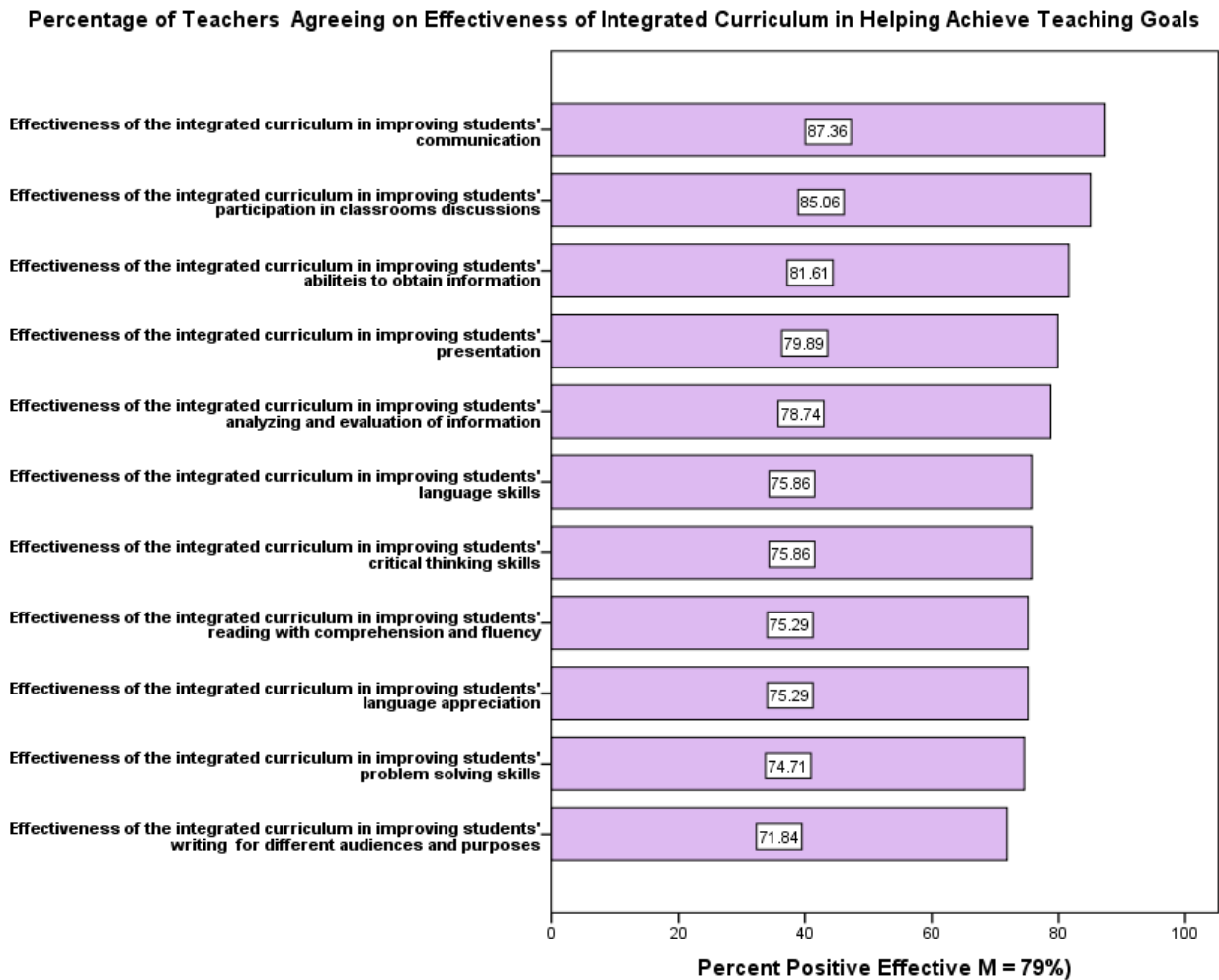


Figure 5.6: Percentage of Teachers Agreeing with Effectiveness of Integration on Achieving Teaching Goals

Additional Findings on the Effectiveness of the Integration on Achieving Teaching Goals

Teachers were also asked an open-ended question to comment on the effectiveness of the new curriculum as to how it helps them achieve the aforementioned teaching goals.

Their answers to this question were the following statements:

*The positive effectiveness of the approach in achieving the teaching goals:
(46 positive comments)*

- The new curriculum enhanced students' dialogue, discussion skills and classroom participation. (7 frequencies)
- The new curriculum is effective in making student participates and speaks. (5 frequencies)
- The new integrated language curriculum enhanced self-learning skills and collaborative learning. (5 frequencies)
- The new curriculum is effective in training students on expression skills. (4 frequencies)
- The new curriculum is effective in training students to think and solve problems (3 frequencies)
- The new integrated language curriculum gave students kind of self-confidence. (3 frequencies)
- The new integrated language curriculum enhanced thinking skills. (3 frequencies)
- The new integrated language curriculum enhanced writing skills. (3 frequencies)
- The new curriculum enhanced students' research skills. (3 frequencies)
- The new curriculum made student become active and protective, not receiver as before. (2 frequencies)
- The new integrated language curriculum enhanced problem-solving skills. (2 frequencies)
- The new integrated language curriculum helps teachers and students to achieve the educational goals (1 time)
- The new curriculum is effective in developing the comparison, inference, and observation skills. (1 time)
- The new curriculum enhanced students' language use in different positions and situations. (1 time)
- The new curriculum develops students' reading, writing, listening and speaking skills in accordance with modern strategies such as collaborative learning, problem solving. (1 time)

- The new curriculum develops students' abilities to innovate, research, and investigate. (1 time)
- The new integrated language curriculum is effective for the lower grades (first, second, and third grades) more than the other upper grades. (1 time)

The negative effectiveness of the approach in achieving the teaching goals:

(19 negative comments)

- The new curriculum is not effective in teaching the grammatical rules, where topics were shortened and did not provide enough practice and training time. (7 times)
- The integrative approach did not help to reduce students' grammatical mistakes" (5 times)
- The integrative approach did not help to reduce students' writing and spelling mistakes. (4 times)
- The new curriculum is not effective in making students good readers. (2 times)
- The new curriculum does not focus on training students on preparation and presenting information. (1 time)

Research Question Four

The fourth research question was: "To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills?"

Nine items of question number 21 in the questionnaire (21k, 21l, 21m, 21o, 21p, 21q, 21r, 21t, and 21u) were used to assess how teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills.

The question was:

"How would you evaluate the integration approach through the following statements? *Please rate using a scale that ranges from 1 to 4, where:*

1 = strongly agree, 2 = agree; 3 = disagree; 4 = strongly disagree"

The 9 items of this question were:

- 21. k. The integration approach enhanced students' reading comprehension
- 21. l. The integration approach improved students' reading fluency
- 21. m. Combining writing and reading produced greater reading achievement
- 21. O. The integrative approach helped to reduce students' writing and spelling mistakes
- 21. p. The integrative approach helped to reduce students' grammatical mistakes
- 21. q. Combining writing and reading improved students' writing capabilities
- 21 .r. The integration approach enhanced students' writing strategies
- 21. t. The integrative approach enabled students to speak fluently, confidently and clearly
- 21. u. The integrated approach enabled students to listen and view attentively and critically

As mentioned before, the rating scale was chosen in the instrument in this order (1= strongly agree and 4= strongly disagree) because it was easier for the participants to understand as it is the way they are used to seeing a Likert scale. However, when analyzing the data, the scale was reversed in order to follow the technique used in most research where the higher mean score indicates a more positive response. For this reason, the rating scale represented in the following tables presents 1 as strongly disagree, 2 as disagree; 3 as agree; and 4 as strongly agree.

Table 5.6 shows the mean and standard deviation for teachers' perceptions about the impact of the integrated curriculum and the integrative approach on their students' language skills. A higher mean score indicates more positive teachers' perceptions. The total score of the mean for teachers' perceptions of the impact of the integrated curriculum and the integrative approach on their students' language skills was 3.00 (SD=.711). The highest mean score 3.36 was associated with the item: "The integrated approach enabled students to listen and view attentively and critically", followed by the mean score of 3.32 for the item "The integrative approach enabled students to speak fluently, confidently and clearly". The lowest

mean score 2.57 was associated with the item: “The integrative helped to reduce students’ grammatical mistakes”, followed by the mean score of 2.62 for the item: “The integrative approach helped to reduce students’ writing and spelling mistakes”.

Table 5.6

Mean and Standard Deviation for Teachers’ Perceptions about Impact of Integrated Curriculum on Students’ Language Skills

Item	M	SD	Response Distribution (%)			
			Strongly Disagree	Disagree	Agree	Strongly agree
The integration approach enhanced students’ reading comprehension	3.17	.866	5.8	13.7	40.5	40.0
The integration approach improved students’ reading fluency	3.00	.923	7.9	18.5	39.2	34.4
Combining writing and reading produced greater reading achievement	3.14	.859	6.4	10.2	47.6	35.8
The integrative approach helped to reduce students’ writing and spelling mistakes	2.62	.976	15.9	27.5	37.0	19.6
The integrative approach helped to reduce students’ grammatical mistakes	2.57	.947	14.3	33.3	34.4	18.0
Combining writing and reading improved students’ writing capabilities	2.85	.875	6.3	27.9	40.5	25.3
The integration approach enhanced students’ writing strategies	2.95	.879	6.4	21.8	42.0	29.8
The integrative approach	3.32	.804	3.2	12.1	35.8	48.9

enabled students to speak fluently, confidently and clearly

The integrated approach enabled students to listen and view attentively and critically	3.36	.771	3.2	8.5	37.8	50.5
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Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

As shown in Table 5.6, 33.55% of the participants *strongly agreed* with the nine items that indicate the impact of the integrated curriculum and the integrative approach on their students' language skills, and around 39.42% of them *agreed* on that as well. The total percentage of the teachers who agreed/strongly agreed on the impact of the integrated curriculum and the integrative approach on their students' language skills was 73% which means that most of the teachers see this new integration approach as an efficient way of teaching students the Arabic language arts and skills.

Figure 5.7 illustrates how teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills according to the mean score order:

Impact on Students' Language Skills (Total mean score = 3.00)

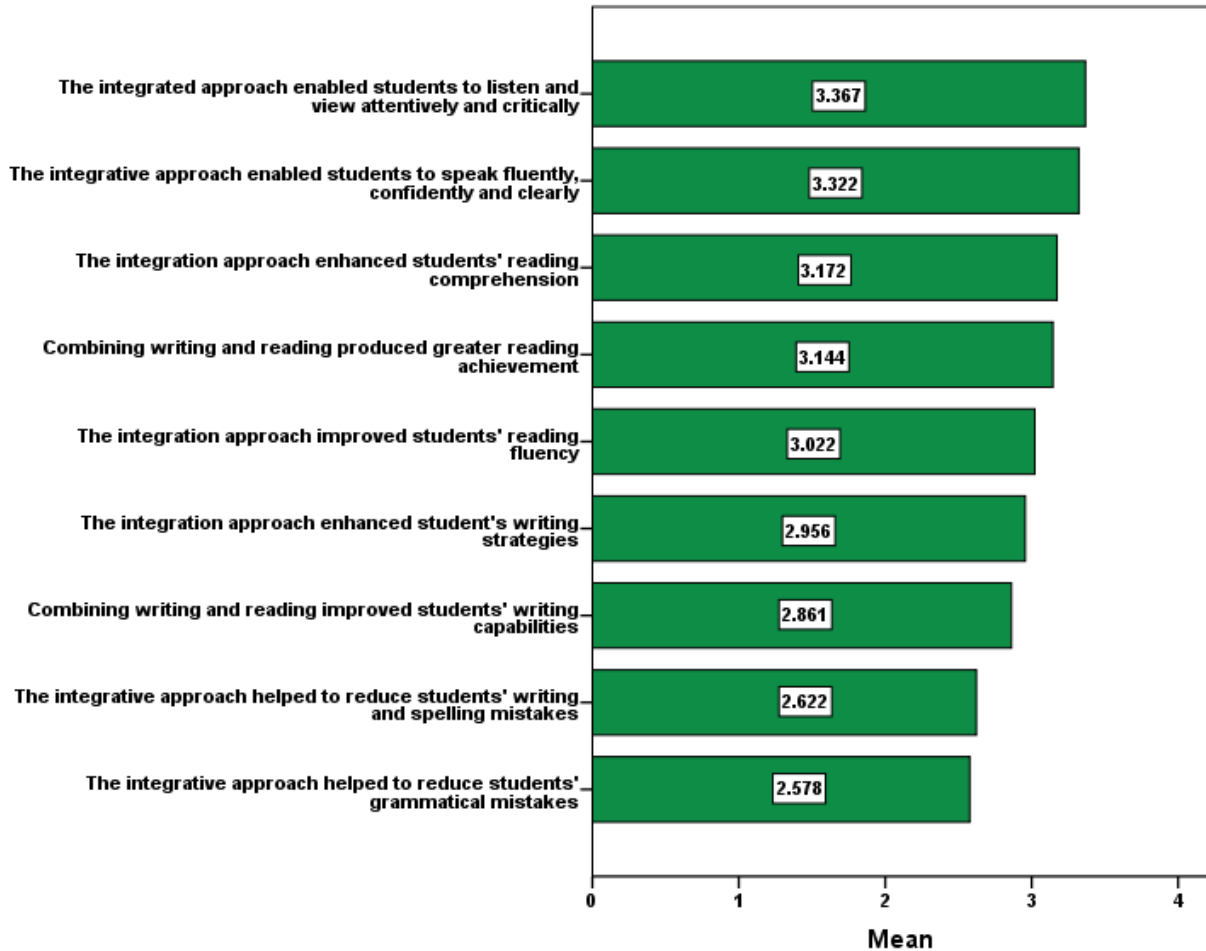


Figure 5.7: Mean Scores for Items on Impact of Integration on Students' Language Skills

When looking at the percentages of the teachers who agreed on each item separately, the results show a high number of the teachers who agreed with the statements that indicate the impact of the integrated curriculum and the integrative approach on their students' language skills. The item that got the highest agreement percentage (88.33%) was: "The integrated approach enabled students to listen and view attentively and critically", while the item that got the lowest agreement percentage (53.89) was "The integrative approach helped to reduce students' grammatical mistakes".

Figure 5.8 illustrates teachers' opinions about this question.

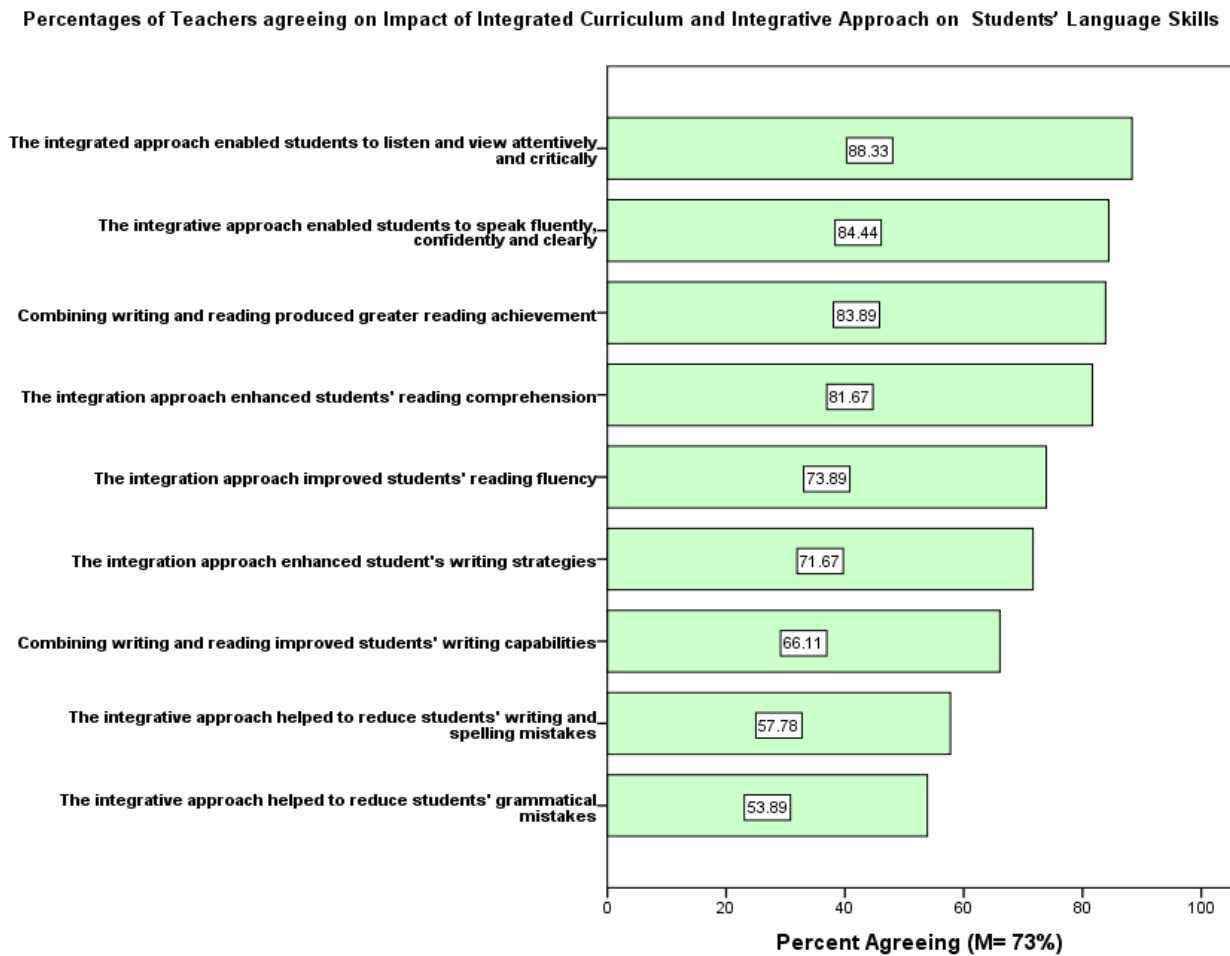


Figure 5.8: Percentages of Teachers Agreeing on Impact of Integration on Language Skills

To see how teachers responded positively to the impact of the integrated curriculum on their students' language skills, Figures 5.9, 5.10, and 5.11 show their agreement frequencies on the first three statements regarding reading comprehension, fluency, and achievement.

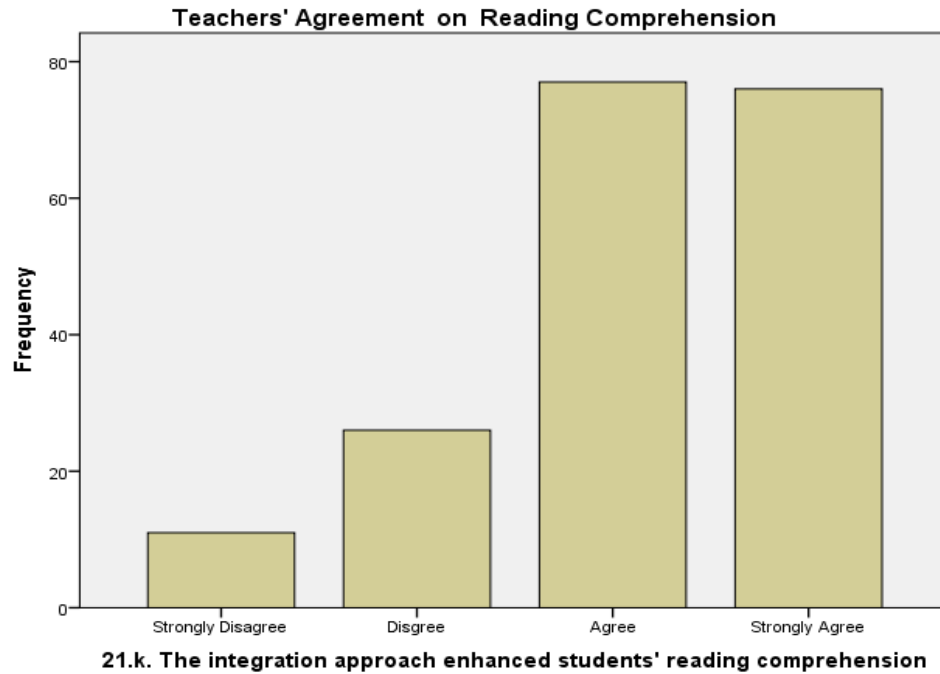


Figure 5.9: Frequencies of Teachers Agreeing on Impact of Integration on Reading Comprehension

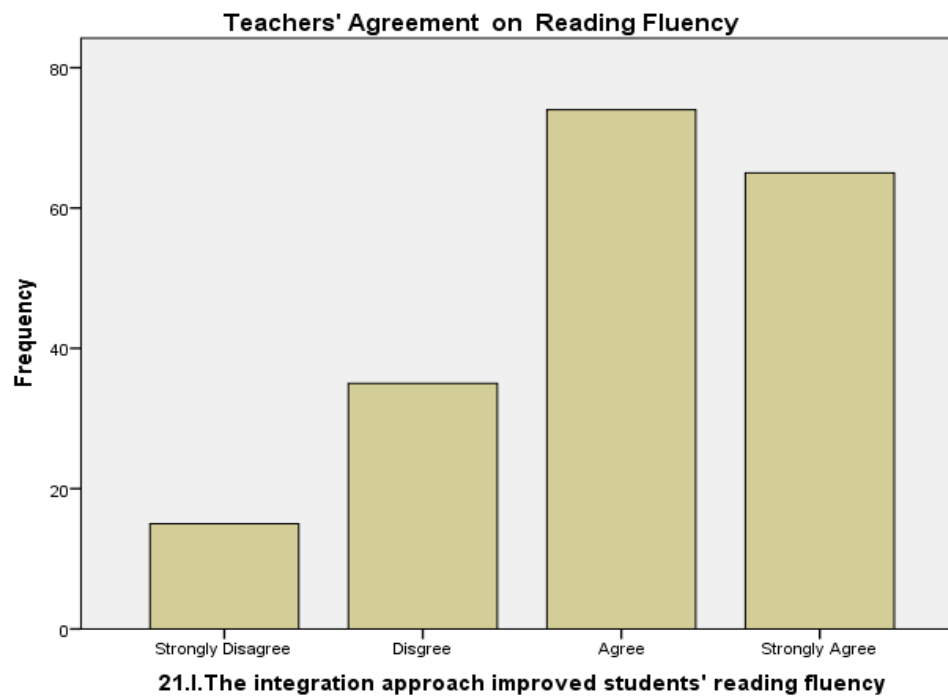


Figure 5.10: Frequencies of Teachers Agreeing on Impact of Integration on Reading Fluency

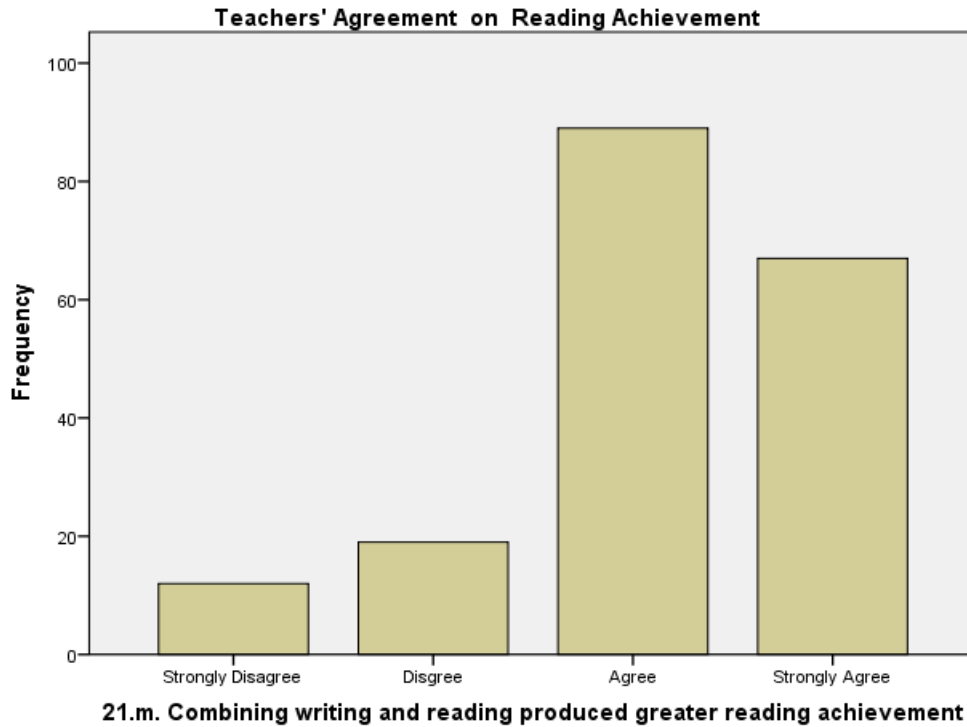


Figure 5.11: Frequencies of Teachers Agreeing on Impact of Integration on Reading Achievement

Additional Findings on the Impact of the Integration on Students' Language Skills

Teachers were also asked an open-ended question to provide any additional comments they have regarding the new Arabic language curriculum impact on students. Their comments were consistent with their response about the impact of the integration on the grammatical and spelling mistakes.

The following are the teachers' comments according to the number of their frequencies:

- The new curriculum does not focus on training students on grammar and spelling in an interconnected way. (15 frequencies)
- The new curriculum does not highlight enough the grammar and spelling rules so that they can be easily applied. (10 frequencies)
- Grammatical exercises should be intensive. (8 frequencies)

- The new curriculum is not effective in teaching the grammatical rules, where topics were shortened and did not provide enough practice and training time. (7 frequencies)
- The integrative approach did not help to reduce students' grammatical mistakes. (5 frequencies)
- The integrative approach did not help to reduce students' writing and spelling mistakes. (4 frequencies)
- The new curriculum neglected grammar and spelling and handwriting skills and did not dedicate enough share of the teaching and training for these subjects. (3 frequencies)
- The middle school new curriculum caused severe weakness in students' grammatical and spelling skills. (2 frequencies)

As shown in the teachers' comments, 54 statements by 46 teachers (24%) indicate clearly that this integration approach is not effective in teaching the grammatical rules, where topics were shortened and did not provide enough practice and training time. This approach according to this 46 teachers' comments, did not help to reduce students' grammatical, writing and spelling mistakes.

Research Question Five

The fifth research question was: "To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation?"

The 2 items of question number 21 in the questionnaire (21j and 21n) were used to assess how teachers see the impact of the integrated curriculum and the integrative approach on their students' motivation to learn.

The question was:

“How would you evaluate the integration approach through the following statements? *Please rate using a scale that ranges from 1 to 4, where:*

1 = strongly agree, 2 = agree; 3 = disagree; 4 = strongly disagree”

The 2 items of this question were:

21j. Student class participation is of higher quality using the integrated curriculum

21n. Combining reading and writing stimulated motivation toward reading and created a positive attitude for learning.

When analyzing the data, the scale was reversed in order to follow the technique used in most research where the higher mean score indicates more positive response. For this reason, the rating scale represented in the following tables presents 1 as strongly disagree, 2 as disagree; 3 as agree; and 4 as strongly agree.

Table 5.7 shows the mean and standard deviation for teachers’ perceptions about the impact of the integrated curriculum and the integrative approach on their students’ motivation to learn. A higher mean score indicated more positive teachers’ perceptions. The total score of the mean for teachers’ perceptions of the impact of the integration on students’ motivation to learn was 3.21 (SD=.736).

Table 5.7

Mean and Standard Deviation for Teachers' Perceptions about Impact of Integrated Curriculum on Students' Learning Motivation

Item	M	SD	Response Distribution (%)			
			Strongly Disagree	Disagree	Agree	Strongly agree
Student class participation is of higher quality using the integrated curriculum	3.31	.806	3.7	10.6	37.0	48.7
Combining reading and writing stimulated motivation toward reading and created a positive attitude for learning	3.11	.859	5.9	14.4	43.1	36.7

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree.

As shown in Table 5.7, 42.7% of the teachers *strongly agreed* with the two items that indicate the impact of the integrated curriculum and the integrative approach on their students' learning motivation, and around 40% of them *agreed* on that as well. The total percentage of the teachers who agreed/strongly agreed on the impact of the integrated curriculum and the integrative approach on their students' learning motivation was 82.7%, which means that most of the teachers see this new integration approach as an effective method that stimulates motivation toward reading, writing, and classroom participation, and creates positive attitude for learning in general.

Figure 5.12 illustrates how teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation.

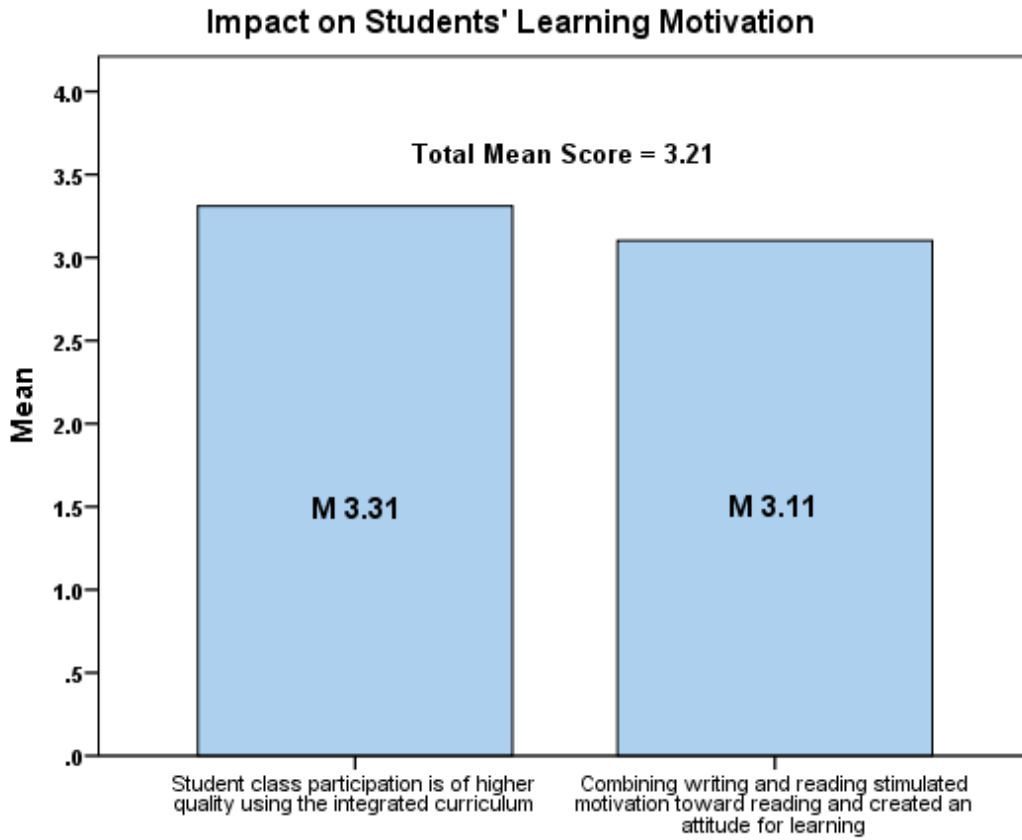


Figure 5.12: Mean Scores for Impact of Integration on Students' Learning Motivation

When looking at the percentages of teachers who agreed on each item separately, the results show a high number of the teachers who agreed with the statements that indicate the impact of the integrated curriculum and the integrative approach on their students' learning motivation.

Figure 5.13 illustrates the teachers' opinions about this question.

Percentage of Teachers Agreeing on Impact of Integrated Curriculum on Students' learning Motivation

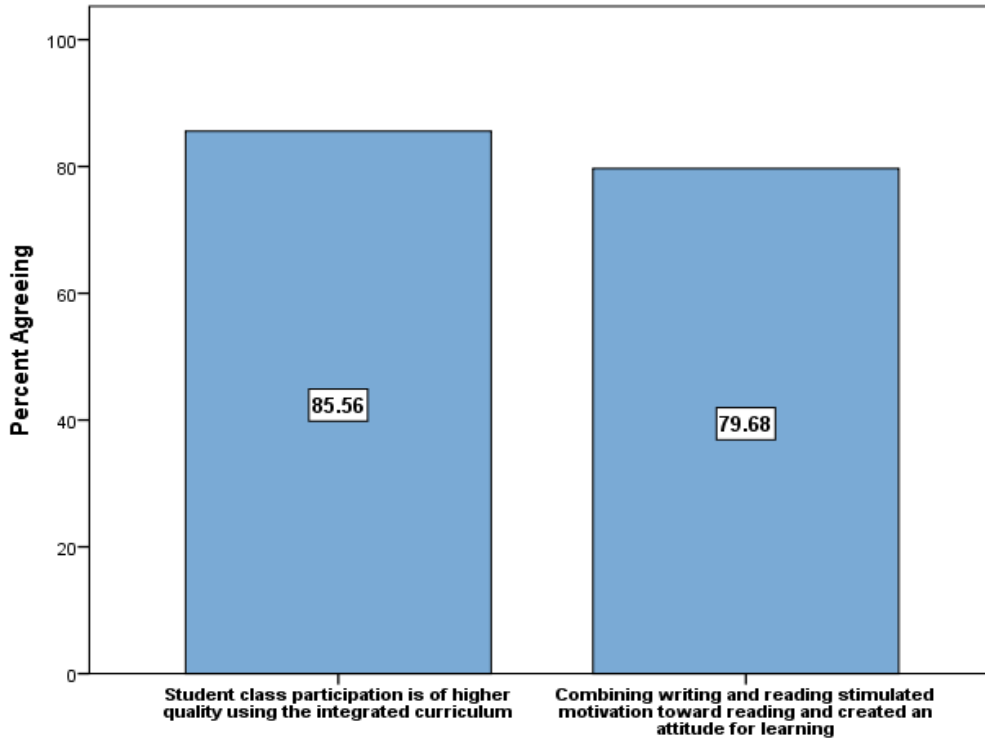


Figure 5.13: Percentages of Teachers Agreeing on Impact of Integration on Students' Learning Motivation

Research Question Six

The sixth research question was: “How do teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum?”

The items (g) and (i) of question number 21 in the questionnaire were used to find out how teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum.

The question was:

“How would you evaluate the integration approach through the following statements? *Please rate using a scale that ranges from 1 to 4, where:*

1 = strongly agree, 2 = agree; 3 = disagree; 4 = strongly disagree”

The 2 items of this question were:

21.g. I enjoy teaching the integrated curriculum more than the previous curriculum

21.i. I prefer to teach the Arabic language arts using the current integrative approach than using the previous methods

Question number 22 was also used for obtaining this information. The question was:

“Overall, how would you rate your satisfaction with the integrated curriculum you are teaching?

Strongly satisfied Satisfied Dissatisfied Strongly dissatisfied

When analyzing the data, the scale was reversed in order to follow the approach used in most research where the higher mean score indicates a more positive response. For this reason, the rating scale represented in the following tables presents 1 as strongly disagree/strongly dissatisfied, 2 as disagree /dissatisfied; 3 as agree /satisfied; and 4 as strongly agree/strongly satisfied.

Table 5.8 shows the means and standard deviations for teachers’ evaluation of their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum. A higher mean score indicated more positive teachers’ perceptions. The overall mean for teachers’ evaluation of their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum was 3.30 (SD=.719).

Table 5.8

Mean and Standard Deviation for Teachers' Satisfaction and Evaluation of Integration

Item	M	SD	Response Distribution (%)			
			Strongly Disagree	Disagree	Agree	Strongly agree
I enjoy teaching the integrated curriculum more than the previous curriculum	3.38	.859	4.2	12.2	24.9	58.7
I prefer to teach the Arabic language arts using the current integrative approach than using the previous methods	3.37	.875	5.8	9.0	28.0	57.1
Rate your satisfaction with the curriculum you are teaching**	3.16	.757	3.7	10.7	51.9	33.7

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

** Response for this item was: (1) Strongly Dissatisfied, (2) Dissatisfied, (3) Satisfied, and (4) Strongly Satisfied.

As shown in Table 5.8, around 50% of the teachers *strongly agreed* with the two items that indicate their enjoyment and preference of teaching Arabic using the integrative approach, and the other item that indicates their satisfaction with this curriculum. Another 35% of them *agreed* on that as well. The total percentage of the teachers who agreed/strongly agreed or were satisfied/ strongly satisfied with the integrated curriculum and the integrative approach was 85%, which means that the majority of the teachers liked this new integration approach and became satisfied with teaching Arabic using this approach.

Figure 5.14 illustrates how teachers prefer this approach and how they are satisfied with it.

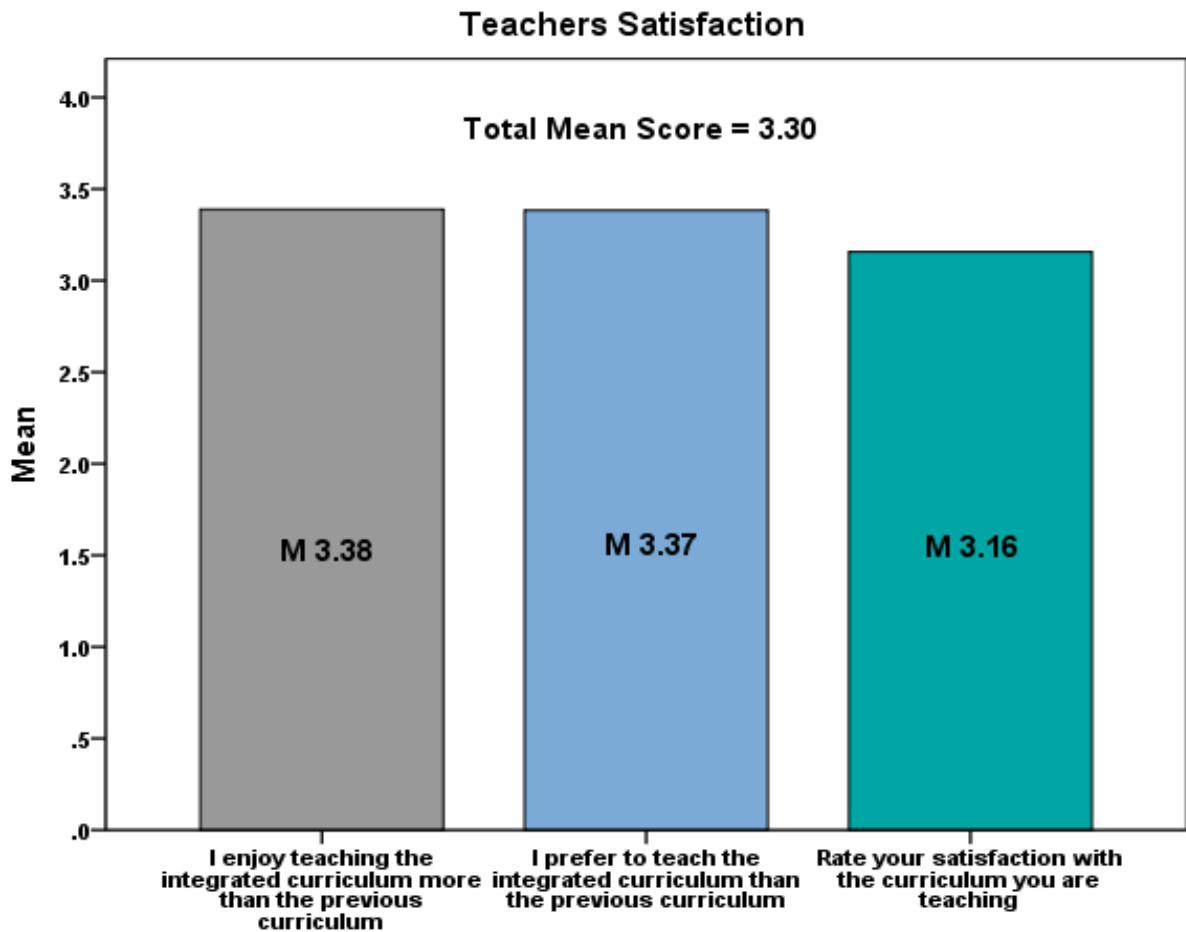


Figure 5.14: Mean Scores of Teachers' Satisfaction with Teaching Arabic in the Integrated Approach

When looking at the percentages of the teachers who agreed on each item separately, the results show a high number of the teachers who agreed with the statements that indicate their satisfaction with the implementation of the integrated approach.

Figure 5.15 illustrates the percentages of the teachers satisfied with the implementation of the integrated approach.

Percentage of Teachers Satisfied with Implementation of the Integration Approach

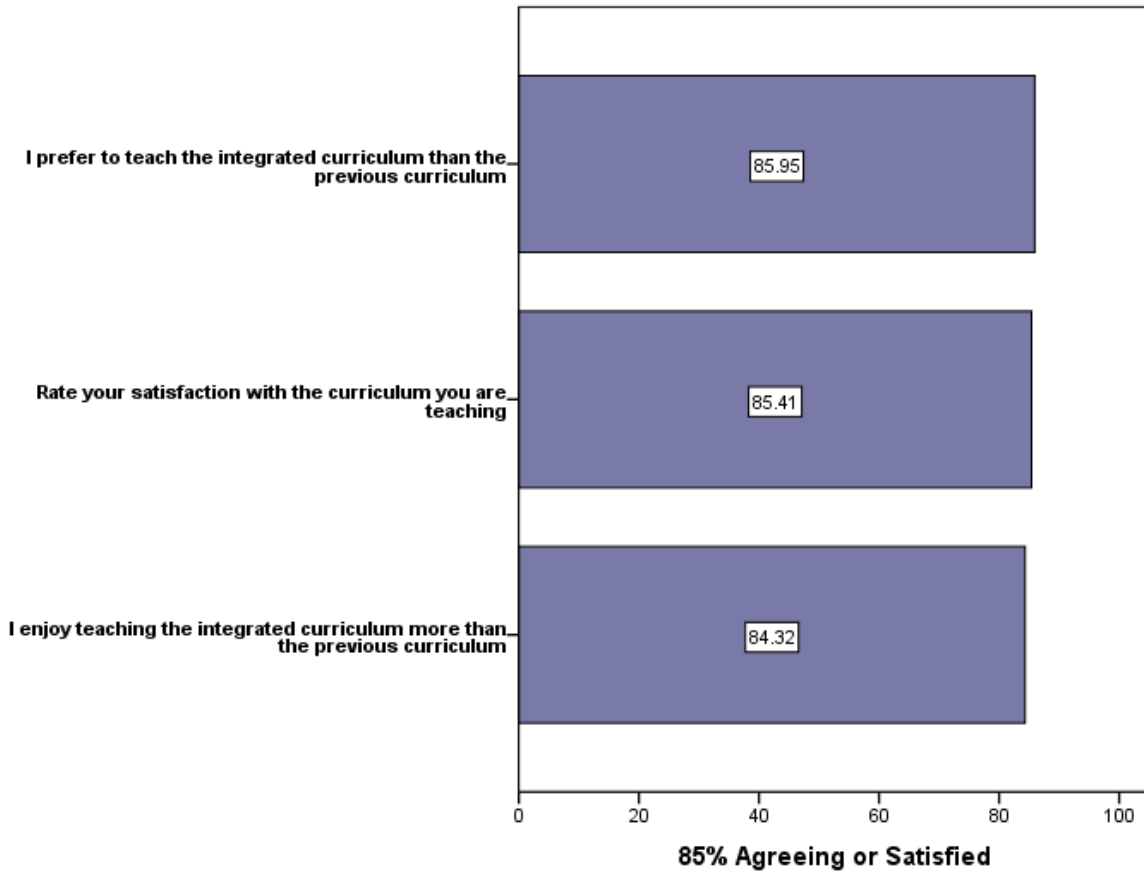


Figure 5.15: Percentages Teachers Satisfied with Implementation of the Integrated Approach

Figure 5.16 and 5.17 illustrate how teachers prefer teaching in the integrative approach, and how they are satisfied with it.

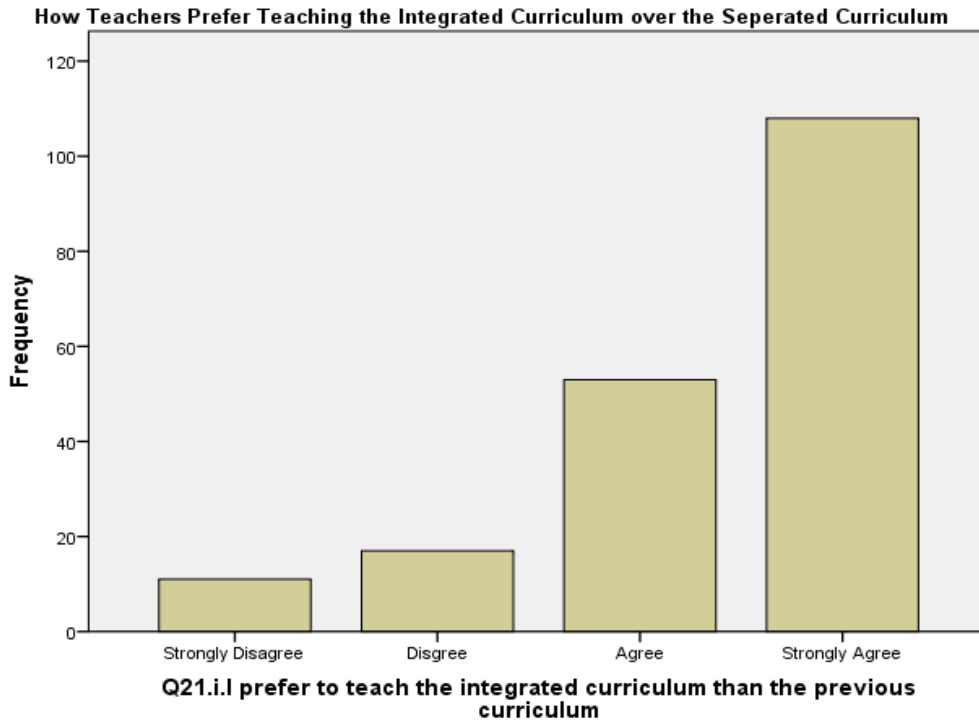


Figure 5.16: Frequencies of Teachers Preferring Integration over Separation

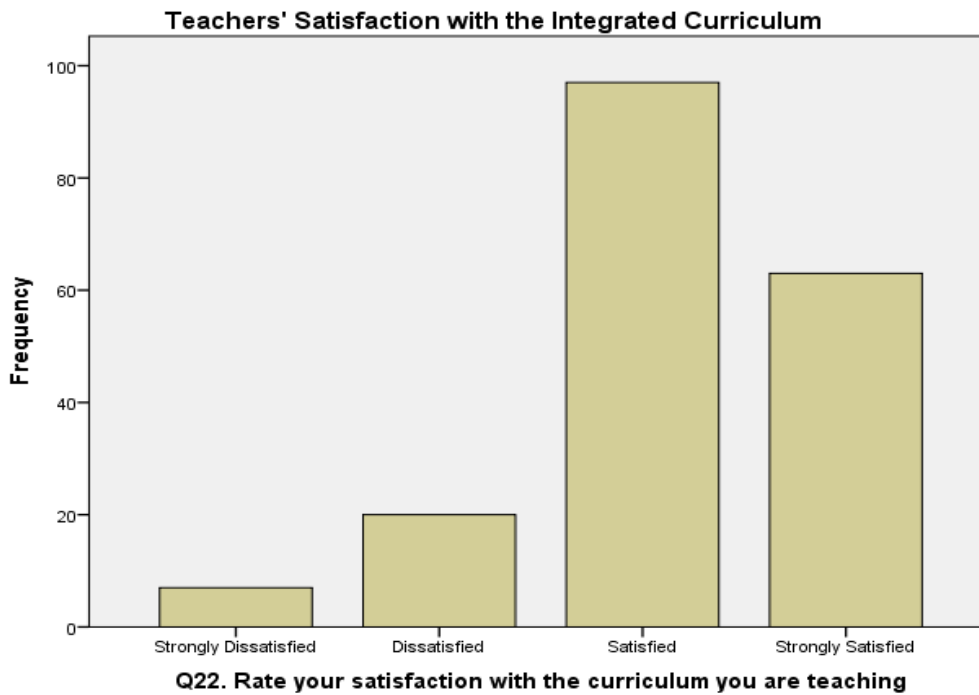


Figure 5.17: Frequencies of Teachers Satisfied with Integration

Research Question Seven

The seventh research question was: “How do teachers see the appropriateness of the nature and characteristics of the Arabic language to the notion of integration?”

Question number 17 in the questionnaire was utilized to find teachers’ opinions about how the integration fits or does not fit the nature and characteristics of the Arabic Language.

The question was:

“To what degree the characteristics of the Arabic language are appropriate to the idea of integration?”

Very appropriate Appropriate Appropriate to some extent Not appropriate

Please, explain how the structure of the Arabic language helps or hinders integration.”

The results indicate that 82 teachers (43%) believed that the characteristics of the Arabic language is “*very appropriate*” to the idea of integration, while 93 teachers (49%) believed that the characteristics of the Arabic language is “*appropriate*” to the idea of integration.

The total number of teachers who believed that the Arabic language fits the integration notion is 175 teachers representing 92% of the total number of the teachers participated in this study.

Table 5.9 shows the Teachers’ response distributed by percentage:

Table 5.9

Teachers’ Response of Appropriateness of Arabic Language to the Integration

Item	Response Distribution (%)				N=190
	Not Appropriate	Appropriate To Some Extent	Appropriate	Very Appropriate	
To what degree the characteristics of the Arabic language are appropriate to the idea of integration?	2%	6%	49%	43%	

For the second part of the question where teachers were asked to explain how the structure of the Arabic language helps or hinders integration, their answers were divided into two different categories; the first was with the idea that structure of the Arabic language helps the integration, while the other one was with the idea that structure of the Arabic language hinders the integration. Their answers are summarized in the following statements:

First idea: Structure of Arabic language helps integration: (73 statement by 65 teachers)

- The Arabic language arts are interdependent and indivisible. (n=21)
- Listening is linked to speaking, and writing is associated with reading. (n=18)
- Grammar rules are taken from what it is written or read. (n=14)
- The nature of the Arabic does not impede integration because its arts are closely interlinked. (n=6)
- The nature of the Arabic language allows integration because reading lessons are the way to study and apply the rules of grammar, spelling, handwriting, and writing. (n=5)
- The nature of the Arabic language allows integration as it was the way to learn Arabic in old times. (n=3)
- Arabic language Arts cannot be separated from each other. Separation leads to rupture and corrupting of language. (n=3)
- When we read, we practice grammar understand the text, and analyze it. When we write, we practice the spelling and grammar. With this integration student can see the interconnected arts of language. (n=3)

Second idea: Structure of Arabic language hinders integration: (19 statements by 9 teachers)

- The nature of the Arabic language does not help integration because it is acoustic language that requires extensive training on each skill separately. (N=8)
- The grammar and spelling subject matters do not fit the integration because of the need for detailed rules and adequate application and practice (N=7)
- The nature of the Arabic language arts is not suitable for integration because these skills need to be organized and detailed to enable student to distinguish between them and give him or her enough time to practice them. (N=4)

Research Question Eight

The eighth research question was: “How do teachers see the appropriateness of the provided Arabic textbooks and the evaluation methods to the integration approach?”

Questions number 15 and 16 in the questionnaire were utilized to find teachers’ opinion about the textbook they use and the students’ evaluation methods they apply.

Question number 15 was:

“From your point of view, to what extent the evaluation methods currently applied are appropriate to measure students’ learning of language?”

Very appropriate Appropriate Appropriate to some extent Not appropriate”

Question number 16 was:

“From your point of view, to what extent the current textbooks are appropriate for applying the integration approach?”

Very appropriate Appropriate Appropriate to some extent Not appropriate”

The results indicate that 60 teachers (31.57%) believe that students' evaluation methods are "*appropriate*" to measure students' learning of language, while only 25 teachers (13.15%) believe that students' evaluation methods are "*very appropriate*" to that. The total number of teachers agreeing on the appropriateness of students' evaluation methods is 85 teaches representing 44.73% of the teachers. However, there are 79 teachers representing 41.57% of the total number who believed that the evaluation procedures are appropriate only to some extent, while only 26 of them (13.68%) believed that the students' evaluation and assessments procedures are not appropriate at all.

Regarding the Arabic textbooks, 87 teachers (45.78%) believed that students' Arabic textbooks provided by the Ministry of Education for this new program are "*appropriate*" for applying the integration approach, while 49 teachers (25.78%) believed that students' Arabic textbooks are "*very appropriate*" to that. The total number of teachers agreeing on the appropriateness of students' Arabic textbooks is 136 teaches representing 71.57% of the teachers. There are also other 49 teachers representing (25.78%) believed that students' Arabic textbooks are "*appropriate to some extent*" and only 5 teachers representing 2.63% believe that the textbooks are not appropriate at all.

Table 5.10 shows the Teachers' response distributed by percentage:

Table 5.10

Teachers' Response of Appropriateness of Arabic Textbooks and Evaluation Procedures

Item	Response Distribution (%)				N=190
	Not Appropriate	Appropriate To Some Extent	Appropriate	Very Appropriate	
Extent of appropriateness of students' evaluation methods	13.68%	41.57%	31.57%	13.15%	
Extent of appropriateness of students' Arabic textbooks	2.63%	25.78%	45.78%	25.78%	

Research Question Nine

The ninth research question was: "What kind of improvement do teachers recommend for the implementation of the integrated curriculum?"

The open-ended questions number 10 and number 23 were used to discover the kind of improvements teachers recommended for the implementation of the integrated curriculum.

Question number 10 was: What improvements do you recommend for the implementation of the integrated curriculum?

Question number 23 was: Please provide any additional comments you have regarding the new Arabic language curriculum.

The results show that most of the teachers' recommendation for improving the implementation of the integrated curriculum were about the problems and the barriers that affect the program negatively, including the inadequacy of teachers' training, the insufficiency of school equipment, and the large number of students in a classroom.

The following statements were the teachers' recommended ideas for improving the implementation of the integrated curriculum according to how many times the statements were repeated:

- Increasing the number of training courses and improving the quality and comprehensiveness of training (n=53)
- Providing the educational means and equipment such as computers, CD Rams, DVD's, and projectors. (n=50)
- Reducing students number in classrooms (n=21)
- performing typical teaching by experts in this approach (n=14)
- Reducing the quorum of teachers (the weekly burden) (n=7)
- Adding an activity book to the curriculum for grammatical and spelling exercises. (n=6)
- Adding one more hour to the Arabic program for the grammatical and spelling exercises. (n=5)
- Providing a high-level school environment. (n=5)
- Promoting cooperation and exchange of experiences between teachers (n=5)
- Providing texts for listening skills to be added to the curriculum. (n=3)
- Providing interactive whiteboards (n=3)
- Utilization of computer to serve the curriculum. (n=3)
- Increasing the amount of time dedicated for Arabic. It is also better to connect each two hours of Arabic time to each other to enable finishing the related activities. (n=2)
- Improving the chosen texts to be full of good language and rhetorical images and similes. (n=2)

- Creating classrooms that allow student interaction (n=2)
- Improving the evaluation and assessment procedures to be more organized and to be suitable to what students learn. (n=2)
- Providing the educational games (n=1)
- Providing internet service inside classrooms (n=1)
- Providing references suitable to the subject matter (n=1)
- Providing extra activities associated with the curriculum (n=1)

Teachers who participated in this study finally added more positive comments at the end of the questionnaire regarding the new Arabic language curriculum. These comments can be summarized as the following according to how many times the statements were repeated:

- The new integrated Arabic curriculum is interesting and fun for students. (n=7)
- The new curriculum enhanced students' class participation. (n=4)
- The new curriculum enhanced students' searching for information and expressing their opinions about it. (n=4)
- The new integrated curriculum enhanced thinking skills. (n=4)
- The curriculum helps students learn and develop themselves. (n=4)
- The curriculum made students love Arabic language. (n=4)
- The new curriculum enhanced students' self-confidence. (n=3)
- There is connection between the given subjects and daily life. (n=3)
- The new integrated curriculum enhanced writing skills. (n=3)
- The curriculum is flexible and has variety of exercises. (n=3)
- The curriculum helps to highlight cooperative learning skills (n=3)
- The curriculum enhances linguistic creativity and innovation. (n=2)

- The curriculum helps to highlight the self-learning skills. (n=2)
- The curriculum helps to highlight aspects of the student's personality such as reinforcement of daring and improvisation and move without fear of falling into error. (n=2)
- The curriculum solved the problem of language rupture. (n=2)
- The curriculum encourages students to express their opinions with confidence. (n=2)
- The curriculum enhances constructive criticism skills among students. (n=2)
- The curriculum language is rich in vocabulary. (n=1)
- The curriculum makes students love reading. (n=1)
- Students interact significantly with the curriculum topics and the associated activities and the projects associated with each unit. (n=1)
- Students became learners and participants not only recipients. (n=1)

Research Question Ten

The tenth research question was: “Are there any differences between school districts regarding the foregoing questions?”

To answer this question, One-way analysis of variance (ANOVA) was used to determine whether a statistical difference was present in the dependent variable when there were two or more levels of an independent variable. The five school districts, Makkah (M), Jeddah (J), Riyadh (R), Qasseem (Q), and the Eastern Region (ER), were treated as the independent variable with five levels. Total mean scores for teachers' perceptions about each one of the integration variables: (Importance of Integration, Barriers to Integration, Students' Learning Motivation, Effectiveness on Achieving Teaching Goals, Impact on Students' Language Skills, and Teachers' Satisfaction) were treated as the dependent variables. Since

the independent variable had three or more levels, when statistically significant differences ($p \leq .05$) between the group means were found with ANOVA, the Tukey HSD Post-Hoc Test was used to identify exactly where the differences existed.

Table 5.11 summarizes the mean and standard deviation for the school districts across the six subscales:

Table 5.11

Descriptive Statistics for Subscales by Area

Variable	Area	N	Mean	Std. Deviation
Importance of Integration	ER	42	3.2714	.52045
	J	45	3.2533	.56953
	M	36	3.2222	.66724
	Q	25	3.1040	.58344
	R	34	3.0588	.63155
	Total	182	3.1945	.59256
Barriers to Integration	ER	42	1.8993	.63852
	J	43	2.1073	.55702
	M	33	1.9441	.65251
	Q	25	1.9815	.51806
	R	32	2.3173	.55941
	Total	175	2.0470	.60354
Students' Learning Motivation	ER	44	3.3182	.78571
	J	47	3.3191	.56555
	M	35	3.1714	.75676
	Q	25	3.1200	.66583
	R	36	3.0139	.87412
	Total	187	3.2059	.73625

Achieving Teaching Goals	ER	43	3.2516	.60622
	J	44	3.2149	.58131
	M	3	3.1760	.68351
	Q	24	2.9924	.68499
	R	32	2.9176	.57047
	Total	174	3.1317	.62592
Impact on Students' Language Skills	ER	42	2.9788	.75409
	J	46	3.1763	.58868
	M	35	3.0508	.75472
	Q	24	2.8426	.70951
	R	33	2.8687	.75229
	Total	180	3.0049	.71168
Teachers' Satisfaction	ER	43	3.3256	.64852
	J	46	3.4638	.60237
	M	36	3.3333	.83190
	Q	24	3.3056	.68748
	R	36	3.0741	.81303
	Total	185	3.3099	.71984

In table 5.12, One-way ANOVA showed a significant difference in the mean for Barriers of Integration when examined by the five school districts ($F = 2.762, p .029$). Post hoc tests revealed a statistically significant difference between the Riyadh area ($M = 2.32, SD = .559$) and the Eastern Region area ($M = 1.90, SD = .638$) and the Riyadh area has the higher mean

score. There were no other significant differences between the other areas on any of the variables.

Table 5.12

Oneway Anova by Area.

Variable	Source	Sum of Squares	df	Mean Square	F	Sig.	η^2
Importance of Integration	Between Groups	1.26	4	.316	.897	.467	
	Within Groups	62.292	177	.352			
	Total	63.555	181				
Barriers to Integration	Between Groups	3.868	4	.967	2.762	.029a	.06
	Within Groups	59.514	170	.350			
	Total	63.382	174				
Students' Learning Motivation	Between Groups	2.71	4	.678	1.257	.289	
	Within Groups	98.113	182	.539			
	Total	100.824	186				
Achieving Teaching Goals	Between Groups	2.915	4	.729	1.899	.113	
	Within Groups	64.862	169	.384			
	Total	67.777	173				
Impact on Language Skills	Between Groups	2.699	4	.675	1.342	.256	
	Within Groups	87.964	175	.503			
	Total	90.662	179				
Teachers' Satisfaction	Between Groups	3.122	4	.780	1.523	.197	
	Within Groups	92.221	180	.512			
	Total	95.343	184				

^a Significant differences were identified for Barriers to Integration. Post hoc tests revealed a statistically significant difference between the Riyadh area (M = 2.32) and Eastern Region area (M = 1.90).

Research Question Eleven

The eleventh research question was: “Are there any differences between school teachers in terms of gender, regarding the foregoing questions?”

To answer this question, One-way analysis of variance (ANOVA) was used to determine whether a statistical difference was present in the dependent variable. The gender of teachers (male and female) was treated as the independent variable with two levels. Total mean scores for teachers' perceptions about each one of the integration subscales: (Importance of Integration, Barriers to Integration, Students' Learning Motivation, Effectiveness on Achieving Teaching Goals, Impact on Students' Language Skills, and Teachers' Satisfaction) were treated as the dependent variables.

Table 5.13 summarizes the mean and standard deviation for teachers' gender across the six subscales.

Table 5.13

Descriptive Statistics for Subscales by Gender.

Variable	Gender	N	Mean	Std. Deviation
Importance of Integration	Male	86	2.9605	.56387
	Female	96	3.4042	.53899
	Total	182	3.1945	.59256
Barriers to Integration	Male	83	2.3040	.56090
	Female	92	1.8152	.54632
	Total	175	2.0470	.60354
Students' Learn. Motivation	Male	86	2.9593	.72848
	Female	101	3.4158	.67849
	Total	187	3.2059	.73625
Achieving Teaching Goals	Male	83	2.8401	.55053
	Female	91	3.3976	.57186
	Total	174	3.1317	.62592

Impact on Language Skills	Male	82	2.6829	.65400
	Female	98	3.2744	.64536
	Total	180	3.0049	.71168
Teachers' Satisfaction	Male	84	3.0357	.74808
	Female	101	3.5380	.61096
	Total	185	3.3099	.71984

In table 5.14, One-way ANOVA showed significant differences in the mean for all the subscales of Integration when examined by the teachers' gender in favor of the female teachers.

For the importance of integration variable, the mean for the female teachers was significantly higher than the mean of the male teachers ($M=3.40$ vs $M=2.96$). For the barriers of integration, the mean for the female teachers was significantly lower than the mean of the male teachers ($M=1.81$ vs $M=2.30$). This mean score is still in favor of the female teachers because this subscale (the barriers of integration) took the opposite direction of the Likert scale, which mean that the lower mean score represent less problems or obstacles in the integration program. For the Students' Learning Motivation, the mean for the female teachers was significantly higher than the mean of the male teachers ($M=3.41$ vs $M=2.95$). For Achieving Teaching Goals, the mean for the female teachers was significantly higher than the mean of the male teachers ($M=3.40$ vs $M=2.84$). For the Impact on Language Skills, the mean for the female teachers was significantly higher than the mean of the male teachers ($M=3.27$ vs $M=2.68$). And finally for Teachers' Satisfaction, the mean for the female teachers was significantly higher than the mean of the male teachers ($M=3.53$ vs $M=2.03$).

Table 5.14:

One-way ANOVA by Gender

Variable	Source	Sum of Square	df	Mean Square	F	Sig.	η^2
Importance of Integration	Between Groups	8.931	1	8.931	29.429	.000	.14
	Within Groups	54.624	180	.303			
	Total	63.555	181				
Barriers to Integration	Between Groups	10.424	1	10.424	34.052	.000	.16
	Within Groups	52.958	173	.306			
	Total	63.382	174				
Students' Motivation	Between Groups	9.681	1	9.681	19.651	.000	.09
	Within Groups	91.142	185	.493			
	Total	100.824	186				
Achieving Teaching Goals	Between Groups	13.4921	1	3.492	42.750	.000	.19
	Within Groups	54.285	172	.316			
	Total	67.777	173				
Impact on Language Skills	Between Groups	15.617	1	15.617	37.043	.000	.17
	Within Groups	75.045	178	.422			
	Total	90.662	179				
Teachers' Satisfaction	Between Groups	11.568	1	11.568	25.269	.000	.12
	Within Groups	83.775	183	.458			
	Total	95.343	184				

Figure 5.18 illustrates the significant differences in the mean for five subscales of integration when examined by the teachers' gender, in favor of the female teachers.

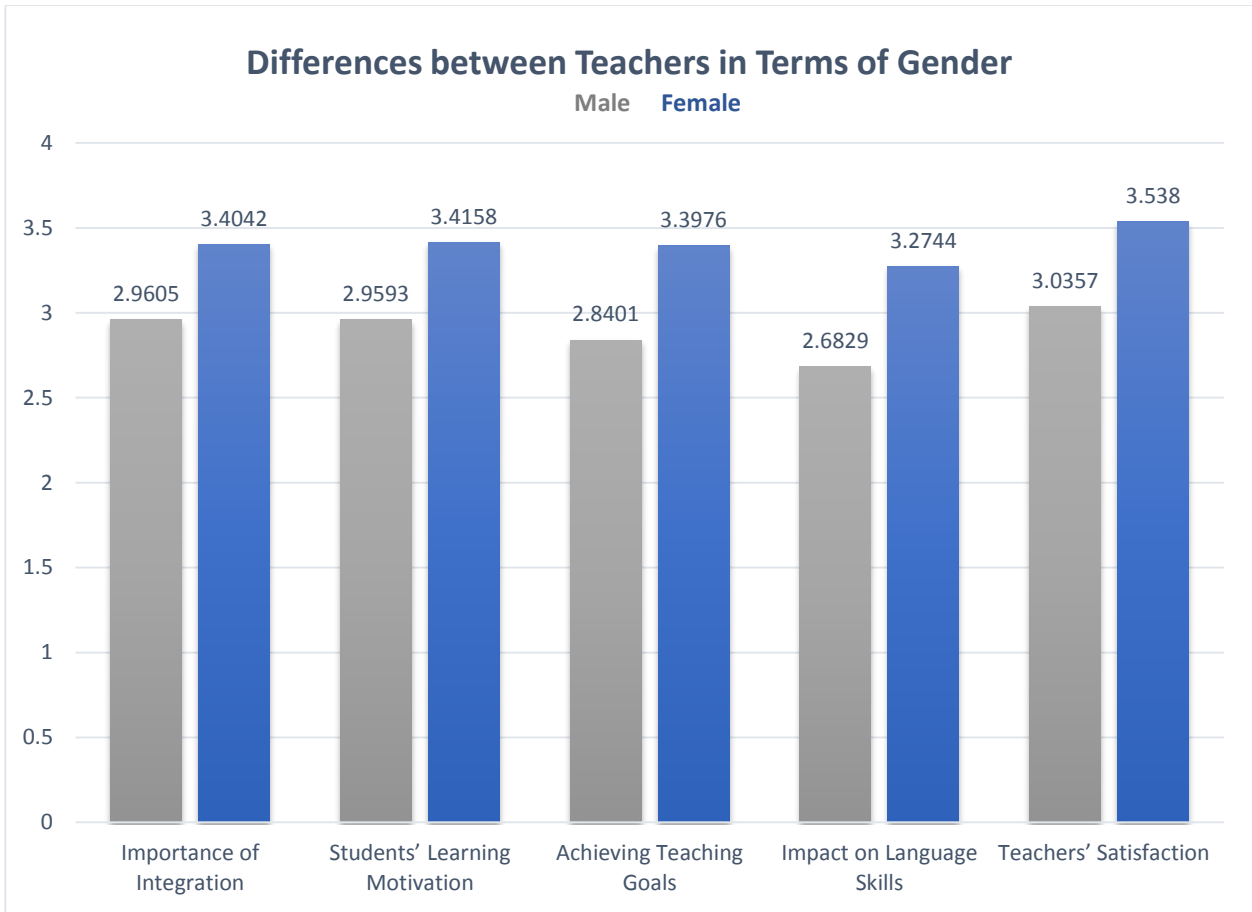


Figure 5.18: Differences between Male and Female Teachers on Integration Variables

Figure 5.19 illustrates how female teachers' agreement on the importance of the integration statements was higher than male teachers' agreement, as an example of the differences between male and female teachers on all the six integration variables.

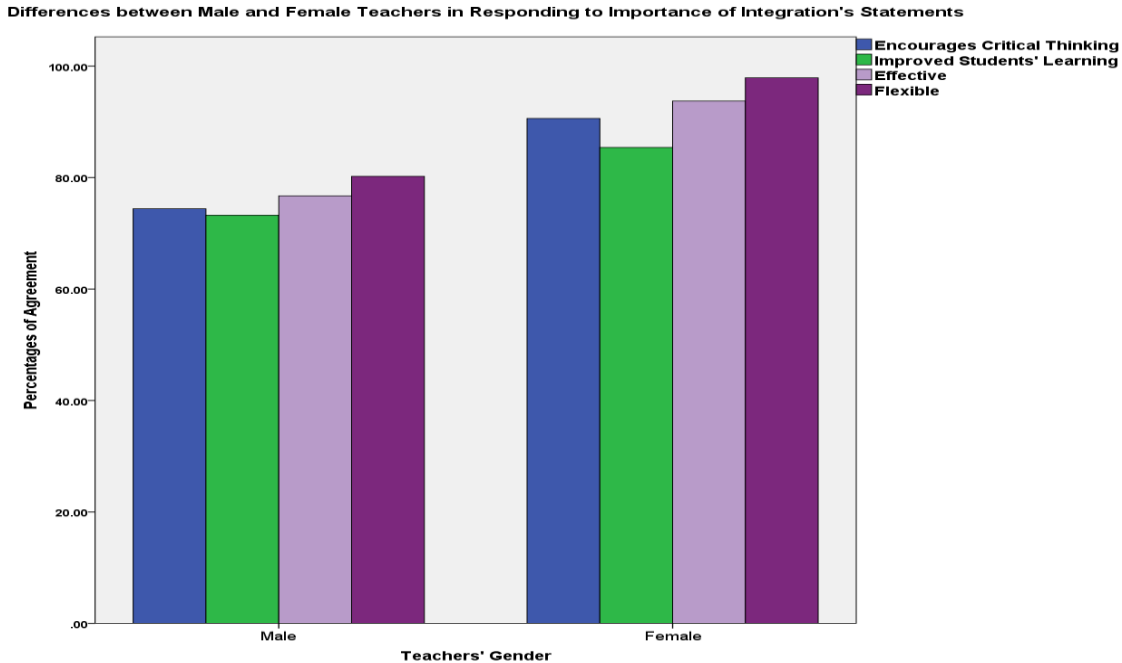


Figure 5.19: Differences between Male and Female Teachers on Importance of Integration

To examine in more detail the differences between male and female teachers, measures of association (Chi Square and Cramer's V) were used to determine if there is any correlation between teachers' gender and others variables. Results of the Chi Square and Cramer's V tests revealed a correlation between teachers' gender and their years of teaching, where female teachers have taught more years than male teachers have. (Chi Square $p = .000$, Cramer's $V = .45$). Moreover, there was a correlation between teachers' gender and the training they have received, where the number of female teachers who have received training was more than the number of the male teachers. (Chi Square $p = .003$, Cramer's $V = .25$).

Only 10% of female teachers have taught less than 10 years, while around 50% of the male teachers have taught less than 10 years. In addition, around 70% of the female teachers had training before implementing the integration program, while only 47% of the male teachers had that kind of training.

Research Question Twelve

The twelfth research question was: “Are there any differences between school teachers in terms of grade level they teach, regarding the foregoing questions?”

To answer this question, One-way analysis of variance (ANOVA) was used to examine the differences in the dependent variables. The grade level teachers teach was treated as a separate independent variable. Total mean scores for teachers’ perceptions about each one of the integration subscales: (Importance of Integration, Barriers to Integration, Students’ Learning Motivation, Effectiveness on Achieving Teaching Goals, Impact on Students’ Language Skills, and Teachers’ Satisfaction) were treated as the dependent variable.

Table 5.15 summarizes the means and standard deviations for teachers’ grade level across the six subscales.

Table 5.15

Descriptive Statistics for Subscales by Grade Level

Variable	Grade	N	Mean	Std. Deviation
Importance of Integration	Grade 1-3	51	3.2667	.57643
	Grade 4-6	51	3.1569	.52962
	Grade 7-9	61	3.0820	.66970
	Total	163	3.1632	.60092
Barriers to Integration	Grade 1-3	48	1.9535	.67261
	Grade 4-6	52	2.0266	.58442
	Grade 7-9	56	2.1676	.59928
	Total	156	2.0547	.62051

Students' Learn. Motivation	Grade 1-3	52	3.3750	.68510
	Grade 4-6	51	3.1569	.68913
	Grade 7-9	63	3.0714	.84174
	Total	166	3.1928	.75611
Achieving Teaching Goals	Grade 1-3	46	3.2273	.55206
	Grade 4-6	51	3.1105	.60146
	Grade 7-9	58	2.9843	.68585
	Total	155	3.0979	.62492
Impact on Language Skills	Grade 1-3	50	3.1800	.62890
	Grade 4-6	48	2.9005	.74350
	Grade 7-9	61	2.8543	.77075
	Total	159	2.9706	.73026
Teachers' Satisfaction	Grade 1-3	50	3.4400	.68492
	Grade 4-6	52	3.2885	.66349
	Grade 7-9	62	3.1505	.78853
	Total	164	3.2825	.72505

In table 5.16, One-way ANOVA showed a significant difference for Impact on Students' Language Skills subscale means. Post-Hoc Tests revealed that the significant difference was between Grade 1-3 teachers ($M = 3.18$, $SD = .628$) and Grade 7-9 teachers ($M = 2.85$, $SD = .770$) in favor of Grade 1-3 teachers.

There were no other significant differences between the other grade level teachers on any of the other variables.

Table 5.16

One-way ANOVA by Grade Level Taught

Variable	Source	Sum of Squares	df	Mean Square	F	Sig.	η^2
Importance of Integration	Between Groups	.951	2	.475	1.321	.270	
	Within Groups	57.549	160	.360			
	Total	58.499	162				
Barriers to Integration	Between Groups	1.246	2	.623	1.631	.199	
	Within Groups	58.435	153	.382			
	Total	59.681	155				
Students' Motivation	Between Groups	2.720	2	1.360	2.420	.092	
	Within Groups	91.611	163	.562			
	Total	94.331	165				
Achieving Teaching Goals	Between Groups	1.526	2	.763	1.979	.142	
	Within Groups	58.615	152	.386			
	Total	60.141	154				
Impact on Language Skills	Between Groups	3.254	2	1.627	3.133	.046a	.038
	Within Groups	81.004	156	.519			
	Total	84.258	158				
Teachers' Satisfaction	Between Groups	2.322	2	1.161	2.242	.110	
	Within Groups	83.366	161	.518			
	Total	85.688	163				

^a Significant differences exist for Impact on Student Language Skills subscale means. Post hoc tests revealed there was a significant difference between Grade 1-3 teachers ($M = 3.18$) and Grade 7-9 teachers ($M = 2.85$).

Research Question Thirteen

The thirteenth final research question was: “Are there any differences between school teachers in terms of years of experience, regarding the foregoing questions?”

To answer this question, One-way analysis of variance (ANOVA) was used to examine the differences in the dependent variables. The teachers’ years of teaching were treated as separate independent variables. Total mean scores for teachers’ perceptions about each one of the integration subscales: (Importance of Integration, Barriers to Integration, Students’ Learning Motivation, Effectiveness on Achieving Teaching Goals, Impact on Students’ Language Skills, and Teachers’ Satisfaction) were treated as the dependent variables. Since the independent variables had three or more levels, when statistically significant differences ($p \leq .05$) between the group means were found with ANOVA, the Tukey HSD Post-Hoc Test was used to identify exactly where the differences existed.

Table 5.17 summarizes the mean and standard deviation for teachers’ years of teaching across the six subscales.

Table 5.17

Descriptive Statistics for Subscales by Years of Teaching

Variable	Years of Teaching	N	Mean	Std. Deviation
Importance of Integration	1-5YRS	20	2.9700	.50378
	6-10YRS	24	3.0750	.65624
	10-20 YRS	101	3.2178	.55288
	21 or More YRS	37	3.3297	.67035
	Total	182	3.1945	.59256

Barriers to Integration	1-5YRS	18	2.1795	.63979
	6-10YR	24	2.4231	.68126
	10-20 YRS	100	1.9800	.58620
	21 or More YRS	33	1.9044	.46435
	Total	175	2.0470	.60354
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Students' Learn. Motivation	1-5YRS	20	2.7250	.80255
	6-10YRS	25	3.2800	.70828
	10-20 YRS	106	3.2358	.73097
	21 or More YRS	36	3.3333	.65465
	Total	187	3.2059	.73625
<hr/>				
Achieving Teaching Goals	1-5YRS	18	2.7677	.50107
	6-10YRS	24	3.0379	.68289
	10-20 YRS	97	3.1799	.61167
	21 or More YRS	35	3.2494	.63151
	Total	174	3.1317	.62592
<hr/>				
Impact on Language Skills	1-5YRS	19	2.6784	.60394
	6-10YRS	25	2.8178	.75827
	10-20 YRS	100	3.0411	.68195
	21 or More YRS	36	3.2068	.75132
	Total	180	3.0049	.71168
<hr/>				
Teachers' Satisfaction	1-5YRS	20	2.9167	.76376
	6-10YRS	25	3.2800	.71802
	10-20 YRS	103	3.3463	.72749
	21 or More YRS	37	3.4414	.62388
	Total	185	3.3099	.71984

In table 5.18, One-way ANOVA showed significant differences in the means for Barriers of Integration, Students' Learning Motivation, Achieving Teaching Goals, and Impact on Language Skills when examined by years of teaching.

For the Barriers of Integration, Post-Hoc Tests revealed a statistically significant difference between teachers who taught 6-10 years ($M= 2.42$) and teachers who taught 10-20 years ($M=1.98$). Similarly, there was a statistically significant difference between teachers who taught 6-10 years ($M= 2.42$) and teachers who taught 21 years or more ($M=1.90$).

For the Students' Learning Motivation, Post-Hoc Tests revealed a statistically significant difference between teachers who taught 10-20 years ($M=3.24$) and teachers who taught 1-5 years ($M=2.73$). Similarly, there was a statistically significant difference between teachers who taught 21 years or more ($M=3.33$) and teachers who taught 1-5 years ($M=2.73$).

For Achieving Teaching Goals, Post-Hoc Tests revealed a statistically significant difference between teachers who taught 10-20 yrs. ($M=3.18$) and teachers who taught 1-5 years ($M=2.77$). Similarly, there was a statistically significant difference between teachers who taught 21 years or more ($M=3.25$) and teachers who taught 1-5 years ($M=2.77$).

For the Impact on Language Skills, Post-Hoc Tests revealed a statistically significant difference between teachers who taught 21 years or more ($M=3.21$) and teachers who taught 1-5 years ($M=2.68$). There were no other significant differences between teachers on the other integration variables.

Table 5.18

One-way ANOVA by Years of Teaching

Variable	Source	Sum of Squares	df	Mean Square	F	Sig.	η^2
Importance of Integration	Between Groups	2.082	3	.694	2.010	.114	
	Within Groups	61.472	178	.345			
	Total	63.555	181				
Barriers to Integration	Between Groups	4.830	3	1.610	4.702	.004a	.08
	Within Groups	58.552	171	.342			
	Total	63.382	174				
Students' Motivation	Between Groups	5.442	3	1.814	3.481	.017b	.05
	Within Groups	95.381	183	.521			
	Total	100.824	186				
Achieving Teaching Goals	Between Groups	3.307	3	1.102	2.906	.036c	.04
	Within Groups	64.470	170	.379			
	Total	67.777	173				
Impact on Language Skills	Between Groups	4.500	3	1.500	3.064	.029d	.05
	Within Groups	86.163	176	.490			
	Total	90.662	179				
Teachers' Satisfaction	Between Groups	3.892	3	1.297	2.567	.056	
	Within Groups	91.451	181	.505			
	Total	95.343	184				

- a. Difference existed between the following groups: 6-10 yrs. (M= 2.42) vs 10-20 yrs. (M=1.98)
6-10 yrs. (M =2.42) vs 21 or more (M=1.90)
- b. Differences existed between the following groups: 1-5 yrs. (M=2.73) vs 10-20 yrs. (M=3.24)
1-5 yrs. (M=2.73) vs 21 or more (M=3.33)
- c. Differences existed between the following groups: 1-5 yrs. (M=2.77) vs 10-20 yrs. (M=3.18)
1-5 yrs. (M=2.77) vs 21 or more (M=3.25)
- d. Differences existed between the following groups: 1-5 yrs. (M=2.68) vs 21 or more (M=3.21)

Summary of Chapter 5

This chapter presented findings for the thirteen research questions based on the descriptive statistical analysis and One-way ANOVA. The results are summarized below.

First, 84% of the Arabic language teachers see the integration within the Arabic language arts important as it provides an efficient way of teaching students, increases flexibility in teaching, and encourages critical thinking and deeper comprehension. (Mean = 3.20)

Second, 73.71% of the teachers believed that the large number of students in the classroom was a big barrier obstructing the integration practice, while only 53.71% believed that insufficiency of the equipment and school supplies was a big barrier, and only 49.14 of them believe that the insufficiency of teachers training and development was a large barrier affecting the integration.

Third, 79% of the teachers see the integrated Arabic language curriculum effective in helping them achieve the teaching goals. (Mean = 3.13)

Fourth, 73% of the teachers agreed that the integrated Arabic language curriculum and the integrative approach have a positive impact on their students' language skills. (Mean = 3.00)

Fifth, 82.7% of the teachers believe that the integrated Arabic language curriculum and the integrative approach have a positive impact on their students' learning motivation. (Mean = 3.21)

Sixth, 85 % of the teachers were satisfied with the new integrated Arabic language curriculum that they taught and enjoyed teaching Arabic using this approach more than the previous separated curriculum. (Mean = 3.30)

Seventh, 92% of teachers believed that the Arabic language is suitable to the integration notion.

Eighth, 71.57% of the teachers believed that the students' Arabic textbooks provided by the Ministry of Education for this new program were appropriate for applying the integration approach, and only 2.63% of them believed that the textbooks were not appropriate at all.

Regarding the students' assessment procedures applied and the evaluation methods practiced, only 44.73% of the teachers believed that they are appropriate for assessing students' language learning, and only 13.68% of them believe that the students' evaluation and assessment procedures are not appropriate at all.

Ninth, the recommendations of teachers to improve the implementation of the integrated curriculum, which were repeated more than twenty times were as follows:

- Increasing the number of training courses and improving the quality and comprehensiveness of training (n=53)
- Providing the educational means and equipment such as computers, CD Rams, DVD's, and projectors. (n=50)
- Reducing students number in classrooms (n=21)

Tenth, there was a statistically significant difference for Barriers of Integration between the Riyadh District's teachers (M = 2.32) and Eastern Region's teachers (M = 1.90).

Eleventh, there were statistically significant differences in the mean for all the subscale of integration when examined by the teachers' gender in favor of the female teachers.

Twelfth, there were statically significant differences for Impact on Student Language Skills subscale means between Grade 1-3 teachers (M = 3.18) and Grade 7-9 teachers (M = 2.85).

In favor of grade 1-3 teachers.

Thirteenth, there were statistically significant differences for Barriers to Integration between teachers who taught 6-10 years (M= 2.42) and teachers who taught 10-20 years (M=1.98).

There were also statistically significant differences for Students' Learning Motivation between teachers who taught 1-5 years ($M=2.73$) and teachers who taught 10-20 years ($M=3.24$) and between teachers who taught 1-5 years and teachers who taught 21 or more ($M=3.33$). Moreover, there were statistically significant differences for Achieving Teaching Goals between teachers who taught 1-5 years ($M=2.77$) and teachers who taught 10-20 years ($M=3.18$), and between teachers who taught 1-5 years and teachers who taught 21 years or more ($M=3.25$). Furthermore, there was a statistically significant difference for Impact on Language Skills between teachers who taught 1-5 years ($M=2.68$) and teachers who taught 21 years or more ($M=3.21$).

Chapter 6

Discussion, Conclusions, and Recommendations

This chapter reviews the research questions, discusses the implications of the results and provides recommendations for future research. This chapter is organized as follows: (1) Overview of the Research Design, (2) Discussion, (3) Implementations and Recommendations, and (4) Summary of Chapter 6.

Overview of the Research Design

Research Problem

The main purpose of this study is to examine the attitudes and perceptions of the elementary and middle school teachers toward using the integrated approach to teaching the Arabic language arts. Those teachers have taught Arabic language arts and skills separately through the specialized textbooks as directed for many decades by the districts mandates.

Recently, in 2007, the Ministry of Education in Saudi Arabia decreed a change towards integrating the language arts within each other in both teaching and students' textbooks. This new language arts program was being applied the first three years (2007-2010) only in 40 elementary and middle schools in different school districts. This current study analyzes the current practices in teaching Arabic language and examines to what extent this change has been efficient according to the teachers applying the integrated approach. The study also examines their attitudes and perceptions toward the integration within language arts through using new textbooks. The main goal of this study is to examine the teachers' opinions toward the notion of incorporation and integration within the Arabic language through curriculum and instruction as a substitute for the previous separated curriculum. This study

measures the level of enthusiasm the teachers show to this approach after having tried in their own schools for three years and compared it with the former method they have been using for many years. Moreover, this study shows the impact of such change on the students' communication skills and how efficient this method was on their motivation to learn the Arabic language. The students' ability to read, compose and converse is being examined in this study through the expertise of their teachers who have answered the survey questions. This study provides some feedback about the curriculum, the textbooks, and the methods of teaching and evaluation newly adopted.

Research Questions:

This study answers the following main question:

What are the perceptions of the Saudi school teachers who are involved in the new integrated Arabic language arts curriculum about using the integrative approach to teach the Arabic language?

This question was subdivided into the following questions:

1. How do teachers see the importance of the integration within the Arabic language arts?
2. What are the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts?
3. To what extent do teachers see the integrated curriculum effective in helping them to achieve the teaching goals?
4. To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills?
5. To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation?

6. How do teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum?
7. How do teachers see the appropriateness of the nature and characteristics of the Arabic language to the notion of integration?
8. How do teachers see the appropriateness of the provided Arabic textbooks and the evaluation methods to the integration approach?
9. What kind of improvement do teachers recommend for the implementation of the integrated curriculum?
10. Are there any differences between school districts regarding the foregoing questions?
11. Are there any differences between school teachers in terms of gender, regarding the foregoing questions?
12. Are there any differences between school teachers in terms of grade level they teach, regarding the foregoing questions?
13. Are there any differences between school teachers in terms of years of experience, regarding the foregoing questions?

Research Procedures

This study utilized the quantitative method of educational research, using a descriptive survey design through a questionnaire that combined closed-ended and open-ended questions. The questionnaire was distributed by the researcher to around 242 teachers involved in this program (males and females) in the five different school districts: Riyadh, Makkah, Jeddah, AlQasseim, and the Eastern Region. 190 valid questionnaires (78.50%) were gathered.

After collecting the intended information through the questionnaire, the researcher analyzed the data using a descriptive and inferential numeric analysis through SPSS. The

statistics included frequencies, percentages, means, variability and standard deviations. Cronbach's alpha coefficient was also used to determine internal consistency. One-way Analysis of Variance (ANOVA) and the Tukey HSD Post-Hoc Tests were also used to examine the differences in the dependent variables.

Discussion

This section includes a discussion of the study results and the implications of those results for students, teachers, school leaders, policy makers in Saudi Arabia, and future researchers. The results of the thirteen research questions and the other additional findings gathered by the open-ended questions, and interpretation of the results are presented below.

Research Question One

How do teachers see the importance of the integration within the Arabic language arts?

Results of this study revealed high mean score of teachers' perceptions of the importance of the integration ($M=3.20$, $SD=.59$). 84% of the Arabic language teachers believe that the integration within the Arabic language arts is an efficient way of teaching students and an important approach, which increases flexibility in teaching, and encourages critical thinking and deeper comprehension. The open-ended question revealed many statements by teachers confirming their answer on the quantitative question. Most of their statements clarify how integration makes students see language as an indivisible whole unit.

The perceptions of these teachers supported the use of the integration method as a means to improve students' learning of the Arabic language. The results were in line with theories presented by Miller (1982), Goodman and Goodman (1983), Moffett (1983), Eckhoff (1983), Wittrock (1983), Jensen (1984), Wagner (1985), Weaver et al. (1990), May (1990), Moffett and Wagner (1992), and Morrow et al. (1994). These theorists claimed that

the use of integrative approach is the best way to teach and learn language since reading, writing, speaking, listening, and thinking can be best developed by experiences through using authentic literature and allowing students to use language in purposeful situations. As presented in the literature review, most of the abovementioned philosophers called for integrated language learning and explained the positive impact of the integration within the language on communication and language competency, and clarified the positive effects of reading on writing and vice versa. The result also conforms to the theory of Tierney and Shanahan (1991) which states that integrating the language arts develops better critical thinking abilities.

Moreover, the perception of the Saudi teachers about integrating the Arabic language arts supports the Arabic educational theories on the importance and effectiveness of the integration, which has been presented by Arab philosophers such as Ibrahim (1961) and Al-Mosa (2003).

Additionally, the results of this study regarding the importance of integration confirm the findings of Murphy's study (1993) on teachers and administrators' perceptions where the data showed positive attitudes toward the instructional impact of the interdisciplinary curriculum on students learning. Moreover, the teachers' responses to the first question in this study are consistent with the findings from the study by Hall and Napier (1994), where results indicated that the elementary teachers largely supported the use of the whole language approach to teaching reading as compared to the basal approach.

Research Question Two

What are the factors or the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts?

The results of this study revealed that the barriers that affect teachers' ability to effectively integrate their teaching of Arabic language arts were students' large number in a classroom, lack of equipment and school supplies, lack of teacher training and development, lack of parental support, and the inappropriateness of students' assessments procedures. About 73.71% of the teachers who participated in this study believed that the large number of students in a classroom was a big barrier obstructing the integration practice, while 53.71% of them believed that insufficiency of the equipment and school supplies was a big barrier. Only 49.14% of them believed that the insufficiency of teachers training and development was a large barrier affecting the integration and only 45.14% of them thought that the lack of parents' support was a big barrier. As for the inappropriateness of students' assessment procedures, only 33.71% of the teachers believed that this was a barrier to the integration. Most of the other factors included in the question were not considered as big barriers to integration. Therefore the average mean score of the teachers' response to all the factors mentioned in the question was 2.05 (SD=.60)

Students' large number in classroom has been a problem in the public schools in Saudi Arabia according to the reports that the researcher received from the different schools district when working in the Ministry of Education. Although the Ministry of Education recommends that the maximum student numbers in a classroom should be 25 students for elementary schools and 30 students for middle and high schools, the number of students in some schools may reach 35 students. Teachers believed that student numbers should be less than 25 in the

elementary schools and less than 30 students in the middle schools. Teachers' response to the open-ended question confirmed their answer on the barriers' items. About 42 comments or statements by teachers indicated that the large number of students in a classroom was a big barrier to the Arabic program because it made teachers unable to train students on language skills. Because integration mixes different skills through a variety of activities, teaching and assessing these different skills take much time to evaluate what each individual student knows. Therefore, having fewer students would help teachers to better sort out what an individual student knows by making more frequent, varying assessment procedures.

As to school equipment, teachers indicated in their answers to the open-ended question that there were no teaching aids such as computers, projectors, and CDs available for teachers and students.

In regard to teachers' training, the results show that 122 teachers (64.21%) have received training for implementing the new integrated curriculum, and only 68 teachers (35.78%) have not received any kind of training. The answers of the 122 teachers who received training on the ninth question in the questionnaire, showed that 51 of them (41.80%) believed that the training they received addressed only some of their needs, while 45 of them (36.88%) believed that the training they received addressed most of their needs, and only 20 teachers (16.39%) believed that the training they received addressed all their needs.

Regarding the kind of training they received, the results showed that the types of training were mostly short training sessions (2-3 days) about introducing the new curriculum and reviewing the methods of implementation and the new techniques or concepts related to the program, such as creative thinking skills, cooperative learning, learning strategies, and the concept of learning by inquiry.

These findings about the integration barriers are very similar to the findings by Muhammad (2002) about the difficulties of teaching Arabic language arts in the integrative approach in the middle schools of Bahrain. About 94% of the teachers in Muhammad's study believed that the large number of students in classrooms was a big barrier to integration. About 91% of the teachers in his study stated that educational means were not sufficiently provided to properly teach the Arabic language arts. Similarly, in Muhammad's study, 81% of the teachers blamed parents for the lack of support they showed to this approach.

However, for the other barriers, there was a big difference between the results of this current study and the results of Muhammad's study. For example, 88% of the teachers in Muhammad's study affirmed that there was not enough support from the administration to make this approach work. Around 84% of the teachers asserted that they do not have enough time to prepare integrative exercises due to the administrative teaching burden they have to carry out. While in this current study only 14.29% of the teachers believed that school administration was a barrier to integration. Because the Ministry of Education chose these 40 schools for this program, it was not surprising that the leaders of these schools supported the different elements of implementing such approach, including teachers. It was clear from the results that there were no many obstacles hindering the implementation of this program. This could be because of the support from the Ministry of Education to all the implementation phases and processes. Another possible reason for these positive results about the barriers to the integrated program is the fact that school districts usually choose good schools that have good educational environment, good buildings, good teachers, or good students for trying and applying the new programs.

Research Question Three

To what extent do teachers see the integrated curriculum effective in helping them to achieve the teaching goals?

The results revealed that 79% of the teachers see the integrated Arabic language curriculum as effective in helping them achieve the teaching goals (Mean = 3.13, SD= .625).

The percentage of the teachers' agreement on each teaching goal was very high, which means that they believed that the integrative approach helps teachers and students to achieve the Arabic language teaching goals. The results showed the percentage of the teachers' agreement on each item as follows:

The integration within the Arabic language arts helps students to:

- Communicate in multiple ways effectively (87.36)
- Participate more effectively in classroom discussions (85.06%)
- Access and use information from a variety of sources (81.61%)
- Prepare and present information (79.89%)
- Comprehend, analyze, and evaluate information (78.74%)
- Get reinforcement on language skills (75.86%)
- Develop critical thinking skills. (75.86%)
- Read with understanding and fluency (75.29%)
- Gain more appreciation for the Arabic language (75.29%)
- Develop problem-solving skills (74.71%)
- Write for different audiences and purposes (71.84%)

These results confirm the theories presented by Miller (1982), Goodman and Goodman (1983), Moffett (1983), Eckhoff (1983), Wittrock (1983), Jensen (1984), Wagner (1985), Weaver et al. (1990), May (1990), Moffett and Wagner (1992), and Morrow et al. (1994). Most of the aforementioned philosophers called for integrated language learning and

explained the positive impact of the integration within the language on communication and language competency. They also clarified the positive effects of reading on writing and vice versa. The results also are consistent with the theory of Tierney and Shanahan (1991) which states that integrating the language arts develops better critical thinking abilities.

Furthermore, the perception of the Saudi teachers about the effectiveness of integrating the Arabic language arts support the Arabic educational theories about the value of the integration, which was presented by Arab philosophers such as Ibrahim (1961) and Al-Mosa (2003).

Additionally, the results of this study regarding the effectiveness of integration confirm the findings from Bossone and Troyka's study (1976) where 80% of students in the experimental group improved their writing as a result of integrating reading and writing instruction. The results likewise are consistent with findings from Morrow' study (1992) on the impact of a literature-based program on the literacy achievement, use of literature, and attitudes toward reading of children from minority backgrounds. Morrow found that the second-grade children in the treatment group did better on all literacy measures except for the standardized test. Moreover, the results of this study are similar to findings from Rizzato's study (1996) where he found that the integrated curriculum had positive impacts on students' outcomes in the intermediate school in reading, writing, and language.

The effectiveness of the integrative Arabic curriculum expressed by the Saudi teachers support finding from Baumann and Ivey' study (1997) where students grew in overall instructional reading level and developed skill in word identification, fluency, and comprehension as a result of literature-based integrated program.

Finally, the positive attitudes of the Saudi teachers about the effectiveness of the integrated Arabic program confirm all findings from the studies about the positive effects of reading on writing by DeVries (1970), Eckhoff (1983), Bereiter and Scardamalia (1984), and Armani (1994). The results likewise confirm all findings from the studies about the positive effects of writing on reading by Soundy (1978), Collins (1979), Stotsky (1983), Ramey (1989), Roy (1991), Adams-Boating (2001), Wong et al. (2002), and Graham and Hebert (2010).

Although the teachers participated in this current study were highly supportive of the integrative approach, there were many negative comments expressed by some teachers about the destructive effectiveness of the approach in achieving some of the teaching goals. Some teachers believe that this new curriculum is not effective in teaching the grammatical rules, since topics were shortened and did not provide enough practice and training time. In their answer to the open-ended questions, they explained how the integrative approach did not help to reduce students' grammatical mistakes nor to reduce students' writing and spelling mistakes.

These comments are consistent with the reports from different school districts that the Ministry of Education receives every year. Teachers and other educators believe that by teaching language arts separately, the development of each language skill can be maximized due to attention to explicit language component. This group of teachers think that the Arabic language syntax and writing rules must be taught explicitly at all grades. They worry that if they have to integrate reading, writing, spelling, and other language rules, they cannot make equal emphasis on all these language parts, as opposed to if they teach them separately (KSA Ministry of Education, 2002b).

Research Question Four

To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' language skills?

The results revealed that 73% of the teachers agreed that the integrated Arabic language curriculum and the integrative approach have a positive impact on their students' language skills. The total score of the mean for teachers' perceptions of the impact of the integrated curriculum and the integrative approach on their students' language skills was 3.00 (SD=.711). The percentage of the teachers' agreement on each language skill was very high, which means that they believe that the integrative approach helps students to master reading, writing, speaking, and listening skills.

When looking at the percentages of the teachers who agreed on each item separately, the results showed a high number of the teachers who agreed with the statements that indicate the impact of the integrated curriculum and the integrative approach on their students' language skills. The results showed the percentage of the teachers' agreement on each item as follows:

- The integrated approach enabled students to listen and view attentively and critically (88.33%)
- The integrative approach enabled students to speak fluently, confidently, and clearly (84.44%)
- Combining writing and reading produced greater reading achievement (83.89%)
- The integration approach enhanced students' reading comprehension (81.67%)
- The integration approach improved students' reading fluency (73.89%)
- The integration approach enhanced students' writing strategies (71.67%)
- Combining writing and reading improved students' writing capabilities (66.11%)
- The integrative approach helped to reduce students' writing and spelling mistakes (57.78%)

- The integrative approach helped to reduce students' grammatical mistakes (53.89%)

These results confirm the theories presented by the aforementioned philosophers who called for integrated language learning and explained the positive impact of the integration within the language on communication and language competency. Furthermore, these encouraging results about the impact of the integration on students' language skills support the Arabic educational theories about the value of the integration, which was presented by Arab philosophers such as Ibrahim (1961).

Moreover, the results of this study regarding the impact of the integration on students' language skills confirm the findings from Bossone and Troyka's study (1976) who found that 80% of students in the experimental group of their study improved their writing as a result of integrating reading and writing instruction. Similarly, the results of this current study regarding reading achievement and reading comprehension are consistent with findings from Morrow' study (1992) on the impact of a literature-based program on the literacy achievement and use of literature. Morrow found that the second-grade children in the treatment group did better on all literacy measures except for the standardized test. Likewise, the perception of the Saudi teachers in the current study confirm findings from Langlotz (1992) who studied the effects of an integrated curriculum on reading achievement of second grade students. Langlotz found that the integrated approach had a significant effect on students' comprehension. Furthermore, the findings of this current study were in line with Schaefer's study (1996) who examined the effectiveness of an integrated language arts curriculum on students' reading achievement. The findings of Schaefer's study showed encouraging effects on the reading scores of students who received one semester of the integrated curriculum. The effectiveness of the integrative Arabic curriculum expressed by the Saudi teachers support findings from

Baumann and Ivey' study (1997), where students grew in overall instructional reading level and developed skill in word identification, fluency, and comprehension as a result of literature-based integrated program. The findings of this study are also similar to findings from Abu Annab' study (2002) on Saudi students at King Faisal' Schools. Abu Annab found that the integration within Arabic language arts developed students' comprehension skills.

Finally, the positive attitudes of the Saudi teachers about the effectiveness of combining reading and writing confirm all findings from the studies about the affirmative effects of reading on writing by DeVries (1970), Eckhoff (1983), Bereiter and Scardamalia (1984), and Armani (1994). The results likewise confirm all findings from the studies about the positive effects of writing on reading by Soundy (1978), Collins (1979), Stotsky (1983), Ramey (1989), Roy (1991), Adams-Boating (2001), Wong et al. (2002), and Graham and Hebert (2010).

Research Question Five

To what extent do teachers see the impact of the integrated curriculum and the integrative approach on their students' learning motivation?

The results of this study revealed that 82.7% of the teachers believed that the integrated Arabic language curriculum and the integrative approach have a positive impact on their students' motivation to learn (Mean = 3.21, SD=.736). The integrated Arabic language curriculum enhanced students' class participation, stimulated their motivation toward reading, and created a positive attitude for learning. These encouraging findings confirm the theory by May (1990) which indicated that integrating reading and writing helps students use writing to think about what they will read and to understand what they have read. Consequently, combining reading and writing stimulates motivation to read and creates an attitude to learn.

(May, 1990). The results are also consistent with the findings from Morrow's study (1992) about the impact of a literature-based program on attitudes toward reading. Morrow found that the second-grade children in the treatment group read more, had higher scores in story retellings, had higher comprehension scores, and created more original stories.

The findings of this study about student motivation are similar to findings from Abu Annab's study (2002) on Saudi students at King Faisal' Schools where he found that students in the experimental group were more interactive with the new integrative approach.

Research Question Six

How do teachers evaluate their implementation of the integration approach and their satisfaction with the integrated Arabic language arts curriculum?

The results of this study revealed that 85% of the teachers were satisfied with the new integrated Arabic language curriculum that they taught and enjoyed teaching Arabic in this approach more than the previous separated curriculum (Mean = 3.30, SD=.719). Those teachers have taught Arabic language arts and skills separately through the specialized textbooks as directed for many decades by the districts mandates, and know they are teaching Arabic in the integrative approach. Their experiences in teaching Arabic subjects separately and then teaching them in integration enabled them to compare the two methods and find the differences. It was clear from their answers to this question that they like the integrative approach of teaching Arabic more than the separation approach.

The perception of the teachers about their satisfaction with the integrated Arabic language arts curriculum confirm all the previous research findings about teachers' attitudes toward the interdisciplinary curriculum. For example, Murphy (1993) examined teachers' attitudes toward an interdisciplinary curriculum and found that teachers and coordinators of

interdisciplinary curriculum showed positive attitudes toward the instructional impact of that curriculum on students learning. When Hall and Napier (1994) examined teachers' attitudes and perceptions in the state of Mississippi toward the whole language approach to teaching reading, they found that the elementary teachers, whether electively using whole language, or mandated by the various school districts, largely supported the use of the whole language approach to teaching reading as compared to the basal approach.

Research Question Seven

How do teachers see the appropriateness of the nature and characteristics of the Arabic language to the notion of integration?

The results of this study revealed that 92% of teachers believe that the Arabic language is suitable to the integration notion. Although some teachers believe that by teaching language arts separately, the development of each language skill can be maximized due to attention to explicit language component, the results of this study supported the integration approach and approved the appropriateness of the nature and characteristics of the Arabic language to the notion of integration. These results were consistent with the notes received by the Department of Curriculum at the KSA Ministry of Education where teachers and other educators expressed believes and observations from their teaching practice supporting the superior value of the integrative approach over the traditional approach to teaching the Arabic language. This study's findings clarify that the specificities of the Arabic language mentioned in the second chapter do not prevent using the integration approach to teaching such a language.

Research Question Eight

How do teachers see the appropriateness of the provided Arabic textbooks and the evaluation methods to the integration approach?

The results of this study revealed that 71.57% of the teachers believe that the students' Arabic textbooks provided by the Ministry of Education for this new program are appropriate for applying the integration approach, and only 2.63% of them believe that the textbooks are not appropriate at all. The Arabic textbooks were built through several topics related to students' interests, environment, and life such as Islamic values, social values, social activities, science and innovation, work, and so on. The reading themes are considered as the center for studying the four language arts and every lesson is a complete unit where the language arts and skills can merge and integrate. The reading passages are employed for the oral communication skills through the reading activities, comprehension, appreciation, language use, and speaking. Writing activities, dictation, and hand writing are also emphasized through the after-reading activities. The reading skills were given more attention including corrective reading, loud reading, and silent reading. Speaking and writing are emphasized in the textbooks through answering questions and reacting to pictures and drawings related to each subject. These books train students on language use through choosing some of the language expressions and structures from the reading passages and applying these expressions in new situations.

Regarding the students' assessment procedures applied and the evaluation methods practiced, only 44.73% of the teachers believed that they were appropriate to assess students' language learning, and only 13.68% of them believe that the students' evaluation and assessments procedures were not appropriate at all. This result is not encouraging especially

that teachers indicated in the open-ended questions that the procedures used were not completely assessing the Arabic language skills precisely. One possible reason for this result is that teachers were used to the kinds of assessments that were used before throughout the separation methods. Some teachers were still not aware of the purpose of assessment processes which is to improve student learning through effective feedback. Assessment should be understood as a tool for accomplishing educational expectations through ongoing process of collecting and interpreting data about students learning. This process cannot be separate from teaching and learning activities, but rather it occurs within instruction so that students who engage in an assessment exercise can learn from it as well (Moffett & Wagner, 1992).

Assessing Arabic language arts can use any method of identifying what a student knows or can do based on activities that represent actual progress toward the program's goals. This kind of assessment should be different from the traditional assessment in view of the fact that integrating language arts in teaching and learning activities requires integration of language skills at the time of assessment and evaluation.

Performance assessment can be used and emphasized by the curriculum in order to assess the reading skills, and the achievement of writing skills based on specific criteria. To determine oral language comprehension and production, teachers can administer performance assessments, which include story retelling and directed dialogues. Unfortunately, some types of good assessment are not emphasized as alternative assessment tools through the Arabic curriculum. For example, portfolio, which can reveal the development of the student's abilities over time, was not largely used by teachers. Also, exhibition, as a form of performance assessment, was not used in most of the schools.

Research Question Nine

What kind of improvement do teachers recommend for the implantation of the integrated curriculum?

The recommendations for improving the implementation of the integrated curriculum provided by the teachers in this study were all revolve around increasing the number of teachers' training courses and improving the quality and comprehensiveness of it in order to become more qualified for teaching Arabic in this integrative approach. This recommendation is consistent with teachers' answers about the training they received for implementing this program. Although 122 teachers who participated in this study (64.21%) have received training for implementing the new integrated curriculum, 68 of them (35.78%) did not receive any kind of training before applying this program. Almost half of the teachers who received training believe that the training they received addressed only some of their needs. The other half believe that the training they received addressed most of their needs.

Another important recommendation by the teachers was providing the educational means and equipment for teachers and students in order to support the language learning. Teachers asked the school districts to provide computers, CD Rams, DVD's, and projectors to be added to the program materials.

Finally, teachers recommended, as seen before, reducing students number in a classrooms in order to apply this language program effectively. This recommendation is in line with these teachers' answers about the integration barriers where they mentioned students' number in classrooms as the biggest barrier to the integration. This recommendation also is in line with findings from Muhammad's study (2002) where teachers recommended reducing the number of students in a classroom in order to effectively teach the integrated

Arabic program. It is also confirms the notes from different school districts received by the KSA Ministry of Education about minimizing the student number in classrooms.

Research Question Ten

Are there any differences between school districts regarding the foregoing questions?

The results of this study revealed that there was a statistically significant difference for *Barriers of Integration* between the Riyadh District's teachers ($M = 2.32$) and Eastern Region's teachers ($M = 1.90$). This result was not surprising due to the fact that Riyadh is a very big city with more than six million people which makes schools very crowded. On the contrary, Eastern Region is a smaller area on the Arab Gulf and has better modern school buildings and less crowded classrooms. Therefore, teachers from that area see the barriers of integration mentioned in the questionnaire' items were not large and consequently they received a lower mean score.

Research Question Eleven

Are there any differences between school teachers in terms of gender, regarding the foregoing questions?

The results of this study revealed that there were statically significant differences in the mean for all the subscale of integration when examined by the teachers' gender in favor of the female teachers. Female teachers were more appreciative of the new program of integration. They liked the integrative approach slightly more than male teachers. They also believed that it is very important and efficient program. They believed that there were not many large obstacles or problems that can hinder the implementation of such a program.

These differences could be due to the fact that around 70% of the female teachers have received training before implementing this program, while only 47% of the male teachers

have received training for the program. Training on how to implement the integrated curriculum might have helped the female teachers to benefit from such a program and apply it the right way and consequently they found the program more effective on their students. Moreover, the data showed that only 10% of the female teachers have taught for less than 10 years, while around 50% of the male teachers have taught for less than 10 years. This means that the female teachers had more experience in teaching Arabic language, which might have positively affected their implementation of this program.

Research Question Twelve

Are there any differences between school teachers in terms of grade level they teach, regarding the foregoing questions?

The results of this study revealed that there were statically significant differences for *Impact on Student Language Skills* subscale means between grade 1-3 teachers (M = 3.18) and grade 7-9 teachers (M = 2.85) in favor of grade 1-3 teachers. This can be explained by the fact that the integration within Arabic language arts was used partially in the Saudi public schools for many years before the current integration program. Teachers who teach grades 1-3 were used to this program which suits the lower-grade students more than the higher-grade students.

The studies of integration within English language arts that were conducted on lower grade students can explain why first to third grade teachers here liked the integration program the most. For example, Baumann and Ivey (1997) conducted a study to explore second-grade students' learning progress in reading, writing, and literature through a yearlong program of strategy instruction integrated within a rich, literature-based environment. The results of Baumann and Ivey' study revealed that students grew in overall instructional reading level

and came to view reading as a natural component of the school day; demonstrated high levels of engagement with books; developed skills in word identification, fluency, and comprehension; and grew in written composition abilities.

Research Question Thirteen

Are there any differences between school teachers in terms of years of experience, regarding the foregoing questions?

The results of this study revealed that there were statistically significant differences for *Barriers to Integration* between teachers who taught 6-10 years ($M= 2.42$) and teachers who taught 10-20 years ($M=1.98$). This means that teachers who taught 6-10 years see the factors that affect integration as big barriers, while teachers who taught 10-20 years see them as small barriers. The reason for this result could be because teachers who taught for more years have become better able to manage the factors that affect their teaching more the teachers with less experience. Additionally, they are usually the lower-grade teachers who have less students in their classrooms.

There were also statistically significant differences for *Students' Learning Motivation* between teachers who taught 1-5 years ($M=2.73$) and teachers who taught 10-20 years ($M=3.24$) and between teachers who taught 1-5 years and teachers who taught 21 or more ($M=3.33$). Moreover, there were statistically significant differences for *Achieving Teaching Goals* between teachers who taught 1-5 years ($M=2.77$) and teachers who taught 10-20 years ($M=3.18$), and between teachers who taught 1-5 years and teachers who taught 21 years or more ($M=3.25$). Furthermore, there was a statistically significant difference for *Impact on Language Skills* between teachers who taught 1-5 years ($M=2.68$) and teachers who taught 21 years or more ($M=3.21$). These differences were all in favor of teachers with more years of

experience. Teachers who taught 10 years or more were supporting the integration idea and were more appreciative of its impact on their students. The reason for that could be because most of the teachers who taught for more years were teaching lower-grade students and became accustomed to combining reading and writing in the previous curriculum.

Implications and Recommendations

This study is one of the few research studies exploring perspectives on integration within Arabic language arts. The literature review of this study revealed many benefits of using this approach to learning and teaching language arts and the key rationales and the principles of the integrated Arabic language arts. The encouraging results of this study showed clearly how integration is an important and effective approach on achieving Arabic language goals and clarified its positive impact on students' language skills and students' learning motivation. Teachers were satisfied with the approach and the provided textbooks by the Ministry of Education. The only challenges for the Ministry and the school districts are the number of students in a classroom, the school equipment and facilities, and teachers' training. Based on the study results, the following recommendation is presented for the Saudi Ministry of Education (the policy maker), teachers, and future research.

Recommendations for the Ministry of Education in Saudi Arabia

According to this study's findings, there is an urgent need for more comprehensive training for teachers to improve their teaching of Arabic using this integrative approach. The ministry can provide many courses of training in the beginning of each school year where teachers have almost two weeks of free time before school starts. Teachers can attend many workshops at their school district or in collaboration with the different universities around the country. This kind of training can be done by experts in the field of teaching Arabic, especially

the educators who wrote the students' textbooks or the excellent teachers who have succeeded in teaching Arabic using the integrative approach. Because study results discovered that many teachers were not yet aware of the different assessment procedures such as portfolios and exhibition, one suggested topic for teachers' training could be "students' evaluation".

Another recommendation for the Ministry of Education is providing the different educational means and equipment for teachers and students in order to support the language learning, including, but not limited to, computers, CD-ROMs and DVDs related to the content of the curriculum, projectors, and extra reading, writing, and listening materials. The Ministry provided many different materials for this program including students' textbook and teachers' guides, however; there are many other materials that can be added to the curriculum to insure the quality of it and support students' learning.

Yet another recommendation for the Ministry is to limit the number of students in a classroom to 20 students in the elementary schools and 25 students in the middle schools. According to the teachers' comments in this research, class size can influence student learning positively or negatively based on the number of students. Some researchers in the U.S. have found positive effects of class-size reductions on academic achievement in schools (Chingos and Whitehurst, 2011).

One more recommendation for the Ministry of Education is to perform other continuous evaluation procedures of the program to insure its quality and measure its impact on students. Multiple measures can be used to evaluate such a program throughout teachers' perceptions, students' perceptions, and students' assessment.

Recommendations for Teachers

The results of this study revealed some deficiencies in some of the important language skills that should be mastered by students. One of them was students' failure to present information to the class clearly and to speak fluently. Therefore, the first recommendation for teachers is to focus on these important skills by giving students extra time and effort and allowing them to speak inside and outside the classroom.

The second recommendation for teachers is to teach grammar through writing and reading activities and pay more attention to students' grammatical and spelling mistakes. Definitions and rules that are important for communication should be provided in the context of the students' own speaking and writing experiences to help in producing clear communication.

Recommendations for future research

Due to the limitations of this study, some aspects of students learning of the Arabic language were not covered. Therefore, the first suggestion for future research is to conduct studies to examine the impact of the integration within Arabic language arts on student language skills throughout measuring students' performance on reading, writing, speaking, and listening. This topic could also be limited to some aspects of student language assessment such as measuring students' reading comprehension, reading fluency, writing abilities, or writing strategies through multiple measures.

The results of this study highlight several other possible areas for future research related to program evaluation. One possible topic for future research based on this study's findings could be about evaluating the practiced students' assessment methods and examining how effective they are in assessing and developing students' learning. Another suggestion for

future research related to this study's findings is to conduct an evaluative study on teachers' training to examine its quality and effectiveness on teacher's performance. One final suggestion for future research is to conduct studies about class size and its effects on students learning.

Summary of Chapter 6

This chapter presented an overview of the research design and the research questions, and discussed the implementation of the results and provided some interpretation to the findings according to the current practice of the Saudi teachers and the previous research about the topic of integration. The chapter also presented many recommendations for the Saudi Ministry of Education, the Saudi teachers, and for the future research.

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Appendix A

IRB Approval



Institutional Review Board (IRB)
The Office for Research Protections
The 330 Building, Suite 205
University Park, PA 16802 | 814-865-1775 | ORProtections@psu.edu

Submitted by: Salman Almoaiqel
Date Submitted: February 27, 2013 8:37:46 PM
IRB#: 34057
PI: Salman A Almoaiqel
Review Type: Exemption
Protocol Subclass: Social Science
Approval Expiration: May 2, 2013
Class Project: No

Continuing Progress Report for

"Perceptions of Saudi School Teachers about Teaching Arabic Language Arts Using an Integrated Approach: An Exploratory Study"

Project/Activity Status

On 05/06/2010, the research study titled "Perceptions of Saudi School Teachers about Teaching Arabic Language Arts Using an Integrated Approach: An Exploratory Study" was determined by the Office for Research Protections to be exempt from initial and ongoing IRB review. A status update is required to determine whether the research is active or completed.

For information on Exemption Determination Reviews, IRB Policy III can be accessed at the following website: <http://www.research.psu.edu/policies/research-protections/irb/irb-policy-3>.

Please check the appropriate box to provide a status update about your research:

ACTIVE - the study will remain active
(PLEASE NOTE: If the study remains active, another follow-up will be sent again in 5 years for a status update).

COMPLETED - the study will be closed
(PLEASE NOTE: participant involvement must cease).

Appendix B

English Version of Implied Informed Consent Form for Research



Implied Informed Consent Form for Social Science Research The Pennsylvania State University

Title of Project: Perceptions of Saudi School Teachers about Teaching Arabic
Language Arts

Using an Integrated Approach: An Exploratory Study

Principal Investigator: Salman A. Almoaiqel, Graduate Student
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- Purpose of the Study:** The purpose of this research study is to explore the perceptions, thoughts and feelings of the Saudi school teachers --who are involved in the integrated curriculum-- about teaching Arabic language arts in the new integrative approach.
- Procedures to be followed:** You will be asked to answer 21 main questions and 45 other sub questions on a survey, by checking boxes, using a scale that ranges from 1 to 4 as explained in each question, and answering some open-ended questions in the research questionnaire.
- Duration:** It will take about 20-25 minutes to complete the survey.
- Statement of Confidentiality:** Your participation in this research is confidential. The survey does not ask for any information that would identify who the responses belong to. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.
- Right to Ask Questions:** Please contact Salman Almoaiqel at (814) 777-7312 or via e-mail address: salmoaiqel@hotmail.com with questions or concerns about this study.
- Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

Completion and return of the survey implies that you have read the information in this form and consent to take part in the research. Please keep this form for your records or future reference.

Appendix C

Arabic Version of Implied Informed Consent Form for Research



نموذج إعلام الموافقة الضمنية لبحوث العلوم الاجتماعية

جامعة ولاية بنسلفانيا

عنوان المشروع : تصورات معلمي المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية :
دراسة استطلاعية

الباحث الرئيسي : سلمان بن عبد الله المعقل ، طالب دراسات عليا

٢٢٥ بلفيو سيركل

ستيت كولج ، بنسلفانيا ١٦٨٠٣

sua121@psu.edu ؛ ٨١٤ ٧٧٧ ٧٣١٢

المشرف على البحث : الدكتور جيمي م. مايرز

٢٥٤ مبنى تشامبرز

أرض الجامعة ، ١٦٨٠٢

jmm12@psu.edu ؛ ٨١٤ ٨٦٥ ٢٢٤٠

ضمناً : ارفع هذه الصفحة
والمنهج لا يدرك

1. هدف الدراسة : إن الغرض من هذه الدراسة البحثية هو استكشاف تصورات وأفكار ومشاعر المدرسين في المدارس السعودية - الذين يشاركون في المناهج المتكاملة - حول تدريس فنون اللغة العربية بالطريقة التكاملية الجديدة.
 2. الإجراءات الواجب اتباعها : سوف يطلب منك الإجابة عن 23 سؤالاً أساسياً و 45 سؤالاً فرعياً في هذه الدراسة الاستطلاعية ، عن طريق وضع علامة في الصناديق المخصصة ، واستخدام مقياس يتراوح من 1 إلى 4 كما هو موضح في كل سؤال ، والإجابة عن بعض الأسئلة المفتوحة في استبانة البحث.
 3. المدة : سوف يستغرق إكمال الاستبانة حوالي 20-25 دقيقة.
 4. بيان السرية : مشاركتك في هذا البحث سرية . هذا الاستطلاع لا يطلب أي معلومات من شأنها تحديد هوية المجهين . وفي حال وجود أي نشر أو عرض لمعلومات ناتجة عن البحث ، فلن تكون هناك أية معلومات شخصية مشتركة ، لأن اسمك بأي شكل من الأشكال لا يرتبط بإجاباتك.
 5. الحق في طرح الأسئلة : الرجاء الاتصال بسلمان المعقل على رقم الهاتف : ~~814~~ 777-7342 أو عن طريق البريد الإلكتروني: salmoaiqel@hotmail.com لأي أسئلة أو استفسارات عن هذه الدراسة.
 6. المشاركة الطوعية : قرارك المشاركة في هذا البحث اختياري. يمكنك التوقف في أي وقت. لا يجب عليك الإجابة عن أية أسئلة لا ترغب الإجابة عنها.
- إكمال وإعدادك لهذه الاستبانة يعني أنك قرأت المعلومات الواردة في هذا النموذج ووافقت على المشاركة في البحث . يرجى الاحتفاظ بهذا النموذج لسجلاتك أو للرجوع إليه في المستقبل.

Appendix D

English Version of Questionnaire

Perceptions of Saudi School Teachers about Teaching Arabic Language Arts Using an Integrated Approach: An Exploratory Study

Salman Almoaiqel

Dear Teacher:

Greetings,

I am a PhD student at The Pennsylvania State University doing a research study about teaching Arabic language arts in the new integrative approach. In this study, I am conducting a survey to discover your thoughts and feelings on the use of the integrated approach to teaching Arabic language arts (reading, writing, speaking, listening, and language use) compared to the traditional method of teaching each subject separately.

I hope you will kindly cooperate with me by completing the attached questionnaire. Please note that the information you give will be used only for the purpose of research. Therefore, please feel free to express your true feelings and honest opinions about this new approach to teaching and learning the Arabic language, regardless of what theorists see or what other teachers say about this subject.

Thank you very much in advance for your efforts and contributions in implementing this research.

Salman Almoaiqel
Pennsylvania State University
USA
E-mail address: sua121@psu.edu

Part 1: Personal Information:

1. What grade level do you currently teach? (Please check all boxes that apply to you).
First grade Second Third Fourth Fifth Six
Seventh Eighth Ninth Tenth Eleventh Twelfth
2. What is your gender? Male Female
3. What is your highest level of education? Teachers Institute Diploma
2-year College Diploma BS MS or higher
4. How many years have you been teaching? ____ Years
5. How long have you taught the Arabic language using the old system (each subject separately)? ____ Years
6. How long have you taught the Arabic language arts using the integrated approach?
1 Year 2 Years 3 Years

Part 2: Curriculum Goals:

7. Did you receive a copy of the goals of the integrated Arabic language curriculum from the school administration, the School District, or the Ministry of Education? Yes No

If yes, in what ways do you agree with the goals of the new curriculum? Please describe.

If yes, in what ways do you disagree with the goals of the new curriculum? Please describe.

Part 3: Training:

8. Did you receive any training for implementing the new integrated curriculum? Yes No
If yes, please describe the training you received.

9. If you received training for implementing the new curriculum, how would you rate the adequacy of that training in addressing your needs to be able to teach the Arabic language in the new integrated approach?

Addressed all my needs Addressed most of my needs
Addressed some of my needs Did not address any of my needs

10. What improvements do you recommend for the implementation of the integrated curriculum?

Part 4: Teaching with the Integrated Approach:

11. To what extent is the integrated curriculum flexible to allow you to plan for meeting the individual needs and interests of your students?

Flexible enough some flexibility very little flexibility nonflexible

12. In your opinion and experience in implementing the integrated curriculum, how long did it take you to feel confident and satisfied with the planning and teaching of this curriculum?

Less than 1 year 1-2 years 2-3 years Not satisfied yet

13. Currently, how separated or integrated is your teaching of Arabic language arts of reading, writing, speaking, and listening?

Mostly separated Sometimes separated Mostly integrated Always integrated

14. How separated or integrated are the procedures of your students' assessment and evaluation currently?

Mostly separated Sometimes separated Mostly integrated Always integrated

15. From your point of view, to what extent the evaluation methods currently applied are appropriate to measure students' learning of language?

Very appropriate Appropriate Appropriate to some extent Not appropriate

16. From your point of view, to what extent the current textbooks are appropriate for applying the integration approach?

Very appropriate Appropriate Appropriate to some extent Not appropriate

17. To what degree the characteristics of the Arabic language are appropriate to the idea of integration?

Very appropriate Appropriate Appropriate to some extent Not appropriate

Please, explain how the structure of the Arabic language curriculum helps or hinders integration.

18. In your opinion, why is it important, if at all, to integrate the Arabic language arts in teaching and learning?

19. On a scale from 1- 4, whereby **1 means no problem/barrier at all** and **4 means a high barrier**, how would you rate the following factors as they relate to your ability as a teacher to integrate Arabic language arts in your own teaching practice at your school? Please circle the appropriate rating.

Time allocated for teaching and learning	1	2	3	4
Space allocated for teaching and learning	1	2	3	4
Number of students in classroom.....	1	2	3	4
Equipment and school supplies.....	1	2	3	4
Planning for teaching.....	1	2	3	4
Instructional materials	1	2	3	4
Practicality of the textbooks.....	1	2	3	4
Teaching methods	1	2	3	4
Procedures of student evaluation	1	2	3	4
Teacher training and development	1	2	3	4
Faculty support	1	2	3	4
Parental support.....	1	2	3	4
School administration support.....	1	2	3	4

Please provide more details about how some of these factors affect your ability to effectively integrate your teaching of Arabic Language Arts. Also, please feel free to comment on any other barriers not listed above.

Part 5: Evaluating the Integrated Curriculum/Approach (Student Learning):

20. How effective is the integrated curriculum in helping you realize the following teaching goals? Please rate using a scale that ranges from 1 to 4, where:
1 = very effective, 2 = effective; 3 = slightly effective; 4 = not effective.
- Student can:
- Communicate in multiple ways effectively.....1 2 3 4
 - Get reinforcement on language skills
 - Gain more appreciation for the Arabic language.....
 - Read with understanding and fluency.....

- e. Write for different audiences and purposes1 2 3 4
- f. Comprehend, analyze, and evaluate information1 2 3 4
- g. Access and use information from a variety of sources.....1 2 3 4
- h. Prepare and present information.....1 2 3 4
- i. Develop problem-solving skills1 2 3 4
- j. Develop critical thinking skills.....1 2 3 4
- k. Participate more effectively in classroom discussions1 2 3 4

Please comment on the effectiveness of the new curriculum as to how it helps you achieve the aforementioned teaching goals.

21. How would you evaluate the integration approach through the following statements?
Please rate using a scale that ranges from 1 to 4, where:

1 = strongly agree, 2 = agree; 3 = disagree; 4 = strongly disagree.

- a. The integrated curriculum does not help to improve student learning/achievement1 2 3 4
- b. The integrated curriculum is an efficient way of teaching students 1 2 3 4
- c. The integrated curriculum is more suitable to high-ability students 1 2 3 4
- d. The integrated curriculum is an inappropriate challenge to low-ability students.....1 2 3 4
- e. The integrated curriculum limits my ability to teach practical skills 1 2 3 4
- f. The integrated curriculum increases flexibility in teaching 1 2 3 4
- g. I enjoy teaching the integrated curriculum more than the previous curriculum.....1 2 3 4
- h. The integrated curriculum takes too much time.....1 2 3 4
- i. I prefer to teach the Arabic language arts using the current integrative approach over using the previous methods1 2 3 4
- j. Student class participation is of higher quality using the integrated curriculum.....1 2 3 4
- k. The integration approach enhanced students' reading comprehension 1 2 3 4
- l. The integration approach improved students' reading fluency..... 1 2 3 4

Appendix E

Arabic Version of Questionnaire

تصورات معلمي المدارس السعودية حول تدريس فنون اللغة العربية

باستخدام الطريقة التكاملية

دراسة استطلاعية

عزيزي المعلم/ المعلمة:

السلام عليكم ورحمة الله وبركاته ، وبعد

أنا أحد طلاب الدكتوراه في جامعة ولاية بنسلفانيا ، أقوم حاليا بدراسة بحثية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية الجديدة (طريقة الدمج). في هذه الدراسة، أقوم بإجراء مسح لاكتشاف أفكارك ومشاعرك بشأن استخدام الطريقة التكاملية لتدريس فنون اللغة العربية : (القراءة والكتابة والتحدث والاستماع ، واستخدام اللغة) ، مقارنة بالطريقة التقليدية لتدريس كل فرع على حدة.

أمل منك التكرم بالتعاون معي من خلال استكمال الاستبانة المرفقة . يرجى ملاحظة أن المعلومات التي تعطيها لن تستخدم إلا لغرض البحث العلمي . لذا ، لا تردد/ تتردد في التعبير عن وجهة نظرك الحقيقية وآرائك الصادقة حول استخدام هذا النهج الجديد في تعليم وتعلم اللغة العربية ، بغض النظر عما يراه المنظرون ، أو ما يقوله المعلمون الآخرون أو المعلمات عن هذا الموضوع .

شكرا جزيلاً لك مقدماً على ما تبذله من جهود ومساهمات في تنفيذ هذا البحث..

سلمان بن عبد الله المعقل

جامعة ولاية بنسلفانيا

الولايات المتحدة الأمريكية

البريد الإلكتروني: salmoaiqel@hotmail.com

الهاتف الجوال ٠٥٦٤٤٦٩٥٦٦

الجزء الأول : معلومات شخصية :

١- ما الصف الدراسي الذي تدرسه/ تدرسينه حالياً؟ (الرجاء وضع علامة في جميع الخانات التي تنطبق عليك).

الصف الأول الابتدائي الثاني الابتدائي الثالث الابتدائي الرابع الابتدائي

الخامس الابتدائي السادس الابتدائي الأول المتوسط الثاني المتوسط

الثالث المتوسط الأول الثانوي الثاني الثانوي الثالث الثانوي

٢- ما جنسك؟ ذكر أنثى

٣- ما أعلى مستوى من التعليم حصلت عليه؟

دبلوم كلية متوسطة بكالوريوس ماجستير أو أعلى

٤- كم سنة قضيتها في التدريس؟ (.....) سنة / سنوات

٥- كم سنة درّست فيها اللغة العربية باستخدام النظام القديم (كل فرع على حدة)؟ (.....) سنة/ سنوات

٦- منذ متى وأنت تدرس/ تدرسين فنون اللغة العربية باستخدام طريقة التكامل أو الدمج؟

سنة سنتين ثلاث سنوات

الجزء الثاني: أهداف المنهج:

٧- هل تلقيت نسخة من أهداف منهج اللغة العربية المدمج من إدارة المدرسة، أو إدارة التعليم، أو وزارة التربية والتعليم؟

نعم لا

إذا كانت الإجابة بنعم ، فمن أي جهة تتفق/ تتفقين مع أهداف منهج اللغة العربية المدمج ؟ يرجى التوضيح .

إذا كانت الإجابة بنعم ، فمن أي جهة تختلف/ تختلفين مع أهداف منهج اللغة العربية المدمج ؟ يرجى التوضيح .

الجزء الثالث : التدريب :

- ٨- هل تلقيت أي نوع من التدريب لتنفيذ المنهج المتكامل الجديد؟
نعم لا
- إذا كانت الإجابة بنعم ، فضلا صف/ صفي نوع التدريب الذي تلقيته.

- ٩- إذا كنت قد تلقيت تدريبا لتنفيذ المنهج الجديد ، كيف تقيم/ تقيمين مدى كفاية ذلك التدريب في معالجة احتياجاتك الخاصة لتكون قادرا/ لتكوني قادرة على تدريس اللغة العربية باستخدام الطريقة التكاملية الجديدة ؟
- تناول جميع احتياجاتي تناول معظم احتياجاتي
- تناول بعض احتياجاتي لم يتناول أي من احتياجاتي
- ١٠- ما مجالات التحسين التي توصي/ توصين بها لتنفيذ المنهج المتكامل المدمج ؟

الجزء الرابع : التدريس باستخدام الطريقة التكاملية الجديدة :

- ١١- إلى أي مدى من المرونة يسمح لك المنهج المتكامل بالتخطيط لتلبية احتياجات طلابك الفردية واهتماماتهم؟
- مرن بما فيه الكفاية بعض المرونة مرونة قليلة جدا غير مرن
- ١٢- في رأيك وخبرتك في تنفيذ المنهج المدمج، كم أخذت من الوقت للشعور بالثقة والرضا عن تخطيط وتدريس هذا المنهج؟
- أقل من سنة من سنة إلى سنتين من سنتين إلى ثلاث سنوات لست راضيا/ راضية بعد
- ١٣- ما مدى فصل أو دمج تدريسك لفنون اللغة العربية من القراءة والكتابة والتحدث والاستماع حاليا؟
- غالبا مفصولة أحيانا مفصولة غالبا مدموجة دائما مدموجة
- ١٤- ما مدى فصل أو دمج إجراءات تقويمك لطلابك حاليا؟
- غالبا مفصولة أحيانا مفصولة غالبا مدموجة دائما مدموجة

١٥- من وجهة نظرك، ما مدى مناسبة أساليب التقويم المطبقة حالياً لقياس تعلم الطلاب اللغوي؟

مناسبة جداً مناسبة مناسبة إلى حد ما غير مناسبة

١٦- من وجهة نظرك، ما مدى مناسبة الكتب الدراسية الحالية لتطبيق طريقة التكامل أو الدمج؟

مناسبة جداً مناسبة مناسبة إلى حد ما غير مناسبة

١٧- ما درجة مناسبة خصائص اللغة العربية لفكرة التكامل أو الدمج؟

كبيرة متوسطة ضعيفة غير مناسبة مطلقاً

فضلاً وضح كيف يمكن لبنية وطبيعة اللغة العربية أن تساعد أو تعيق التكامل أو الدمج.

١٨- في رأيك، لماذا هو مهم، إن كان كذلك، دمج فنون اللغة العربية في التعليم والتعلم؟

١٩- على مقياس من ١-٤، حيث يعني ١ عدم وجود مشكلة أو عائق، ويعني ٤ وجود عائق كبير، كيف تقيم/

تقييم العوامل التالية من حيث صلتها بقدرتك كمعلم/ معلمة على دمج فنون اللغة العربية في ممارستك الخاصة للتدريس

في مدرستك؟ الرجاء وضع دائرة على التصنيف المناسب. لا مشكلة أو عائق → ← عائق كبير

١	٢	٣	٤	الوقت المخصص للتعليم والتعلم
١	٢	٣	٤	المكان المخصص للتعليم والتعلم
١	٢	٣	٤	عدد الطلاب في حجرة الدراسة
١	٢	٣	٤	المعدات والمستلزمات المدرسية
١	٢	٣	٤	التخطيط للتدريس
١	٢	٣	٤	المواد التعليمية
١	٢	٣	٤	التطبيق العملي للكتب المدرسية

٤	٣	٢	١ أساليب التدريس
٤	٣	٢	١ إجراءات تقويم الطلاب
٤	٣	٢	١ تدريب المعلمين وتطويرهم
٤	٣	٢	١ تعاون معلمي المدرسة
٤	٣	٢	١ دعم الوالدين
٤	٣	٢	١ دعم إدارة المدرسة

يرجى تقديم المزيد من التفاصيل حول كيفية تأثير بعض هذه العوامل على قدرتك على دمج تدريس فنون اللغة العربية بشكل فعال. لا تتردد/ تتردد في التعليق على أي عوائق أخرى غير المذكورة أعلاه.

الجزء الخامس : تقويم المنهج المدمج وطريقة التكامل (تعلم الطلاب)

٢٠- ما مدى فعالية المنهج المتكامل (المدمج) في مساعدتك على تحقيق الأهداف التعليمية التالية ؟ يرجى التقدير باستخدام مقياس يتراوح من ١ إلى ٤ ، حيث: ١ = فعال جدا ، ٢ = فعال ، ٣ = قليل الفعالية ، ٤ = ليس فعالاً.

ليس فعالاً	قليل الفعالية	فعال	فعال جدا	يستطيع الطالب أن :
<input type="checkbox"/> ٤	<input type="checkbox"/> ٣	<input type="checkbox"/> ٢	<input type="checkbox"/> ١	أ. يتواصل بطرق متعددة على نحو فعال
<input type="checkbox"/> ٤	<input type="checkbox"/> ٣	<input type="checkbox"/> ٢	<input type="checkbox"/> ١	ب. يقوي مهاراته اللغوية
<input type="checkbox"/> ٤	<input type="checkbox"/> ٣	<input type="checkbox"/> ٢	<input type="checkbox"/> ١	ج. يكتسب مزيداً من التقدير للغة العربية
<input type="checkbox"/> ٤	<input type="checkbox"/> ٣	<input type="checkbox"/> ٢	<input type="checkbox"/> ١	د. يقرأ بفهم وطلاقة

- هـ. يكتب لمتلقين وأغراض مختلفة ١ ٢ ٣ ٤
- و. يفهم المعلومات ويحللها وقيمها ١ ٢ ٣ ٤
- ز. يصل إلى المعلومات من مصادر متنوعة ويستخدمها ١ ٢ ٣ ٤
- ح. يعد ويقدم المعلومات ١ ٢ ٣ ٤
- ط. يطور مهارات حل المشكلات ١ ٢ ٣ ٤
- ي. يطور مهارات التفكير الناقد ١ ٢ ٣ ٤
- ك. يشارك بفعالية أكبر في المناقشات الصفية ١ ٢ ٣ ٤
- يرجى التعليق على فعالية المنهج الجديد من حيث كيفية مساعدته إياك على تحقيق الأهداف التعليمية المذكورة أعلاه.

٢١- كيف تقيم/ تقيمين طريقة التكامل (الدمج) من خلال العبارات التالية؟ يرجى التقدير باستخدام مقياس يتراوح من ١ إلى ٤، حيث : ١ = أوافق بشدة ، ٢ = أوافق ، ٣ = لا أوافق ، ٤ = لا أوافق بشدة.

أوافق بشدة أوافق لا أوافق لا أوافق بشدة

- أ. المنهج المتكامل (الدمج) لا يساعد على تحسين مستوى تعلم الطلاب وتحصيلهم ١ ٢ ٣ ٤
- ب. المنهج المتكامل (الدمج) هو وسيلة فعالة لتعليم الطلاب ١ ٢ ٣ ٤
- ج. المنهج المتكامل (الدمج) هو أكثر ملاءمة للطلاب ذوي القدرة العالية ١ ٢ ٣ ٤
- د. المنهج المتكامل (الدمج) هو تحد غير مناسب للطلاب ذوي القدرة المنخفضة ١ ٢ ٣ ٤
- هـ. المنهج الدمج يجد من قدرتي على تدريس المهارات العملية (التطبيقية) ١ ٢ ٣ ٤

- و. المنهج المدموج يزيد المرونة في التدريس ١ ٢ ٣ ٤
- ز. أنا أستمتع بتدريس المنهج المدموج أكثر من المناهج السابقة ١ ٢ ٣ ٤
- ح. المنهج المدموج يتطلب الكثير من الجهد ١ ٢ ٣ ٤
- ط. أنا أفضل تدريس فنون اللغة العربية باستخدام الطريقة التكاملية الحالية أكثر من استخدام الأساليب السابقة ١ ٢ ٣ ٤
- ي. مشاركة الطلاب الصفية تصبح أفضل نوعيا عند استخدام المنهج التكاملية ١ ٢ ٣ ٤
- ك. طريقة التكامل (الدمج) عززت فهم الطلاب القرائي ١ ٢ ٣ ٤
- ل. طريقة التكامل (الدمج) حسنت طلاقة القراءة لدى الطلاب ١ ٢ ٣ ٤
- م. الجمع بين القراءة والكتابة أنتج قدرا أكبر من التحصيل القرائي ١ ٢ ٣ ٤
- ن. الجمع بين القراءة والكتابة حفز الدافع نحو القراءة وخلق موقفا إيجابيا للتعلم ١ ٢ ٣ ٤
- س. الطريقة التكاملية ساعدت في الحد من أخطاء الطلاب الكتابية والإملائية ١ ٢ ٣ ٤
- ع. الطريقة التكاملية ساعدت في الحد من أخطاء الطلاب النحوية ١ ٢ ٣ ٤
- ف. الجمع بين الكتابة والقراءة حسن قدرات الطلاب الكتابية ١ ٢ ٣ ٤
- ص. طريقة التكامل عززت استراتيجيات الكتابة لدى الطلاب ١ ٢ ٣ ٤
- ق. الكتابة عن موضوع القراءة تشجع التفكير النقدي والفهم الأعمق ١ ٢ ٣ ٤
- ر. الطريقة التكاملية مكنت الطلاب من التحدث بطلاقة وثقة ووضوح ١ ٢ ٣ ٤
- ش. الطريقة التكاملية مكنت الطلاب من الاستماع والمشاهدة بانتباه ونقد ١ ٢ ٣ ٤
- ت. لم يكن هناك فرق كبير بين نتائج تدريس اللغة العربية بالطريقة التكاملية الجديدة ونتائج تدريسها بالطريقة التقليدية القديمة ١ ٢ ٣ ٤

٢٢- عموما ، كيف تقيم/ تقيمين مدى رضاك عن المنهج المدموج الذي تدرسه/ تدرسينه ؟

راض بشدة/راضية بشدة راض/راضية غير راض/غير راضية غير راض بشدة/غير راضية بشدة

٢٣- يرجى تقديم أي تعليقات إضافية لديك بخصوص منهج اللغة العربية الجديد.

Appendix F

Questionnaire Translation Approval 1

From Bo Fahad <saiffg@gmail.com>
To Salman Almaeqel <sua121@psu.edu>, Salman Almaeqel <salmoaiqel@hotmail.com>
Subject Re: Questionnaire Translation Review
Date Mon, Apr 12, 2010 02:07 PM
Safe View On [Turn Off] [What is "Safe View"?](#)

I was honored to review Mr. AlMoaiqle's translation of the survey into Arabic. To the best of my knowledge, it is very accurate, and it reflects his diligent work and expertise. Should you have any question, please feel free to email me @ saif@psu.edu

All the best,
Saif

2010/4/12 Bo Fahad <saiffg@gmail.com>
From: "SALMAN ABDULLAH ALMOAIQEL" <sua121@psu.edu>
Date: April 7, 2010 2:29:32 PM EDT
To: riadh@psu.edu
Cc: saif@psu.edu
Subject: Questionnaire Translation Review

Dear Mr. Riadh Bounatirou,

Dear Mr. Saif Alkahtani,

Greetings,

As you may know, I am doing a research study about teaching Arabic language arts in the new integrative approach in Saudi Arabia. In this study, I am intending to conduct a survey to discover teachers' thoughts and feelings on the use of the integrated approach to teaching Arabic language arts (reading, writing, speaking, listening, and language use). For this purpose, I have prepared a questionnaire in English and then I translated it to Arabic--the language of the respondents.

Because I know that you are excellent speakers who are experts in both languages, Arabic and English, I would like you to kindly review my translation to the questionnaire and see to what extent it is accurate. Please, find attached the two versions (the English and the Arabic). Please feel free to provide any suggestions or comments. Thank you very much in advance for your efforts and contributions in implementing this research.

Salman Almoaiqel
Ph. D. candidate
The Curriculum and Instruction Department
College of Education

Appendix G

Questionnaire Translation Approval 2

From Riadh Bounatirou <Riadh@psu.edu>
To SALMAN ABDULLAH ALMOAIQEL <sua121@psu.edu>
Subject Re: Questionnaire Translation Review
Date Wed, Apr 7, 2010 02:54 PM

Dear Mr. Almoaiqel,
Thank you for email. This is to certify that the translation attached is accurate and faithful to the original English version you kindly provided.

thanks,
Riadh

--

Riadh Bounatirou
Graduate Instructor and Ph.D. Candidate
Coordinator of Arabic Language Program
Department of Comparative Literature
405 Burrowes Building
The Pennsylvania State University
University Park, PA 16802
Telephone: (814) 865-8481
Fax: (814) 863-8882
E-mail: Riadh@psu.edu

On Wed, Apr 7, 2010 at 2:29 PM, SALMAN ABDULLAH ALMOAIQEL
<sua121@psu.edu> wrote:

Dear Mr. Riadh Bounatirou,

Dear Mr. Saif Alkahtani,

Greetings,

As you may know, I am doing a research study about teaching Arabic language arts in the new integrative approach in Saudi Arabia. In this study, I am intending to conduct a survey to discover teachers' thoughts and feelings on the use of the integrated approach to teaching Arabic language arts (reading, writing, speaking, listening, and language use). For this purpose, I have prepared a questionnaire in English and then I translated it to Arabic--the language of the respondents.

Because I know that you are excellent speakers who are experts in both languages, Arabic and English, I would like you to kindly review my translation to the questionnaire and see to what extent it is accurate. Please, find attached the two versions (the English and the Arabic) . Please feel free to provide any suggestions or comments.
Thank you very much in advance for your efforts and contributions in implementing this research.

Salman Almoaiqel
Ph. D. candidate
The Curriculum and Instruction Department

Appendix H Participating Schools

School District	School Name	School Stage	School Gender
Riyadh	Abu Amr Al-Dani Imam Al-Daawah Al-Bazzar Omar Al-Mukhtar	Elementary Elementary Middle Middle	Male
Riyadh	208 274 40 91	Elementary Elementary Middle Middle	Female
Makkah	Al-Haramain Al-Rahmaniyah Prince Majid Al-Hijrah	Elementary Elementary Middle Middle	Male
Makkah	59 90 11 28	Elementary Elementary Middle Middle	Female
Jeddah	Obhur Ele. Al-Mansooriyah Obhur Mid. Khalid Ibn Fahad	Elementary Elementary Middle Middle	Male
Jeddah	99 121 31 78	Elementary Elementary Middle Middle	Female
Qasseem	Imam Malik Sulaiman Al-Shlash Ibn Khuldoon Muhammad Ibn Saud	Elementary Elementary Middle Middle	Male
Qasseem	89 29	Elementary Middle	Female
Eastern Region	Fahad Ibn Salman Al-Manhal Al-Khobar Saud Ibn Jalawy	Elementary Elementary Middle Middle	Male
Eastern Region	Faisal Ibn Fahad 7 Muhammad Ibn Fahad 5	Elementary Elementary Middle Middle	Female

Appendix I

Ministry of Education Approval to Conduct Research

الرقم: ٣١٥٧٢٦٢٤
التاريخ: ٩١٢٢١/٥/٢٨
المشرفات: استبانة



المملكة العربية السعودية
وزارة التربية والتعليم
(٢٨٠)

وكالة الوزارة للتخطيط والتطوير
الإدارة العامة للبحوث

الموضوع: بشأن الباحث / سلمان بن عبدالله المعقل

وفقه الله

سعادة مدير عام التربية والتعليم بمنطقة الرياض (بنين)

السلام عليكم ورحمة الله وبركاته، وبعد:

نفيد سعادتكم بأن الباحث / سلمان بن عبدالله المعقل أحد طلاب درجة الدكتوراه في جامعة ولاية (بنسلفانيا) بالولايات المتحدة الأمريكية والذي جاء بحته بعنوان "تصورات معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية" دراسة استطلاعية "مرفق صورة الاستبانة".
وحيث إنه ليس لدينا مانع من تطبيق أدوات بحثه.

نأمل من سعادتكم التوجيه بتسهيل مهمته وفق الإجراءات المتبعة.

والسلام عليكم ورحمة الله وبركاته،

٥/٥/٢٨

مدير عام البحوث -

محمد بن عبدالله الضويان

د. محمد بن عبدالله الضويان

ص. للإدارة .

Appendix J

Riyadh School District Letter to Boys' Schools to Facilitate the Researcher's Task

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم: ٣٠١٠٩٠٧٧٧٧
التاريخ: ١٤٣١/٧/٢٠
المرفقات:



المملكة العربية السعودية
وزارة التربية والتعليم
الإدارة العامة للتربية والتعليم بمنطقة الرياض (بنين)
إدارة التخطيط والتطوير

بشأن: تسهيل مهمة باحث

وفقه الله

المكرم مدير مدرسة

السلام عليكم ورحمة الله وبركاته وبعد :
بناء على تعميم معالي الوزير رقم ٥٥/٦١٠ وتاريخ ١٤١٦/٩/١٧هـ بشأن تفويض الإدارات العامة للتربية والتعليم بإصدار خطابات السماح للباحثين بإجراء البحوث والدراسات . وبناء على خطاب سعادة مدير عام البحوث بالوزارة رقم ٣١٥٧٢٦٢٤ وتاريخ ١٤٣١/٥/٢٨هـ بشأن تسهيل مهمة الباحث / سلمان بن عبدالله المعيقل (١٠٠٩٨١٣٧١٦) - أحد طلاب مرحلة الدكتوراه في جامعة ولاية (بنسلفانيا) بالولايات المتحدة الأمريكية - لإجراء دراسة بعنوان: ((تصورات معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية " دراسة استطلاعية ")) وتتطلب الدراسة تطبيق أداة البحث على عينة من المعلمين في مدارس المشروع الشامل للمناهج بمدينة الرياض .
ونظراً لاكتمال الأوراق المطلوبة نأمل تسهيل مهمة الباحث ، مع ملاحظة أن الباحث يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث ولا يعني سماح الإدارة العامة للتربية والتعليم موافقتها بالضرورة على مشكلة البحث أو على الطرق والأساليب المستخدمة في دراستها ومعالجتها.
والله يحفظكم ويرعاكم ،،،

مساعد المدير العام للشؤون التعليمية

د . محمد بن عبدالعزيز السديري

١٤٣١
٧/٢٠

Appendix K

Riyadh School District Letter to Girls' Schools to Facilitate the Researcher's Task

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم: ٣١٥٩٧٤٩٩ / ٣
التاريخ: ١٤١٧ / ٦ / ٣ هـ
المشروعات: الاستبانة

وزارة التربية والتعليم
Ministry of Education

المملكة العربية السعودية
وزارة التربية والتعليم
الإدارة العامة للتربية والتعليم للبنات بمنطقة الرياض
إدارة الإشراف التربوي

مدرسة الابتدائية / ٤٠٨ -
ال / مدرسة المتوسطة / ٩١ - ع
من / المساعد للشؤون التعليمية
بشأن تسهيل مهمة الباحث / سلمان بن عبد المحصيل

السلام عليكم ورحمة الله وبركاته ،، وبعد

إشارة إلى خطاب مدير عام البحوث في الرقعة رقم ٣١٥٧٧٤٩٩ - ٣١٥٧٧٤٩٩ / ٥ / ١٤٣١ هـ

بشأن تطبيق دراسة الباحث / سلمان المحصيل
بعنوان (تصورات معلمي معلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام (البرمجيات)
للحصول على درجة / الدكتوراه
الكاديمية دراسة استقصائية

عليه نأمل تسهيل مهمة الباحث بتعبئة الاستبانة المرفقة من قبل
معلمات اللغة العربية

علماً بأن الباحث سوف يقوم بتوزيع واستلام الاستبانة بنفسه.

شاكرين لكم تعاونكم،
و الله الموفق،،

من الغم
٤

هدى بنت محمد بن عياف

١٤١٧ / ٦ / ٣ هـ

ص/ للباحث.
ص/ لندي النعيم.

ل/ العين

Appendix L

Makkah School District Letter to Boys' Schools to Facilitate the Researcher's Task

الرقم : ٢١٧٤٨٦٢١
التاريخ : ١ / ٦ / ١٤٣١ هـ
المشروعات : مدرسة

بسم الله الرحمن الرحيم



المملكة العربية السعودية

وزارة التربية والتعليم
الإدارة العامة

للتربية والتعليم (بنين) بمنطقة مكة المكرمة
إدارة التخطيط والتطوير

الموضوع / الموافقة على إجراء دراسة

تعميم لبعض المدارس الحكومية

وفقه الله

المكرم مدير مدرسة


السلام عليكم ورحمة الله وبركاته وبعد

فبناءً على خطاب مدير عام البحوث بالوزارة ذي الرقم ٣١٥٧٢٦٢٤ وتاريخ ٢٨/٥/١٤٣١هـ بشأن طالب الدراسات العليا / سلمان بن عبد الله المعقل ، والذي يعد رسالة للحصول على درجة الدكتوراه بجامعة ولاية (بنسلفانيا) بالولايات المتحدة الأمريكية بعنوان :
(تصورات معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية " دراسة استطلاعية ")
وحيث إن الدراسة تتطلب تعبئة الاستبانة المرفقة من قبل معلمي مادة اللغة العربية بمدارسكم . لذا نأمل حثهم بتعبئتها وإعادتها إلى الباحث شخصياً . شاكرين لكم كريم تعاونكم خدمة للبحث العلمي .

وتقبلوا تحياتي ، ، ،

مدير عام

التربية والتعليم (بنين) بمنطقة مكة المكرمة


بكر بن إبراهيم بصفر

ص / للتخطيط والتطوير

ص / للباحث

ص / للاتصالات الإدارية

Appendix M

Makkah School District Letter to Girls' Schools to Facilitate the Researcher's Task

الرقم : ٣١٧٥٦١١٧
التاريخ : ٢٠٢١/٧/٢٤
المرفقات : ١ - ٢ - ٣ -



المملكة العربية السعودية
وزارة التربية والتعليم
الإدارة العامة للتربية والتعليم بمنطقة مكة المكرمة بنات
إدارة التخطيط والتطوير
- الدراسات والبحوث التربوية -

الموضوع : تسهيل مهمة الطالب / سلمان بن عبد الله المعقل .

المحترمة

المكرمة مديرة المدرسة

السلام عليكم ورحمة الله وبركاته ... وبعد

نأمل منكم تسهيل مهمة الطالب / سلمان بن عبد الله المعقل بمرحلة الدكتوراه قسم مناهج وطرق التدريس بجامعة ولاية "بنسلفانيا" في الإجابة على الاستبانة من قبل المعلمات بعنوان "تصورات معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية - دراسة استطلاعية -" تحت إشرافكم وفي حدود ما تسمح به الأنظمة والتعليمات حسب الأوراق المختومة وعددها (٧) فقط .

والسلام عليكم ورحمة الله وبركاته .

مديرة إدارة التخطيط والتطوير

د . عنبرة حسين الأنصاري



ص/أبوياس

نحن ملتزمون بإذن الله بأن نكون رواداً للتعليم على مستوى الوطن في بيئة تعليمية محفزة وجاذبة بحلول عام ١٤٣٥هـ

Appendix N

Eastern Region School District Letter to Boys' Schools to Facilitate the Researcher's Task



الجمهورية العربية السعودية

وزارة التربية والتعليم

الإدارة العامة للتربية والتعليم للبنين بالمنطقة الشرقية

إدارة التخطيط والتطوير



رؤيتنا: الوصول إلى الريادة والإبداع عبر التعلم والقيم وصالتنا: مهنة بيئة تربوية تعليمية مبدعة وعظيمة تحقق تطلعات ورعى المستقبل قيماً: المواطنة - الإبداع - الإنجاز - تحمل المسؤولية - العدل - التنمية الذاتية - الثقة - العمل الجماعي

سلمه الله

إلى : مدير مدرسة الخبر المتوسطة بالخبر

من : مدير إدارة التخطيط والتطوير

بشأن : تسهيل مهمة الباحث / سلمان المعقل

السلام عليكم ورحمة الله وبركاته

إشارة إلى خطاب سعادة مدير عام البحوث بالوزارة رقم ٢١٥٧٢٦٢٤ بتاريخ ١٤٣١/٥/٢٨هـ المتضمن تسهيل مهمة طالب درجة الدكتوراه/ سلمان بن عبد الله المعقل ، بعنوان " تصورات معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية "دراسة استطلاعية".
نأمل التلطف بتسهيل مهمة الباحث في إجراء دراسته .

ولكم خالص تحياتي ، ،

أضفكم
عبد العزيز بن محمد الصائغ
١٤٣١/٦/٢٤هـ

ص / لإدارة التخطيط والتطوير

الرقم: ٢٦/٤٥٠ التاريخ: ١٤٣١/٦/٢٤هـ المشفوعات: \

Office26@edueast.gov.sa

٢٣٩ - ٢٣٨ - ٢٤٠ تويعة ٨٢٧٢٦٦٦

هاتف مباشر/ فاكس ٨٢٨٢٢٨٤

Appendix O

Eastern Region School District Letter to Girls' Schools to Facilitate the Researcher's Task

الرقم: ٩٤٧ ١٢١
التاريخ: ١٤٣٥ هـ / ١٠ / ١٤٣٥
المرفقات: —



المملكة العربية السعودية

وزارة التربية والتعليم

الإدارة العامة للتربية والتعليم للبنات بالمنطقة الشرقية

إدارة التخطيط والتطوير

قسم البحوث والمشروعات

الموضوع: بشأن تسهيل مهمة الباحث سلمان عبدالله المعقل.

حفظها الله

المكرمة مديرة مكتب التربية والتعليم بغرب الدمام

حفظها الله

المكرمة مديرة مكتب التربية والتعليم بمحافظة القطيف

السلام عليكم ورحمة الله وبركاته ، ، ،

إشارة إلى خطاب سعادة مدير عام البحوث رقم ٣١٥٧٢٦٢٤ وتاريخ ١٤٣١/٥/٢٨هـ بشأن تسهيل مهمة الباحث/سلمان بن عبدالله المعقل الطالب في جامعة ولاية (بنسلفانيا) بالولايات المتحدة الأمريكية، والذي يجري بحثاً بعنوان "تصورات معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة التكاملية" وذلك ضمن متطلبات الحصول على درجة الدكتوراه، حيث تتطلب الدراسة تعبئة الاستبانة من قبل معلمات مدارس المشروع الشامل.

عليه لامانع من توزيع وتعبئة الاستبانة في صورتها المعتمدة، على أن يكون تسليمها واستلامها من قبل الباحث.

شاكرين تجاوبكم وتعاونكم.

والله يحفظكم.

والسلام عليكم ورحمة الله وبركاته ، ، ،

مديرة إدارة التخطيط والتطوير بالإدارة

عن: نوال بنت عبد الرحمن التيسان

ص/لقسم البحوث والمشروعات.

م/الشامسي

٦/٢٤

Appendix R

Jeddah School District Confirmation Task Completion

الرقم : ٣٧٩ / ١ / ٢٠٢٠
التاريخ : ١١ / ٧ / ١٤٣١ هـ
المرفقات :

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



المملكة العربية السعودية
وزارة التربية والتعليم
الإدارة العامة للتربية والتعليم للبنات بجدة
وحدة التخطيط والتطوير
(قسم المناهج)

شهادة إفادة

إلى من يهمه الأمر /
تفيد وحدة التخطيط والتطوير بأن الأستاذ الباحث / سلمان المعقل قد حضر إلى
مدينة جدة وقام بتطبيق أدوات بحثه عن مادة (لغتي الجميلة ولغتي الخالدة) في مدارس
التجربة المطبقة للمشروع الشامل لتطوير المناهج (الابتدائية والمتوسطة) على معلمات المادة
وذلك في خلال الأسبوعين الأول والثاني من شهر رجب الحالي للعام ١٤٣١ هـ . وبناءً على
طلبه أعطي هذه الإفادة ؛ ليقدمها للجهات المختصة.
والله موفق ، ، ،

مديرة وحدة التخطيط والتطوير
عفا بنت
نور بنت سعيد باقادر



رئيسة قسم المناهج
لجنة المناهج
رئيسة قسم الشؤون التربوية
لجنة المناهج

Appendix S

Eastern Region School District Confirmation of Task Completion

الرقم: ٥/٢٠٠/٢١٨٢١٣٧
التاريخ: ١٥/٤/٢٠٢١
المرفقات: —



المملكة العربية السعودية
وزارة التربية والتعليم

الإدارة العامة للتربية والتعليم للبنات بالمنطقة الشرقية
إدارة التخطيط والتطوير
قسم البحوث والمشروعات

الموضوع: بشأن الباحث/ سلمان المعيقل.

إلى من يهمه الأمر

السلام عليكم ورحمة الله وبركاته ،،،
نفيدكم علماً بأن الباحث/ سلمان عبدالله المعيقل، والذي يجري دراسة بعنوان "تصورات
معلمي ومعلمات المدارس السعودية حول تدريس فنون اللغة العربية باستخدام الطريقة
التكاملية" وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراه .
قام بتطبيق أداة الدراسة في مدارس المشروع الشامل في المنطقة الشرقية بالمملكة العربية
السعودية بعد موافقتنا بتاريخ ٢٣/٦/١٤٣١هـ تم تسهيل مهمته من قبل قسم البحوث
والمشروعات التربوية بإدارة التخطيط والتطوير خلال الأسبوع الأخير من شهر جمادى الآخر .
وتفضلوا بقبول فائق الشكر.
والسلام عليكم ورحمة الله وبركاته ،،،

مدير عام التربية والتعليم بالمنطقة الشرقية

د. سمير ابن سليمان العمران

١٤٣١
٥/٤

الرمز البريدي ٣١١٩٢ الدمام هاتف: ٨٣٣٧٧٠٠ - فاكس: ٨٢٤٥٣٢٢
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VITA

Salman Abdullah Almoaiqel

EDUCATION

Doctor of Philosophy in Curriculum and Instruction
Pennsylvania State University, USA, 2014
Master of Curriculum & Instruction/ Teaching Arabic Language, 1997
King Saud University, Riyadh, Saudi Arabia
High Diploma of Arabic syntax, morphology, and philology, 1990
Al-Imam Muhammad Ibn Saud University, Riyadh, Saudi Arabia
Bachelor of Arabic Language Arts 1988
Al-Imam Muhammad Ibn Saud University, Riyadh, Saudi Arabia

TEACHING & SUPERVISORY EXPERIENCE

1997-2002 Curriculum designer and developer, Department of Curriculum Development, Ministry of Education, Riyadh, Saudi Arabia.

1992-1997 Educational supervisor for teaching the Arabic language in the public schools. Alkharj District, Saudi Arabia.

1988-1992 Teacher for Arabic Language Arts. Addilam High School, Alkharj District, Saudi Arabia.

EDUCATIONAL ACTIVITIES

Projects:

Participating in the project of curriculum development in Saudi Arabia/ preparing and writing the new curriculum document for teaching and learning the Arabic language in the public education schools, during the years 1998-2001.

Co-authoring Textbooks:

Literacy (reading and writing) for blind, first-grade students includes the teachers' guide (in collaborating with other two writers). The Ministry of Education in Saudi Arabia has been applying this book since 2001.

"Writing Skills for Sixth Grade" (spelling, fundamentals, and exercises) in collaborating with two other writers (team work leader). This book included teachers' guide for teaching the students' textbook. The Ministry of Education in Saudi Arabia has used this book since from 1990 to 2008.

Reviewing and Revising Textbooks:

Reviewing the Arabic textbooks (reading, writing, literature, and syntax) for deaf-mute students in the Saudi middle schools (in collaborating with another reviewer, 2002).

Reviewing the Teachers' Guide for Evaluating an Assessing the Arabic Language Skills at the First Three Grades in Saudi Arabia (in collaborating with other reviewers, 2001).

Revising the teachers' guides for teaching the Arabic language textbooks in the Saudi elementary schools, 1999.