



## Research Article

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# The Degree to Which the Questions of the Books for Grades Four to Seven are Based on the Language Integration Standards

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## Abstract

The goal of this study is to determine the extent to which the questions in the Arabic language books for grades four to seven take into account linguistic integration criteria from the perspective of the Arabic language teachers in Zarqa city. The researchers reviewed the educational literature concerning the textbook's language integration standards, questions, and evaluation. The research tool (the degree of taking into account linguistic integration questionnaire) was created by the researchers and included the following linguistic integration criteria: vertical integration, horizontal integration, organization, and social aspect. (344) male and female teachers of Arabic were chosen randomly, in the second semester of the academic year 2022/2023 AD, making up (98%) of the study population. The results of the study showed that the degree to which the books of Arabic language book questions for grades four through seven taking into account the linguistic integration criteria was moderate in the books of: Communication Skills, Grammar, and the results did not show that there were statistically significant differences at ( $\alpha= 0.05$ ) due to the effect of the class in all fields and the total score in the degree to which the questions of Arabic language books (Communication Skills and Grammar) for grades four to seven take into account the language integration standards. The researchers recommended a set of recommendations and suggestions in light of the results of the study.

**Keywords:** Questions, language integration, language evaluation, Arabic language books

## 1. Introduction

The world today witnesses rapid and varied developments in various aspects of life, which call for reconsidering education programmes, plans and curricula, so that people can achieve the desired aspects of development. Curricula are among the most prominent educational development tools, as

they are the practical and effective means to achieve the goals of education and the visions and aspirations of societies, in addition to being one of the influences in the selection of teaching and evaluation methods, strategies and tools.

Therefore, studying, planning and developing school curricula have become basic and indispensable process, taking place in the light of philosophical and social values derived from society, the aspirations and needs of the environment, and the relationship among the society itself and with other societies at a time when the world has become a small village, which called for the continuity of developing educational curricula and the search for modern and contemporary trends and building on them to achieve its goals and objectives (Al-Shammari, 2017).

The process of analyzing and evaluating textbooks is viewed as a diagnostic and remedial process that leads to the development of curricula and the improvement of book level, and is useful in improving the teaching process, and clarifies the means, activities, and evaluation in it, and is based on objective and organized scientific procedures and honest and stable measurement tools to reveal the nature of educational book content in terms of form and substance, with the goal of constantly updating and developing it (Basheer, 2009).

Curriculum creation methods have encompassed both form and content, and the integrated approach is one of the most significant recent trends in curriculum development that many industrialized countries have adopted. This equips students with the ability to deal deliberately and flexibly with the difficulties of the age and its complicated issues, as well as communication and interaction skills with society (Nasr, 2003). Furthermore, integrated curricula assist students in the comprehensive and balanced development of their personalities by providing them with a wealth of knowledge and interaction skills (Lo & Cheng, 2001).

Integration is both a process and a product, and it takes various forms, such as horizontal integration, which is the link between classroom subjects, such as learning the Arabic language, science, and mathematics, and vertical integration, which allows the teacher and the student to link previous and subsequent learning in the same subject, and in which the learning is constructive; that is, the student learns in light of his previous experiences (Al-Dahmani, 2007). There are many who feel that linguistic integration is the practical or applied method for the full language approach, and that the language, like the globe, is in its unity and consistency and that any change in one of them will be reflected in one way or another on the other classes (Abdul Halim, 2013).

Integrative thinking brings together information from several areas and fields. It is a technique of learning and teaching that draws on a variety of perspectives, strategies, and sources that are directly tied to reality in order to solve problems and encourage students to think critically. Its content is presented and treated in a way that integrates knowledge from various subjects or fields of study, whether this blending is planned and scheduled in an integrated manner around multi-faceted ideas, issues, and topics or in a time-coordinated format to achieve a higher level of expected outputs (Al-Moaqel, 2001).

The integrative approach is referred to differently in the educational literature. It is sometimes called the integrative approach, it is also called the integrative trend, and sometimes it is called the integrative entrance; This signals a problem with arabization of foreign terms and demonstrates the prevalence of Arabic variants; The researcher will adopt the term integrative approach in this research. Ibrahim (2002) defined the integrative curriculum as a certain organization of subject matter that places learners in an integrated educational position that piques their attention and leads to them having certain experiences that lead to the attainment of the intended aims. It is a systematic organization based on the principle of organizing academic content, which emphasizes the unity of knowledge in its various fields such as language, science, and mathematics in terms of their function in the students' personal and societal lives, and this content is actively and interactively learned using various and multiple sources, according to (Zeitoun, 2010). It was defined by Al-Titi and Abu Shreekh (2018) as the accumulation of knowledge, skills, and learning features in order to uncover a topic or issue that is appropriate for the learner.

The integrative approach reduces fragmented information and chooses the most important of

them, as knowledge increases day after day in various fields, which requires teachers to more scrutiny and selection of the contents that they will present to their students. Then it remains for a longer time in the minds of the students, and this is what makes them benefit from it constantly (Shanahan & Robinson & Schnieder, 1995).

The integrated curriculum is concerned with numerous educational activities that raise the activity of the learner, his experiences and interests, as well as its focus on cooperation and teamwork, and it takes into consideration individual differences amongst pupils. It allows students to collaborate with teachers in selecting, planning, implementing, and evaluating study topics, and it aims to assist the school administration in working effectively with teachers and enabling it to communicate effectively with the local environment, as well as conduct meetings with parents to discuss their children's learning, and is concerned with the necessary and urgent skills in the life of students such as: thinking, organizing, self-learning, work and occupational skills (Al-Mahrouqi, 2006; Abu Harb, 2007; Ashkar, 2007).

One of the advantages of the integrative approach is that it makes the topics presented more coherent, compatible, consistent and related, rather than presenting them in the form of separate particles in multiple subjects (Baraba & Land, 1997). Furtado (1997) believes that it increases students' educational attainment; because it presents the material in a more understandable content that students with special needs can understand and comprehend. Morris (1998) asserts that the integrative approach is more related to life; students do not use reading and mathematics separately, but rather combine them with other means of knowledge to achieve what they want, because they face many problems and situations in which they collect information mentally from different sources and then develop appropriate solutions to those problems. Lawnsbury (1992) believes that it increases communication between teachers who meet to plan, develop, organize and discuss the material with students, and this increases teachers' awareness of the different characteristics of students.

One of the disadvantages of the integrative approach is that it deals with topics superficially (not in depth) in details and details, resulting in a reduction in the content of the material, and it necessitates a special type of teacher who can recognize the links between the curricula because they may be required to provide information and treat concepts outside of their specializations and experiences, causing them to be presented in an unfair manner. It is convenient but not profound, and it takes longer to deploy than standard ways (Al-Laqani, 1995; Carter & Mason, 1997; Skanker, 1996). In primary and secondary school, the Arabic language curriculum is an important tool. Students' performance in fundamental language skills has a favorable impact on their performance in other disciplines (Hamadena, 2012). The educational literature indicates that one of the most important areas of educational evaluation is the evaluation of textbooks as a means of judging the quality and validity of the book (Najmuldeen, 2013).

The Arabic language is an integrated system of communication that depends on the structure of the language and the ability of the learner and his skills, hence the necessity of judging the extent of the integration of the branches of the Arabic language books and the interdependence of their parts and related topics in one framework, describing integration as a solution to the problems of fragmentation of knowledge and separation between what is being taught in school and what is happening in Reality (Murad, 2002).

The integrative curriculum requires defining goals, objectives and tasks for teaching and learning the Arabic language and it must be flexible and stem from the learners' needs, attitudes, tendencies and their society. The study unit objectives must include educational objectives that are consistent with the general objectives of the Arabic language curriculum, as well as the necessity of focusing on skill objectives (performance) in teaching Arabic while ignoring cognitive and emotional objectives, as it is certain that linguistic skill grows and is achieved by using the correct observable and measurable language. In language teaching, integration entails arranging, evaluating, and presenting educational content in the form of functional abilities, rather than dividing it into branches, fragmented knowledge, and disparate language experiences. It considers language as a whole, not fragments of weak links, when developing teaching curriculum and selecting and

assessing teaching techniques. (Ismail and Kita, 2016).

At the present time, the global interest in the various forms of educational evaluation has increased as a result of the importance of verifying what students learn, and therefore its tools, strategies, types, objectives and times have been varied. Evaluation is one of the four elements of the curriculum, since curriculum is a system, and it is a process that includes sub-processes that lead to it, such as: the evaluation process, the diagnosis process, meaning identifying aspects of strength and weakness, the measurement process, that is, evaluation quantification, the follow-up process, the feedback process, and the judgment-making process. Evaluation is the process of making sure that the goals are achieved, and each of the above has its own goals, tools, content, and specifications (Maree and Al-Hila, 2002).

Saadeh and Ibrahim (2004) believe that most of those who dealt with evaluation focused on two aspects: the need to carry out the evaluation process to ensure that the expected results are achieved, and the need to provide the necessary and correct data to make sound educational decisions.

The importance of the evaluation process stems from its function in guiding the educational process and the risk of making poor decisions. One of its hallmarks is continuity, which indicates that the completion of one evaluation process signals the start of another, and possibly the most evidence for this is the enormous number of tests and the time students spend answering exam questions throughout academic levels. The third feature of evaluation is comprehensiveness, which indicates that it considers all parts of the learner's personality (cognitive, emotional, and kinesthetic), implying that it is concerned with maintaining a balance in the development of the student's personality (Awda, 1993).

Evaluative questions are one of the textbook's primary components; they are one of the most essential ways to assess how well goals are met and students' progress. It is beneficial in exposing the level to which the learner has grasped the subject, identifying deficiencies, and strengthening learning strengths. From a passive receiver to a participant, discussant, speaker, and interactor, the learner was transformed (Al-Abadi, 2004).

Researchers in the field of measurement and evaluation have classified educational questions into different categories. Perhaps Bloom Taxonomy's classification in 1956 is considered the most famous classification in educational circles, as it suits various subjects as a good method for drawing teachers' attention to the need for diverse levels of thinking among students. This classification included the following areas: cognitive, emotional, and skill. Bloom divided all these fields into several levels (Abu Libdeh, 1996).

The value of the question lies in its activating and revitalizing the educational process, especially if the matter develops by teaching the language; Because good questions mean good teaching, and in this sense they are considered an outlet to living thought, and this appears through the knowledge and ideas that these questions bring to the learner in learning the language if he employs them correctly. One of the conditions for successful questions in teaching Arabic is that they be clear and specific. And far from complex structures, varied between achievement and intelligence, and there is an objective proportionality between the parts of the question (Miskeen, 2019).

Several studies have been conducted that dealt with integration, evaluation, and questions in the curriculum, including Muhammad's study (2018) entitled: "The Availability of Integrative Entrance Skills for Arabic Language Teachers at the Primary Stage in the City of Bisha in the Light of the Guidelines of the Developed Curriculum Document." The researcher used the descriptive analytical approach in the theoretical framework and previous studies, and designed a questionnaire from five areas that include the skills of the integrative curriculum and conducted the necessary honesty and reliability transactions for it, which is 80%.

Al-Shammari (2017) conducted a study entitled: "Evaluation of the 5<sup>th</sup> grade Arabic Book "My Beautiful Language", in light of the foundations and principles of the integrative curriculum from the point of view of teachers and educational supervisors in the Kingdom of Saudi Arabia." The study sample was chosen randomly and included (61) teachers and (15) supervisors. The study adopted the descriptive approach to achieve its objectives. The study concluded that the degree of availability of

the standards and foundations of the integrative curriculum in the book was great, while the degree of availability of foundations and standards in the use of the included teaching strategies and methods of evaluating the integrative curriculum were available highly from the teachers' point of view and were available to a moderate degree from the point of view of educational supervisors.

Al-Idrisi (2016) conducted a study entitled: "The Integrative Approach to Teaching and Learning Arabic". She dealt with a number of main themes, such as: educational approaches, approaches to teaching Arabic in modern trends, and an integrative approach. The study concluded that the integrative approach is one of the most important modern trends in teaching the Arabic language, even if it has its roots in ancient Arabic studies. In teaching Arabic, it relies on selected literary texts from the Holy Qur'an and Arabic literature in both its poetic and prose parts. Thus, this alternative approach is suitable for teaching Arabic.

Keita and Ismail (2016) conducted a study entitled: "Suggested pedagogical applications for teaching Arabic in Arab schools in West Africa in light of the integrative method,". They have come up with several applications that can help with integrated Arabic language teaching, such as abandoning the idea of subdividing the Arabic language curriculum into independent branches of grammar, morphology, literature, rhetoric, and reading, and instead adopting the idea of classroom integration based on one book, in which the texts provided to students change and are treated from several perspectives: hearing Speaking, reading, writing, grammatical, morphological, and spelling application, focusing on cooperation among members of the educational process, preparing the Arabic language teacher in an integrated and balanced way before and during service, structuring the linguistic content, and addressing the contents as a concept, linguistic problem, literary issue, or topic of the selected texts.

"The effectiveness of adopting a unit based on the integrative method in enhancing English language abilities for third-year secondary school pupils," according to (Abed, 2013). The study tools included the proposed integrative unit and two achievement tests, pre and post tests. The results revealed that the effectiveness of using the unit based on the integrative approach in developing listening, speaking, reading, and writing skills was high for the benefit of the experimental group.

Abu Harb and Al-Fazari (2010) conducted a study entitled: "Attitudes of teachers of the first cycle of basic education towards the integrative approach of the educational curriculum in the Sultanate of Oman". The study population consisted of schools and teachers who applied the integrative curriculum experience, and their number was (174) teachers in four schools. The results of the study revealed that the teachers found in the integrative curriculum an appropriate evaluation system that diagnoses students' levels well and provides justice among them.

Abdullah (2010) conducted a study entitled: "The effect of using a linguistic unit based on the integrative approach in developing the linguistic performance skills of first secondary female students in the Republic of Yemen". The study results found that there are statistically significant differences in the average scores of the post-performance of all language skills between the experimental and control groups in favor of the experimental group.

Al-Shloul (2009) conducted a study entitled: "Evaluation of the units of the integrative curriculum for first and second grade students in the Kingdom of Bahrain". To achieve this, he followed the descriptive approach and prepared a questionnaire and distributed it to (103) male and female teachers, and the study concluded that the study sample members' estimates of the components of the integrative curriculum came in the following order: the objectives of the integrative unit, the supporting materials for teaching the integrative unit, the content, and evaluation, and there were no statistically significant differences attributed to the effect of gender, academic qualification and teaching experience in estimating the responses of the study sample members to the components of the integrative curriculum.

Essawi (2007) conducted a study entitled: "The Effectiveness of an Integrated Curriculum between Reading and Writing in Developing Reading and Writing Performance for Primary School Students". The researcher built two questionnaires to determine the basic reading and writing skills required for primary school students, and the results of the study resulted in the superiority of the

experimental group's students who completed between reading and writing over the control group, and the difference between the performances of the two groups was significant.

According to Al-Safasfa (2005) in his study: "The amount of vertical and horizontal integration in Our Arabic language books with Social Studies books for the second cycle classrooms of the basic education stage in Jordan,". The study concluded that there is a horizontal integration between the books of the Arabic language and the books of social education in the field of concepts in the fifth and sixth grades, but not in the seventh grade, based on an analysis of the content of these books in the areas of concepts and values. The vertical integration of the Arabic language and social education books was found between the Arabic Language books and Social Studies. The researcher recommended restudying the vertical integration between the various curriculums of the school.

Al-Sabaa (2002) performed a study entitled "A curriculum for teaching grammar utilizing the integrative approach in teaching Arabic for kids in the last three years of basic education in the Republic of Yemen,". The researcher used a descriptive technique and created a five-part oral and written linguistic performance test: listening, speaking, reading aloud, silent reading, and writing. The study methodologies were used to a group of seventh-grade children in Sana'a, and the findings led to the creation of a seventh-grade curriculum, which the researcher developed (prepared) and implemented in the field throughout her research.

Al-Tawaiha (2012) conducted a study entitled: "An analysis of the cognitive evaluation questions included in the Arabic language books for the eighth grade in Jordan." To achieve the objectives of the study, the researcher designed the analysis tool and applied it to the study sample. The number of questions reached 921 in the two books: Communication Skills, Arabic Grammar and Linguistic Applications. The results of the study resulted in the distribution of questions at Bloom's levels: comprehension, comprehension, application, analysis, evaluation, and synthesis in the following proportions, respectively: 42.9%, 21.2%, 16.6%, 7.7%, 4.4%, and 3.9 %.

Al-Hasanat (2011) conducted a study entitled: "Analysis of Evaluative Questions in the Arabic Language Study for the Seventh Grade in Jordan According to Bloom's Classification of Levels of Cognitive Objectives". In order to find out the percentage of those questions at each level, he designed a card to analyze that, and the analysis process included 860 questions distributed on the levels of the cognitive domain, while the full compatibility appeared in the composition level only. The study recommended conducting analytical studies for the questions of Arabic language books in all academic levels.

According to (Al-Abadi, 2004) who conducted a study entitled: "An analytical study of the educational questions contained in the textbooks for the three lower primary grades in Jordan." The researcher designed an analysis tool and determined the criteria used for the analysis, which included Bloom's Cognitive Classification, Cratwall's Emotional Classification, and Kepler's Skill Classification. After verifying the validity and stability of the tool, he applied it to the questions contained in the books, which amounted to 4,966 questions. The results of the study concluded that the largest proportion of the questions was cognitive (85%), and the questions in the psychomotor domain were (16%), while the questions representing the emotional domain were only 2%. The results showed that (essay questions) are the most frequently mentioned in books by 39% of the total, then (fill in the blanks) with 27%, then (oral questions) by 21%.

Al-Huwaymel (2003) conducted a study entitled: "The extent to which the questions of Arabic language textbooks prescribed for the first secondary students focus on developing students' thinking skills." The study sample included 1058 questions from Arabic language books for students in grades 7 and up. After evaluating the psychometric tool's properties, the researcher developed a set of criteria based on Bloom's classification and applied it on the study sample. The results showed that 74 percent of the questions in the book on the history of literature and texts were at the lower levels (knowledge and understanding), while only 26 percent were at the higher levels, and the level of composition had no questions, while grammar and morphology questions focused on the application and comprehension levels by 57 percent and 33 percent, respectively. The book was devoid of questions at the level of composition, with 51 percent and 31 percent of rhetoric and presentation

questions focusing on understanding and application, respectively, and the book was devoid of questions at the level of evaluation. The study suggested that questions in Arabic and written texts provided by Arabic language teachers be analyzed.

Abu Sukaina (2002) conducted a study entitled: "Standards of Competency of Classroom Questions for Arabic Language Teachers". She analyzed the oral questions posed by Arabic language teachers in the classroom in the Lower Egypt governorates by means of a note card that monitored the behavior of the Arabic teacher during his actual teaching of the fifth grade students. The results of the study showed the low performance of the teacher in formulating questions that measure the link between the parts of the lesson and creative and analytical thinking, and it is rare for the teacher to formulate questions that prompt students to raise questions and direct them to the teacher, and that the highest percentage of teachers were able to formulate questions that measure the objectives of the lesson, and the lowest percentage Who were able to formulate questions that make students ask their teachers for some ideas related to the question.

Al-Mutawa'a (2000) conducted a study entitled: "Reading Questions and Exams in the Primary Stage in the State of Qatar". Its results revealed that the percentage of questions of reading topics in the targeted stage focused on understanding and remembering was 47.3% and 4.8%, respectively, and the questions of application, analysis, installation and evaluation did not get high rates. The predominant type of reading questions were essay questions with a percentage of 65.8%, and the percentage of objective questions was 34.2%.

Miqdadi (1999) conducted a study entitled: "An analysis of the questions of Arabic language books for the eighth, ninth and tenth grades in Jordan." The study included the curricula of the three classes mentioned in the Arabic language subject in its following branches: reading and texts, grammar and linguistic applications, expression and summarization. The results of the study resulted in the focus of the questions on the cognitive domain, as more than 97% of the total questions were categorized in it, and the percentage of questions in the emotional and skill domains did not exceed 3%, in addition, the percentage of essay questions exceeded 98% of the total questions.

This research is on par with its peers. If previous studies focused on developing integrated curricula or determining the extent to which teachers use the integrative curriculum in elementary, secondary, and lower elementary schools, as well as in a variety of settings and variables, this study looked at the theoretical reality of the integrative curriculum in the field of teaching Arabic, as well as the applied reality of taking into account the questions of Arabic language books for second cycle classes. This is a novel variable that has not been explored in previous research. Furthermore, the study application environment (the study community) has not previously been revealed in which the degree of taking into account the questions of Arabic language books for the classes of the second cycle of language integration standards, and this study relied on the responses of teachers and teachers on the scale of the degree of taking into account linguistic integration, and thus this study is distinguished by Previous studies in each of: the tool for collecting information, including teachers, the study community, and studying the relationship between linguistic evaluation and language integration.

## **2. Problem of the Study**

Given the importance of an integrated curriculum in developing learners' language, social, and other skills and enabling them to interact properly with society, an evaluation diagnostic study aiming at determining the extent to which Arabic language textbook questions adhere to language integration standards is urgently needed to measure how much these standards are considered in Arabic language book questions. Thus, the problem of the current study is to determine the standards of linguistic integration and to indicate the degree to which the questions of Arabic language books take into account these standards and to know the difference between them depending on the variable of the book (communication skills, grammar) and grade (fourth, fifth, sixth, and seventh).

### 3. Study Questions

**The first question:** What is the degree to which the questions of Arabic language books (communication skills and grammar) for grades four to seven take into account the language integration standards from the point of view of Arabic language male and female teachers in Zarqa?

**The second question:** Are there statistically significant differences in the degree to which the questions of language books for grades four to seven take into account the language integration standards from the point of view of Arabic language male and female teachers in Zarqa city due to the class variable? Fourth, fifth, sixth, seventh?

### 4. Importance of the Study

The significance of the research can be seen in two ways: theoretical and practical. From the perspective of Arabic language teachers in Zarqa city, the theoretical part of this study aims to determine to what extent Arabic language textbook questions (communication skills and grammar) for grades four to seven take into account language integration requirements. The findings of this study may contribute to the theoretical literature on linguistic integration and evaluation in general, as well as linguistic questions in particular. This study can benefit the authors of Arabic language curricula and Arabic language teachers, and develop their attitudes towards employing the proposals of the integrative approach in authorship, teaching and assessment.

As for the practical importance of the study, it is represented in providing an valid and reliable tool to reveal the degree of consideration of the Arabic language book questions (communication skills, grammar) for grades four to seven of language integration standards from the point of view of Arabic language teachers in Zarqa city. It provides data for educational decision-makers that reveal the degree to which the questions of Arabic language books for grades four to seven take into account the language integration standards, as well as benefiting from the study tool with adaptation, modification and simulation to measure other variables related to the curriculum.

#### 4.1 Procedural Definitions

**Arabic Language Books Questions:** These are the questions contained in Arabic language books (communication skills, and grammar) for grades four to seven in the first and second semesters.

**Linguistic integration standards:** a set of theoretical foundations upon which the curriculum is built integratively, namely: vertical integration, horizontal integration, organization, and the social aspect. It is expressed in the degree achieved in the valid and reliable questionnaire prepared by the researchers for this purpose, and the sample of the study responded to it.

**Arabic language male and female teachers:** Those who teach Arabic, males and females, to students in grades four to seven in government schools in the Directorate of Education of Qasbat Zarqa in the second semester of 2022/2023.

#### 4.2 Limits of the Study

**Language integration standards:** they are: vertical integration, horizontal integration, organization, and the social aspect.

**Male and female teachers of Arabic language** who teach Arabic for students in grades four to seven, males and females, in government schools in the Directorate of Education of Kasbah Zarqa in the second semester of 2022/2023 AD.

**Arabic language books** (communication skills and grammar) for grades four to seven taught in the first and second semesters in government schools in the academic year 2022/2023 AD.



#### 4.3 Community of the Study

The study population consisted of male and female teachers who teach Arabic for grades four to seven students in government schools in the Directorate of Education of Qasabat Zarqa in the second semester of 2022/2023 AD, and their number reached (351) teachers, according to the statistics of the Directorate of Education of Qasabat Zarqa.

#### 4.4 Sample of the Study

**Table 1:** Frequencies and percentages according to the study variables

	Grade	Frequency	Percentage
Class taught by teachers	Four	77	22.4
	Five	82	23.8
	Six	91	26.5
	Seven	94	27.3
Total		344	100.0%

The study sample reached up to (98%) from the study population

#### 4.5 The Study's Instrument (the Questionnaire)

To meet the study's goals, the researchers developed a questionnaire. This questionnaire aims to identify the degree to which the questions listed in the Arabic language curricula entitled (communication skills) and (grammar) meet the standards of linguistic integration from the perspective of the female and male Arabic language teachers in Zarqa. The targeted curricula are the ones given to the students from fourth grade till seventh grade. The questionnaire was designed after reviewing several references and previous studies to benefit from the scales listed in them. The final version of the questionnaire consists from two parts. **The first part** includes items that aim to measure the degree to which the questions listed in the Arabic language curricula entitled (communication skills) of the targeted grades meet the standards of linguistic integration (table 5). **The second part** includes items that aim to measure the degree to which the questions listed in the Arabic language curricula entitled (grammar) of the targeted grades meet the standards of linguistic integration (table 6).

### 5. Validity of the Questionnaire

The researchers measured the content validity of the questionnaire. That was done through passing the initial version of the questionnaire to ten (10) experts who are specialized in Arabic language curricula and teaching methods and have much expertise in this field. The researchers calculated the construct validity values for the items related to the curricula entitled (communication skills). They calculated the coefficient value of the correlation of each item with the overall value. That was done after passing the instrument to the exploratory sample that consists from (30) teachers who aren't members in the actual sample. The researchers conducted an analysis for the items of the scale. They calculated the correlation coefficient value of each item. The coefficient value of the correlation of each item with the overall value represents the validity of each item. The same applies to the coefficient value of the correlation of each item with the overall area it belongs to. The table below presents that.

**Table 2:** Correlation coefficients between paragraphs, total score, and the domain to which they belong

Item No.	correlation coefficient with domain	correlation coefficient with scale	Item No.	correlation coefficient with domain	correlation coefficient with scale	Item No.	correlation coefficient with domain	correlation coefficient with scale
1	.621**	.746**	12	.83**	.831**	23	.876**	.773**
2	.711**	.676**	13	.602**	.811**	24	.821**	.732**
3	.879**	.787**	14	.885**	.632**	25	.913**	.853**
4	.809**	.689**	15	.893**	.691**	26	.747**	.752**
5	.900**	.840**	16	.890**	.747**	27	.713**	.773**
6	.825**	.808**	17	.797**	.805**	28	.843**	.809**
7	.801**	.697**	18	.889**	.716**	29	.826**	.803**
8	.897**	.821**	19	.913**	.836**	30	.877**	.699**
9	.881**	.832**	20	.889**	.811**	31	.792**	.602**
10	.805**	.731**	21	.871**	.809**	32	.840**	.636**
11	.806**	.796**	22	.937**	.869**	33	.794**	.621**

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

The correlation coefficients are all acceptable and statistically significant, and therefore no paragraphs were deleted.

Extracting the construct validity of the paragraphs of the grammar book. The correlation coefficients of the scale items with the overall score were collected from a survey sample of thirty teachers who were not part of the study sample. The correlation coefficient of each of the scale items was obtained after the items were assessed. The following table displays the correlation coefficient between each paragraph and the total score for each paragraph.

**Table 3:** Correlation coefficients between paragraphs, total score, and the domain to which they belong

Item No.	correlation coefficient with domain	correlation coefficient with scale	Item No.	correlation coefficient with domain	correlation coefficient with scale	Item No.	correlation coefficient with domain	correlation coefficient with scale
1	.757**	.756**	10	.887**	.695**	19	.844**	.717**
2	.806**	.661**	11	.657**	.531**	20	.646**	.734**
3	.855**	.804**	12	.865**	.722**	21	.834**	.786**
4	.770**	.723**	13	.796**	.800**	22	.777**	.684**
5	.891**	.753**	14	.905**	.809**	23	.942**	.802**
6	.744**	.705**	15	.918**	.787**	24	.865**	.739**
7	.606**	.704**	16	.960**	.833**	25	.895**	.778**
8	.867**	.753**	17	.963**	.824**	26	.928**	.795**
9	.939**	.836**	18	.838**	.825**	27	.893**	.809**

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

The correlation coefficients are all acceptable and statistically significant, and therefore no paragraphs were deleted.

## 6. Reliability of the Questionnaire

To check the reliability of the questionnaire, the researchers used the instrument to collect data from an exploratory sample consisting from (42) female and male teachers. The members of the exploratory sample weren't chosen from the members of the actual sample. Then, the researchers

passed the instrument again to the same exploratory sample after two weeks. Then, they measured the internal reliability of the questionnaire through calculating Cronbach alpha coefficient values. The table below presents the values of the latter coefficient.

**Table 4:** Internal consistency coefficient Cronbach alpha

Measurement/ Domain	Internal consistency	Number of items
vertical integration	.942	12
horizontal integration	.909	6
Organization	.955	7
Social aspect	.921	8
<b>Communication skills book</b>	<b>.974</b>	<b>33</b>
vertical integration	.889	6
horizontal integration	.890	6
Organization	.956	7
Social aspect	.945	8
<b>Grammar Book</b>	<b>.970</b>	<b>27</b>

Based on the above table, those values are accepted. The Cronbach alpha coefficient values range between (.889 – 0.956). That confirms that the questionnaire enjoys a high reliability.

## 7. Procedures

To achieve the objectives of the study, the researchers performed the following actions:

- Reviewing educational literature, studies and articles that dealt with linguistic integration, questions of Arabic language books and linguistic evaluation.
- Determining a set of criteria upon which an integrative linguistic curriculum is built, and each criterion has a set of indicators indicating it.
- Presenting the language integration standards and indicators to a group of arbitrators (specialists in Arabic language curricula and methods of teaching) to express their observations about them in terms of: their relevance to linguistic integration, their comprehensiveness, and their relevance to Arabic language books (communication skills, grammar) for grades four to seven.
- Preparing the research tool (determining the degree to which the questions of Arabic language books take into account the language integration standards) after taking into account what was agreed upon by the arbitrators (paragraphs of the part of the book of communication skills, table 5, and the paragraphs of the part of the grammar book, table 6).
- Issuing a facilitating letter to facilitate the researcher's task from the Hashemite University and the Directorate of Education in Qasbat Zarqa.
- Using the study's instrument to collect data from the exploratory sample to check the validity and reliability of the instrument.
- Passing the instrument to all the members of the study's population. The teacher is allowed to choose one class only in case he was teaching several classes.
- Retrieving the forms of the instrument after filling them by the study's sample.
- Reaching results and analysing and discussing them.

## 8. Statistical Standard

The researchers adopted Likert's pentagonal scale to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), which are numerically represented (5, 4, 3, 2, 1) on Ranking, the following scale was adopted for the purposes of analyzing the results:

From 1.00 - 2.33 is low, from 2.34 - 3.67 is medium, and from 3.68 - 5.00 is large, and so on. The scale was calculated using the following equation:

Upper end of scale (5) - lower end of scale (1)

Number of classes required (3)

$(5-1)/3 = 1.33$

Then add the result (1.33) at the end of each category.

## 9. Results and Discussion

- **Results related to the 1<sup>st</sup> question:** What is the degree to which the questions of Arabic language books (communication skills and grammar) for grades four to seven take into account the language integration standards from the point of view of Arabic language male and female teachers in Zarqa?

In order to answer this question, means and standard deviations were calculated to take into account the questions of Arabic language books (communication skills, grammar) for grades four to seven for language integration standards from the point of view of Arabic language teachers, and the following tables illustrate this.

First: Communication Skills Book.

**Table 5:** Means and standard deviations of the Arabic Language Books Questions Scale (communication skills) arranged in descending order according to the means

Rank	Item No.	Item	Mean	SD	Score
<b>Vertical Integration Domain</b>			2.81	.992	Medium
1	10	Answering a writing question requires employing listening skills.	2.81	.992	Medium
2	2	Answering the listening question requires employing reading skills.	3.34	1.044	Medium
3	8	Answering the reading question requires employing speaking skills.	3.23	1.023	Medium
4	9	Answering the reading question requires employing writing skills.	2.93	1.330	Medium
5	5	Answering the speaking question requires employing reading skills.	2.89	1.284	Medium
6	6	Answering a speaking question requires employing writing skills.	2.88	1.315	Medium
7	4	Answering a speaking question requires employing listening skills.	2.75	1.216	Medium
8	11	Answering a writing question requires employing speaking skills.	2.74	1.245	Medium
9	12	Answering the writing question requires employing reading skills.	2.74	1.185	Medium
10	3	Answering a listening question requires employing writing skills.	2.68	1.136	Medium
11	7	Answering a reading question requires employing listening skills.	2.66	1.197	Medium
12	1	Answering a listening question requires employing speaking skills.	2.54	1.162	Low
Rank	Item No.	Item	Mean	SD	Score
<b>Horizontal Integration Domain</b>			2.61	.908	Medium
1	13	The answer to the linguistic question requires the employment of mathematics.	3.35	.990	Medium
2	17	The answer to the linguistic question requires the use of a computer.	2.65	1.130	Medium
3	16	The answer to the linguistic question requires the employment of Islamic education.	2.51	1.022	Medium
4	15	The answer to the linguistic question requires the employment of social Education	2.46	1.035	Medium
5	18	The answer to the linguistic question requires the use of different knowledge.	2.44	1.008	Medium
6	14	The answer to the linguistic question requires the employment of science.	2.25	.907	Low
Rank	Item No.	Item	mean	SD	score
<b>Organization Domain</b>			3.18	.904	Medium
1	23	The questions are deep.	3.32	.957	Medium
2	19	The questions are arranged from easy to difficult.	3.26	1.004	Medium
3	20	The questions are arranged from concrete to abstract.	3.26	.996	Medium
4	25	The questions facilitate the students' access to the different learning resources.	3.24	.938	Medium
5	21	The questions are arranged according to the interrelationship and overlap between the ideas of the topic.	3.18	.924	Medium
6	24	The higher grade questions are related to the previous grade.	3.12	.927	Medium
7	22	The questions are logically sequential.	2.86	1.238	Medium

Rank	Item No.	Item	Mean	SD	SCORE
<b>Social Aspect Domain</b>					
1	32	Answering questions allows cooperation between students.	3.07	.988	Medium
2	26	Answering questions requires students to participate in solving them.	3.26	.987	Medium
3	30	The questions get the students excited to solve them.	3.23	1.003	Medium
4	31	The questions improve communication skills among students.	3.22	.970	Medium
5	33	The questions improve communication skills among students.	3.22	1.023	Medium
6	28	Answering questions requires communication between students and the community.	2.84	1.240	Medium
7	29	The questions enrich the relationships between students.	2.79	1.187	Medium
8	27	The questions require cooperation between students to solve them.	2.74	1.174	Medium
<b>Communication Domain Scale</b>					
			2.91	.915	Medium

Table (5) shows that the averages of the domains of the Arabic language books questions scale (communication skills) ranged between (2.61-3.18), and the field of organization ranks first with the highest average of (3.18), and the field of horizontal integration ranks last with (M=2.61), and the mean of the Arabic language book questions scale (communication skills) as a whole was (2.91).

### 9.1 Second, the Grammar Book

**Table 6:** Means and standard deviations of the Arabic Language Books Questions Scale (Grammar) arranged in descending order according to means

Rank	Item No.	Item	Mean	SD	Score
<b>Vertical Integration Domain</b>					
1	6	Answering a grammar question requires employing writing skills.	2.73	1.019	Medium
2	2	Answering the grammar question requires employing rhetorical skills.	3.25	.987	Medium
3	5	Answering a grammar question requires employing reading skills.	2.71	1.157	Medium
4	4	Answering a grammar question requires employing speaking skills.	2.68	1.154	Medium
5	1	Answering a grammar question requires employing listening skills.	2.64	1.127	Medium
6	3	Answering a grammar question requires employing morphology skills.	2.58	1.145	Medium
			2.54	1.074	Medium
<b>Horizontal Integration Domain</b>					
1	7	Answering a grammar question requires employing listening skills.	2.58	.886	Medium
2	11	The answer to the linguistic question requires the employment of mathematics.	3.34	1.009	Medium
3	12	The answer to the linguistic question requires the use of a computer.	2.60	1.117	Medium
4	10	The answer to the linguistic question requires the use of different knowledge.	2.44	1.014	Medium
5	9	The answer to the linguistic question requires the employment of Islamic education.	2.40	.993	Medium
6	8	The answer to the linguistic question requires the employment of social education.	2.37	.941	Medium
			2.33	.890	Medium
<b>Organization Domain</b>					
1	16	The answer to the linguistic question requires the employment of science.	2.99	.932	Medium
2	14	The questions are logically sequential.	3.22	.921	Medium
3	17	The questions are arranged from concrete to abstract.	3.21	.968	Medium
4	15	The questions are deep.	3.21	.954	Medium
5	19	The questions are arranged according to the interrelationship and overlap between the ideas of the topic.	3.14	.899	Medium
6	13	The questions facilitate the students' access to the different learning resources.	2.77	1.170	Medium
7	18	The questions are arranged from easy to difficult.	2.73	1.180	Medium
			2.68	1.136	Medium
<b>Social Aspect Domain</b>					
1	20	The higher grade questions are related to the previous grade.	3.07	.993	Medium
2	26	Answering questions requires students to participate in solving them.	3.26	.993	Medium
3	21	Answering questions allows cooperation between students.	3.25	1.006	Medium
4	23	Make the questions compete to solve them.	3.24	.999	Medium
5	25	The questions require cooperation between students to solve them.	3.22	.967	Medium
6	24	The questions improve communication skills among students.	3.20	.985	Medium
7	22	The questions get the students excited to solve them.	3.19	.951	Medium
8	27	The questions enrich the relationships between students.	2.84	1.234	Medium
			2.34	1.551	Medium
<b>Total Grammar Book Scale</b>					
			2.87	.917	Medium

Table (6) shows that the means of the domains of the Arabic language book questions scale (grammar) ranged between (2.58 - 3.07), and the social aspect domain came in the first rank with the

highest average of (M=3.07), and the horizontal integration domain came last (M=2.58), and the mean of the grammar scale as a whole was (2.87).

The above findings point to the need to rethink the process of writing questions for Arabic language books for grades four through seven, to integrate vertically with different language skills and horizontally with other subjects, to be organized, interconnected, and to consider the social aspects of the learner's personality. The results show that horizontal integration came in last, which is corroborated by the findings of Al-Safasfa (2005), which advocated reconsidering horizontal integration amongst textbooks.

The advent of the field of organization in the first place in the book of communication skills may indicate the focus of questions on the cognitive field, as more than 97% of the total questions were classified according to (Miqdadi, 1999).

The advent of the social field in the first place in the grammar book for grades four to seven can be attributed to the nature of the linguistic lesson and the direct communication it requires between the student and the teacher and between the students in the form of dialogue, discussion and so on.

The results of the current study show that the degree of compliance of the questions with the language integration standards was moderate. This is consistent with the propositions of the integrative approach. It also takes longer than traditional approaches to implement (Al-Laqqani, 1995; Carter & Mason, 1997; Skanker, 1996).

**The results related to the second question:** Are there statistically significant differences in the degree to which the questions of language books for grades four to seven take into account the language integration standards from the point of view of Arabic language male and female teachers in Zarqa city due to the class variable? Fourth, fifth, sixth, seventh?

To answer this question, the means and standard deviations of the domains of the Arabic language textbooks questions (communication skills and grammar) for grades four to seven were extracted for the language integration standards according to the grade variable, and the tables below illustrate this.

**First: Communication Skills Book.**

**Table 7:** Means and standard deviations of the class effect on the degree to which Arabic language textbook questions (communication skills) for grades four to seven take into account the language integration standards

Class		Vertical Integration	Horizontal Integration	Organization	Social Aspect	Communication Skills as a whole
Fourth	Mean	2.67	2.47	2.97	2.90	2.75
	SD	1.075	1.022	1.074	1.135	1.053
Fifth	Mean	2.76	2.61	3.19	3.05	2.89
	SD	.939	.852	.804	.905	.838
Sixth	Mean	2.88	2.67	3.24	3.13	2.98
	SD	.944	.867	.825	.931	.851
Seventh	Mean	2.88	2.66	3.27	3.15	2.99
	SD	1.011	.899	.893	.978	.916

Table (7) shows an apparent discrepancy in the averages and standard deviations of the degree to which the questions of Arabic language books (communication skills) for grades four to seven are taken into account for the language integration standards according to the grade variable, and to show the significance of the statistical differences between the averages, multiple variance analysis was used according to Table (8).

**Table 8:** Multiple variance analysis of the effect of class on the degree to which Arabic language textbook questions (communication skills) for grades four to seven take into account the language integration standards

Source of variance	Domain	Sum of squares	Degree of freedom	Average of squares	F	Significance
class Hotling=0.036 =0.667	Vertical	2.747	3	.916	.930	.426
	Horizontal	1.992	3	.664	.803	.493
	Organization	4.534	3	1.511	1.865	.135
	Social aspect	3.400	3	1.133	1.163	.324
	Total communication	3.010	3	1.003	1.200	.310
Error	Vertical	334.570	340	.984		
	Horizontal	281.076	340	.827		
	Organization	275.538	340	.810		
	Social aspect	331.254	340	.974		
	Total communication	284.379	340	.836		
Total	Vertical	337.316	343			
	Horizontal	283.068	343			
	Organization	280.071	343			
	Social aspect	334.654	343			
	Total communication	287.389	343			

The previous table shows that for grades four to seven, there are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of the class in all fields and the total degree in the degree of taking into account the questions of Arabic language books (communication skills) for language integration standards.

Second, Book of Grammar.

**Table 9:** Means and standard deviations of the class effect on the degree to which Arabic language textbook questions (grammar) for grades four to seven take into account the language integration standards

Class		Vertical Integration	Horizontal Integration	Organization	Social Aspect	Communication as a whole
Fourth	Mean	2.66	2.47	2.83	2.90	2.73
	SD	1.142	.987	1.084	1.148	1.065
Fifth	Mean	2.65	2.59	2.97	3.06	2.84
	SD	.925	.858	.809	.901	.827
Sixth	Mean	2.77	2.62	3.05	3.12	2.92
	SD	.957	.825	.876	.929	.844
Seventh	Mean	2.83	2.63	3.10	3.16	2.95
	SD	1.054	.886	.946	.992	.930

Table (9) shows an apparent discrepancy in the means and standard deviations of the degree to which the questions of Arabic language books (grammar) for grades four to seven are taken into account for the language integration standards depending on the grade variable. Multiple analysis of variance was employed to determine the significance of the statistical differences between the averages, as shown in Table (10).

**Table 10:** Multiple variance analysis of the effect of class on the degree to which Arabic language textbook questions (grammar) for grades four to seven take into account the language integration standards

Source of variance	Domain	Sum of squares	Degree of freedom	Average of squares	F	Significance
class Hotling=0.036 =0.667	Vertical	2.058	3	.686	.658	.578
	Horizontal	1.328	3	.443	.562	.641
	Organization	3.442	3	1.147	1.324	.266
	Social aspect	3.260	3	1.087	1.102	.348
	Total communication	2.349	3	.783	.930	.426
Error	Vertical	354.188	340	1.042		
	Horizontal	268.000	340	.788		
	Organization	294.587	340	.866		
	Social aspect	335.075	340	.986		
	Total communication	286.102	340	.841		
Total	Vertical	356.245	343			
	Horizontal	269.328	343			
	Organization	298.029	343			
	Social aspect	338.335	343			
	Total communication	288.451	343			

It is evident from Table (10) that:

There are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of the class in all fields and the total degree in the degree of taking into account the questions of Arabic language books (grammar) for grades four to seven for linguistic integration standards.

This result can be explained based on the principles of the integrative approach and what it requires to reduce information and choose the most important one, as seen by (Shanahan & Robinson & Schnieder, 1995). As Al Mahrouqi (2006), Abu Harb (2007), and Ashkar (2007) asserted the necessity to take into account individual differences among students, paying attention to various educational activities and focusing on cooperation and teamwork, holding meetings with parents to discuss their children's learning, and taking care of the necessary skills in students' daily lives such as thinking, organizing, self-learning, and work and job skills is what it takes. Looking closely at the integrative curriculum's principles, as well as previous conditions and others, it appears that creating linguistic questions that meet the curriculum's requirements is difficult, and the Arabic language book writing team may have taken a single approach when writing Arabic language books for grades four to seven.

## 10. Recommendations and Suggestions

1. Developing Arabic language curricula based on the integration approach.
2. Providing Arabic language teachers with training to adopt the orientations related to the integration approach in the planning, teaching and assessment process.
3. Conducting similar studies targeting curricula that aren't targeted in the present study.

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