The Effect of using the integrated approach in teaching grammar in providing the secondary school students with the special products from the perspectives of their teachers

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Abstract

This research aims to measure the effects of the style of the integrative approach in teaching grammar for secondary level students', so that they can achieve their outcomes from their teachers' point of view. To answer the questions of the study, the population on which the study will be applied, with 90 male and female teachers who take part in correcting the exams of the general secondary certificate. A 16- item questionnaire where most of them were prepared by Ministry of Education but with some amendments based on the opinion of the arbitrators until it became stable (appendix 1). After examining teachers' responses on the questionnaire, it was statistically treated. The results showed not effect for the integrative approach in teaching grammar for the secondary level on getting those specific outcomes, as indicated by their teachers (F = -30,952) at (0,00), means (1) which is less than the benchmark. The results showed no effect for gender on the second question (F = 0,349 at 0,728 level), which is more than (a = 0.05). Based on the results, the researcher proposed a set of recommendations.

Keywords: (Actual own, Grammar, Arabic teachers, Integration, Method).

1.Background

Arabic language either spoken or written symbols and both of them were improved and polished by man to express his ideas and emotions. In addition, it is a mean of communication among the peoples. However, language is the ambition and hope of any nation. Through language, people keep their heritage for longer times. In this context, many nations effaced as they did not have the aspects of live language. It is the means for the development of nations if used and cared appropriately by individuals and community. On the other hand, Arabic gained its power and richness since it is the language of our Holly Quran "We have given An Arab Quran so that you may think about it" (Yousif 2). God Almight guaranteed to keep this Holly Quran (We have provided the Qoran and we are the keepers thereof" (Al- HijerSora, 90).

Consequently, Arabic is a mean for knowledge, sciences and creed, which was spread outside the Arab Peninsula, reached to Persia, India, Turkey and other Islamic countries. In international events, Arab scholars have been demanding to equal it with English. It is one of the most prestigious Siam languages in terms of construction, meaning, derivation and construction; Arabs rely on it in their conversations, writings and literature. On the other side, the language of the Holly Quran preserved its features in terms of vocabularies, structures, semantics, letters since it is a large container that contains various rich terms, structures and vocabularies.

In addition, it is a sea filled with jewels and valuables, where it is difficult to discover its secrets except for those who sail and master diving in its sea. On the other side, one only can express by using syntax and semantics, since they are the controls of language and with them, a meaning becomes clear and accurate, whereas any increase or decrease will affect the meaning and structure.

Within this context, there are so many calls to facilitate syntax and semantics difficulties, which became a source for boring by our students, resulted in hatred towards language, a kind of neglect and even avoiding the use of Arab language (Aashour,2003).
In order to treat this weakness in syntax and semantics, there were many attempts to facilitate thereof, with many books and attempts by scholars such as Taha Hussein, Ali Al – Jarim, Ibrahim Mustafa and others to decrease the negative effects and the clear weakness of which our students suffer. Other scholars attributed this weakness to the methods and strategies used in teaching language, mostly the induction and deduction, activity and investigation and other methods. However, there is no use of these methods since we are still facing the weakness and as if our language has become strange for us. Other educators attribute weakness to the teacher who concentrates on the school curriculum without and kind of creativity or renewal, and limiting the curriculum on abstract rules and laws, with examples that should be memorized by students without relating to other branches of language.

Sine our curriculum are build in the separate materials, this does not mean that teacher should stand without doing any action, but they should vary, renew, create and initiate by themselves and through their information and their educational and scientific experience in developing themselves and information through following the updates in their specialties based on the scientific and technology development (Isma'il,1999).

In the other hand, anyone how specialized in teaching and education shall be aware of the objectives that have to be achieved so as to plan appropriately but not randomly.

Arabic language varies in terms of its branches, where syntax and semantics are considered non dividable part, as they are the main aspect for the correct speaking and writing.

Accordingly, an educator shall understand the nature of the stage he / she teaches, the characteristics of students, and any method and approach that help to achieve those objectives, to facilitate conveying information to the student who is considers the theme of learning and teaching.

In fact, the general products are deemed as the keystone for education, but it can not be achieved once, and therefore, they are divided into each branch of language, mainly syntax and semantics, where every lesson shall have its own products; language is a complete component with the aim to serve written and oral expression.

Due to the development of technology, knowledge is not anymore restricted to one field without the other; causing to calls for the complementation and interrelation of knowledge and cultures, as it became difficult to separate any kind of knowledge from the whole as well as the logical sequence of the material. In addition, the scattered facts of the material can not stay long in the students' minds, not to forget that they can not be remembered to be used in new situations, the student can not build logical relationships among various kinds of science, and how about the branches of Arabic language which are originally considered as one full component without any separation among them.

Consequently, educational decision makers and curriculum specialists who are assigned to put school curriculum shall focus on this kind of curriculum to cope with the rapid development in life aspects, and shall employ language in our daily lives to develop the students scientific attitudes and skill, which all require to teach syntax and semantics within all language branches without separation, because if they are separated, they will become independent and distant of language(Ibrahim,2002).

Reference to the literature relating to the integrated curriculum, schools presented various reasons to prove the importance of instruction through this approach, namely:

•   Putting obstacles between the study materials has become undesirable during an era where all culture horizons have become interrelated.

•   The learner shall define the interrelated relationships between language aspects.

•   Prevents the repetition of the educational materials.

•   Can make a more complete view and change the nature of knowledge.

•   Employed by the learner to solve problems inside and outside school, which require more than one branch that links knowledge together to treat any problem in the modern life.

•   Motivates the teachers to improve their scientific and behavioral conduct if teacher are obliged to develop themselves to avoid any embarrassing educational situations.

•   Most of the Arabic and foreign research that concerned with the integrated approach have concentrated on the need to build and develop integrated curriculum(Nashwan,1994)(Ibrahim,2000).

In the mid eighties, Jordan has recognized the need to review and reform all aspects of the educational system through which it will be able to prepare generations that possess knowledge, skills and positive attitudes towards job. As a result, the Ministry of Education has reviewed the teaching methods to cope with the development of technology.

1.1 Definition of Terms:

Syntax in language: means the intention and method. Azhari says: Aba Al- Aswad proposed aspects of Arabic language and told people: take his way, and thus called the (Nahawi) since he uses speech according to grammar (Ibn Manthour,1968).

Syntax as an Idiom: the intention and road, meaning to make the word access to a specific intention or method, with which we follow in order to understand its meaning through other forms of the word (Al- Khayyat,2000). Ashour defines syntax as a science that deals with the structures, features and the relationships between words in a sentence and sentences in the phrases(Aashour,2003).

Morphology in language: morphology in language has various meanings, including: to turn someone from a direction to another one, and wind direction: changing its direction.

Morphology as an Idiom: a science that deals with the structure of the word.

The researcher defines syntax and morphology as the key bone to Arabic language, with them the meaning and grammar are achieved; and they are the clear way that lightens darkness to people. In addition, syntax has

similar importance as morphology in showing the meaning of the word through sentences and clarifies its syntactic location whereas morphology deals with the derivations of the word (Al- Safasfeh,2004).

Products in language: means deducting the thing/ object. It is also said to deduct the verdict from its evidence, and the product is the fruit of an object.

The result:is the fruit of something and required for the introductions of judgment and is used for the annual calendar that is inducted from the results of aerospace calculations (Mustafa,1989).

as an Idiom: the objectives expected to be achieved through exposure to specific live experiences.

the researcher defines it as short and long- term products, and the objectives which we hope to achieve with exposure to objective experiences, and this is what we seek to measure with the students of secondary schools based on the perspective of their teachers.

The secondary stage

The final stage of education, where students usually sit for a Ministerial exam that decides his life or educational track. This is called the twelfth grade.

Method in language: the road – it is said: I used X's method in so and so; meaning that I used his method and style, the method of writing, art ..etc(Mustafa,1989).

As an Idiom:the method used by the teacher inside the classroom to achieve specific products for each educational material. The successful teacher is the one who varies in his methods to consider individual differences among the students, and life depends on the successful methods to achieve the planned objectives.

The researcher defines curriculum as the track one uses during his life, and life is full with methods; anyone who does not master method, will not convey the message for the future, not to forget that methods vary from a teacher to another, as the good artists varies in his methods to consider individual differences among the students.

Integration

All parts that fit with each other within a complete framework. Accordingly, the integrated curriculum means gathering knowledge and skill in various fields of knowledge in order to discover a field or an issue that is suitable for education(Al-Ghabisi,2001).

Shehata defines integration as: an educational term used to describe the procedures that link and compliment various studying materials in a specific theme to build a completed unit(Shehadeh,1994).

Ibrahim defines integration as the complete knowledge represent the scientific efforts to organize scientific experiences, while the provision of knowledge in separation and spontaneously will not unify them consistently, and each of those two kinds are importance in defining the interaction and completion of the educational knowledge. As a result, it is necessary to provide care for those to systems (horizontal and vertical) so that the learner will not fail in recognizing the organized experiences of those two fields (Ibrahim,2002).

In addition, Shirbini and Tantawi defined integration as the knowledge of a functional pattern on the shape of linked concepts that cover various subjects without a division or separation of knowledge (Al- Shirbini and Al-Tantawi,2001).

From the above, we conclude that there is a curriculum organization that aims at removing the separation among language branches and to create relationships among them in an integrated and organized way, resulting in speeding learning and fixation of information for longer periods.

Teachers:

Any teacher (male/ female) who teach the secondary grade, and those who corrected the examinations of the general secondary school, who hold a bachelor degree as a minimum.

1.2 Significance of the study

The importance of the study stems from the fact that it achieves more efficiency for learning by increasing the accumulated influence of the educational experiences that can not be achieved separately, as shown in the curriculum of Arabic language, where every topic (including syntax and morphology) are taught independently. Educators and decision makers have recognized the disability of the current methods in achieving long-term products, and touched on the risk of diving experiences on the educational process, with more efforts, attempts and changes in the curriculum of various educational stages, as the last was the integrated method in teaching syntax and morphology for the secondary stage.

In addition, the importance of this study comes since it call to change the traditional teaching methods to modern to cope with the requirements of the new era, with the need to cope with the educational developments in the teaching and learning process.

Consequently, this kind of methodology will provide the students with a cognitive wealth that did not exist in the separated materials, and teachers who will use this integrated knowledge shall possess a high degree of culture to complete gaining the necessary knowledge.

Moreover, this study will show that the integrated method in teaching will motivate the students to gain knowledge, and encourage them to interact and participate in class situations. Furthermore, it will encourage cooperative work among the students.

This study gains its significance since it attempts to examine the possessing the products of the secondary school students from the perspectives of those who implement the curriculum and correct the exam papers, which provides it with importance, credibility and real status.

1.3 Objectives of the study

The reader of the long- term educational products of which the special products for the secondary stage would be happy with its strength since it has achieves a qualitative step with the secondary school graduates, as these products achieve the long-term products that are achieved during twelve years of study starting from the first primary grade until the end of the secondary stage.

However, the one who deals with the educational status and follows up the graduates of the secondary school would be shocked due to the weakness of those graduates as they do not master the (A,B, C's) of syntax and semantics, and escape from the Arabic language to learn English, French or the informal language, to express their ideas, feelings and emotions.

Among the objectives that caused to conduct this study is the contradiction in the methods of teaching this material as it is taught in the primary classes by the horizontal method and in the middle and high grades by the induction method. In addition, through the texts in some classes and at the end of the secondary stage it is taught by the integrated curriculum.

Moreover, this variation in the methods from one grade to another confuses the students and makes them believe that syntax and semantics are not related to Arabic, which will be reflected on their achievement. This has been proved by the study conducted by Karak Educational Directorate on the results of its students during the academic years 2007-2013 as the percentage of success for the above said years did not exceed 36%, while some schools got (Zero) results (Karak Educational Directorate) (ministry of Education, 2007-2013).

Based on the above results, Arabic language was not better than other materials since it is the main aspect in total marks in the General Secondary School Exam/ the Literary Stream.

Among the objectives that motivated to conduct this study the lack of scientific and technical preparation for our teachers in order to apply the curriculum appropriately. From this study, the researcher intended to inform the decision makers about the need to equip teachers with science, knowledge and culture to do their jobs on the best ways.

Moreover, the researcher sought to adopt this study in order to show the significance of the integrated method and its effect in achieving the special results from the perspectives of the teachers, since they teach those students and correct the paper exams of the Arabic language in the General Secondary School Exams, as they know the clear truth. Based on the results of the study, the researcher will propose a set of recommendations hoping that they will decrease the difficulty facing the students in syntax and semantics, and to follow one teaching methodology, so that our students will not be confused.

Specifically, the study will attempt to answer the following two questions:

Q 1: What is the effect of teaching by using the integrated method in providing the secondary school students with the special products of syntax and semantics from the perspective of their teachers?

Q 2: Does possessing the special products of syntax and semantics vary due gender?

1.4 Limitations of the study

The study is limited with the following:

Time: the application of the study lasted for more than one academic year after correcting the papers of the General Secondary School Certificate/ Arabic language (syntax and semantics) "the academic year 2013/2014"

Place: the researcher applied his study on the teachers of Arabic language who teach syntax and semantics in the Educational Directorate of KArak governorate (Qasaba, Southern Mazar, Al Qasr county, Faqou' county and the western Ghor).

The study was limited in the (syntax and semantics) book which is taught for the second secondary grade (literary stream) to examine the level of students' posses for the special products of (syntax and semantics) after completing the material of Arabic language (syntax and semantics) "appendix 1" (Al- Qassam,2008).

The researcher concentrated on the teachers (males and females) who participate in correcting the exam of Arabic language, provided that any teacher who teaches the second secondary grade is assigned to correct to exam papers.

2. Previous studies

The researcher made a comprehensive survey for the studies conducted about teaching that use the integrated methods in Arabic language specifically. The studies were too limited, and there were no single study in this

field that is conducted in the southern of Jordan in Arabic language. As a result, the researcher conducted this study to answer its questions to provide decision makers with its results hoping to decrease the difficulties of (syntax and semantics) facing the students.

Among the most important studies that used the integrated curriculum, a study conducted by (Al – Sayyid), which aimed at knowing the effect of using the integrated curriculum in teaching Arabic on the development of some language communication skills (listening, speaking, reading and writing) of the fifth grade students.

The researcher used an experimental and control groups of Tahta elementary school in Tahta city (72 students, males & females). The study concluded with significant statistical differences at (a = 0,01) between the means of the experimental group that learned with the integrated method, and the grades of the control group who learned with the traditional method in the test of language communication skills, but for the benefit of the experimental group(Al- Sayyid,2006).

Among the other studies that used the integrated method in teaching Arabic language is the one conducted on the students of (King Faisal National Schools). This study considered Arabic language as a whole instead of being as a one branch that is taught as separate subjects. Afterwards, a book to teach Arabic using the integrated method for the fourth grade students. The book consisted of units that included activities and exercises, with the focus on developing the students' thinking skills, abilities to understand and master speaking and relationships, with the use of vocabularies.

The sample of the study consisted of two forth grade students, with an experiemental group (17 students) and a control group (18), with one teacher assigned to teach them.

The study concluded with the following:

> The results of the experiment showed that the students applied the objectives of the study, which encouraged the General Educational Directorate and schools to continue from one class to another, and apply this method on the fifth grade students. Among the positive issues, the interaction of the students with the educational situations, with the correction of the remarks first by first as well as flexibility and creative thinking(King Faisal Schools,1999).

Al- Shiyab implemented a study on the Arabic language curriculum for the tenth grade, to examine the effect of the integrated approach in teaching Arabic on the achievement of the tenth grade students based on the integrated approach, relying on clear and specific criteria. The study attempted to answer the following two questions:

• Does the achievement of students who learn with the integrated approach vary from the achievement of their counterparts who learn with the traditional method?

• Which effect is more lasting for language learning, the ordinary or the integrated approach?

The study was applied on eight classes with a sample of 199 (male and female students) in BaniKinana district/ Irbid governorate. Four classes represented the experimental group and four as a control. The researcher prepared pre and post achievement tests. The results showed that the experimental group surpassed the control one for the benefit of females(Al-Shiyyad,1996).

Murad conducted a study that examined an integrated approach in Arabic for the sixth grade students to know the available educational theories that examined the idea of integration in teaching Arabic through a curriculum that is based on the integrated perspective, as well as in building a proposed model for an education unit/ module. The curriculum consisted of four main aspects that are integrated and linked strongly together, namely, the objectives, contents, teaching aids and activities, and methods and means of evaluation.

The objectives came in three levels namely: (general objectives, special objectives, language capacities) in order to be achieved by the students of the primary stage. As for the content, this curriculum presents it on two levels:

First: the general cultural: consisting of six fields (medical, social, mental, emotional, spiritual, scientific and technological).

Second: the linguistic content: consisting of some terms, concepts and issues relating to the grammar of Arabic, building its words and styles that fit with the level of the fifth grade students.

In addition, this curriculum includes habits and attitudes that may be achieved through the above said fields.

The study concluded with the following results:

• Deriving standards for the linguistic aspects that are built on the integrated perspective in teaching Arabic language.

• Building a model for a module in Arabic, derived from the previous curriculum.

The researcher recommended considering the criteria and principles that should be a starting point to become a part of the curriculum, with the need to review the curriculum of the primary education and provide the subject of Arabic language more interest to be the theme of all types of curriculum (Murad,1990).

Al- Molla conducted a study that examined the effect of using an integrated program in the grammar of Arabic language, specifically the functional rules and reading and their effect on the linguistic performance of the third grade female students in the State of Qatar.

The study concluded to a list of functional semantics, through the analysis of their oral language, some of their writings and readings. The researcher prepared an integrated program based on three modules based on the list of functional semantics and syntax. Then the researcher prepared an achievement test for the syntax material, a text for written composition and a test for the oral reading.

These tools were applied on a group of the last three primary grades. The study concluded that the effect of the program that is based on integration between the functional rules and reading has a good effect in improving the performance of the experimental group in gaining the skills of oral reading and written composition (Al-Mulla,1990).

In addition, Abu Arayis conducted a study that examined the effect of using an integrated program in Arabic on the achievement and attitudes of the Azhari primary stage students.

The sample consisted of 280 (male and female) students, among them (160 males and female students) of the 7th grade and 120 of the eight primary Azhari grades.

To achieve the objectives of the study, the researcher build an integrated program in Arabic, that consisted of nine books taught to the students of the Azhari primary stage. The program contained three integrated modules that contain all branches of Arabic in one mould for the seventh and eighth Azhari grades. An achievement test was prepared for each module, and the researcher built a tool to measure the students' attitudes towards Arabic language. The experiment was implemented on four teachers of Arabic language, who are educationally qualified after they received training to use the strategies of the proposed approach, so that each of them will teach the control and experimental groups.

The study concluded with significant statistical differences at (a = 0.01) among the members of the control and experimental groups regarding the achievement in Arabic language, for the benefit of the experimental group.

In addition, the results showed that using the integrated approach in teaching Arabic helps to understand and apply this subject instead of memorizing and retrieval, and helps to analyze, conclude and devise some of the concepts and language grammar through reading or the literary text, not to forget making balance between the branches of the material, linguistic balance among students, problem solving and is concerned with the mental, emotional and psychological states of the students (Abu Arayis,1987).

Al- Khayyat and his colleague conducted a study to evaluate the current status of the content of social studies curriculum for the middle stage (the first grade) and to know the extent of achieving horizontal integration between it and the curriculum of Arabic language, Islamic education, English language, science and mathematics. The researcher studied these books to examine integration among them and the use of content analysis as a tool to examine whether integration has been achieved in these books.

The study concluded with the following:

There large accumulation of the concepts in these books, without balance which represent a burden on the teacher while using this method in teaching. At the end of the study, the researcher recommended to use the balanced integrated approach to avoid the big burden on teachers and students while implementing class situations; the need to consider integration among the human subjects with the scientific ones, to serve the educational process and integration of the subject materials (Al- Khayyat,2003).

Al- Hussien conducted a study that examined the effect of a proposed program to train teachers of social studies in the elementary stage in light of the integrated curriculum. The study attempted to answer the following questions:

- What are the weakness and strength points with the teachers of social studies in the elementary stage in terms of applying the integrated method in teaching?
- What is the efficiency of the proposed program through applying it on a sample of teachers?

The researcher used the descriptive survey integrated method and the semi- experimental. After the analysis of data, the study showed the following results:

- Lack of empowering for the elementary teachers in Riyadh city in applying the integrated approach while teaching.
- Teachers of social studies lack the skills in planning and preparation for this approach, which was reflected on the weakness of applying this method while teaching.

From the above studies, the researcher concluded with the following:

- Most of the studies were conducted in previous years, with varied results from one study to another.
- Most of the studies were conducted on the students of the elementary stage only, but were not applied on the secondary stage, which is the purpose of this study.

- Although there is not effect found for the integrated approach, but this does not minimize its importance.
- This study is distinguished from other studies, where syntax and semantics are taught through methods which vary from one class to another, which confuses the student as he/she studies the materials of the primary stage using the integrated method, whereas in the higher primary stage a student learned it through inductive method. This affects the performance of the student in the final exam of the stage. However, this was the conclusion of the study, since this method has no effect on the students having the special products of syntax and semantics.
- This study was conducted after the General Secondary School Exam/ correcting the papers of Arabic language, by those who implement the class situation and participate in correcting the papers of their students (the teachers), which provide this study more credibility.
- This study is distinguished from other studies as it comes during a period were loud voices call for the application of the integrated knowledge, as curriculum are not taught in separation from other materials.
- It comes as a response for the calls of those who are responsible for the educational development, with the need to conduct more studies relating to the teaching methodologies in order to raise the teaching-learning process, which is reflected on the theme of teaching and education (the student).
- Most of the studies were conducted in the north of the kingdom, but no study was conducted in the southern area of Jordan on Arabic language, grammar and syntax in particular(Al-Hussien,2007).

3. Method and procedures

To achieve the objectives of the study, the researcher made the following:

- Deciding the population and sample of the study.
- Deciding the tools of the study.

3.1 Population of the study

The population of the study consisted of all teachers (males and females) who teach Arabic in the secondary stage in all public schools affiliated to Kerak governorate ((Qasaba, Southern Mazar, Al Qasr county, Faqou' county and the western Ghor) during the academic year (2013/ 2014) (N= 85 teachers/ males and females), 45 teachers and 40 teachers respectively.

3.2 Sample of the study

The sample of the study consisted of all teachers who teach Arabic for the second secondary grade/ the end of the secondary stage in all public schools in Kerak governorate, who correct the papers of the syntax and semantics in the exam that is conducted by the Ministry of Education at the end of each academic year (85 teachers/ males and females), who are the same population of the study. This kind of choice was made due to the small size of the population, but the private schools were excluded since they are few and as teaching therein is private.

3.3 Instruments of the study

The researcher reviewed literature to limit the products which the Ministry of Education seeks to achieve with the students at the end of the secondary stage. Consequently, the researcher referred to the Ministry of Education since it is the best party who is concerned about the products of the students, which they should posses at the end of the secondary stage, and in all school subjects, including syntax and semantics.

Through reviewing the curriculum of syntax and semantics, students are to posses a set of products during this stage. The researcher considered all of them and presented them to a group of referees from the Ministry of Education and some professors at the Jordanian universities such as Al- Hussein University, Mu'ta University and Yarmouk. There were some comments that were considered on preparing the questionnaire until it became stable on the final form (appendix 1).

3.4 Procedures of the study

The researcher made the following procedures:

- Obtained the consent of Kerak Educational Directorate to conduct the study.
- Developed a list of the products of syntax and semantics that should be possessed by the secondary stage students.
- Chose the population of the study as a sample, since the population was small (N = 85 teachers/ males and females).
- Applied the questionnaire on the sample.
- Noted the achieved data from the teacher responses on the questionnaire.
- Made the statistical treatments to answer the questions of the study, results and comments thereof.

4. Results and discussion

After applying the study, the researcher made the statistical operation to answer the two questions. The results were as follows:

Q 1: What is the effect of teaching by using the integrated method in providing the secondary school students with the special products of syntax and semantics from the perspective of their teachers?

The questionnaire were organized according to the agreement of teachers on the items of the questionnaire large (3) medium (2), weak (1) "appendix 1).

The benchmark based on which T – test was (2) since it represents the mean. On the other hand, the researcher calculated the means and standard deviations (table No. 1).

Table No. (1)
Means and standard deviation

Number of participants	Means	Standard deviation
85	1,6178	0.14507

After calculating the mean as shown in the table, T-test was used to examine whether there is an effect for the integrated approach in providing the students with the special products for this subject. The result is shown in table (2).

Table (2)
T- value, significance level and degree of freedom

T- Value	Degree of freedom	Significance level
- 30.952	84	0,000

Through this table, it becomes clear that there is no effect for using the integrated method in teaching syntax and semantics on providing the secondary stage students with the special products, from the perspective of their teachers (appendix 1), as the means (1,6178) is less than the benchmark (2). In discussing the results, we will discuss the reasons for this issue.

Answering the second question:

Q 2: Does possessing the special products of syntax and semantics vary due gender?

To answer the second question, the researcher calculated the mean and standard deviation for the population of the study according to gender. The results are shown in table No. (3)

Table No. (3)
Means and standard deviation of the population according to gender

Gender	Number	Means	Standard deviation
Males	45	1,6136	.13376
Females	40	1.6222	.15707

The above table shows the means for males was (1,6136) and standard deviation (0,1337) (45 male teachers) and the female teachers (40), with a means of response (1,6222) and standard deviation (0,15707). To examine these differences, T-test was used for the independent sample. Table No. (4) shows the statistical operations that were used to examine whether there are differences in possessing the special products due to gender, from the perspective of the students' teachers.

Table No. (4)
T- value, Freedom degree and significance level

T- value	Freedom degree	Significance level
- 0,349	83	0.728

Through studying this table, it become clear that there is no effect for teaching by using the integrated approach of syntax and semantics in achieving the special products, which are attributed to gender (t- value: 0,349), freedom value (83); significance level (0,728). This value is larger than (a = 0.05). The researcher will show the justifications of this result when discussing the results.

4.1 Discussion of the results

Through our study to the statistical operations to answer the questions, it was clear that there was no effect for using the integrated approach in teaching syntax and semantics on the students' possessing the special products, from the perspectives of their teachers, as the means was (1,6178) which is less than the benchmark (2) that represents a medium degree of effect.

This may be attributed to the fact the students are not used to the new method, they do not possess its simplest requirements and requires a student with high degree of culture, to link language with its components, and it is possible that the questions were higher than the students' level since they are put by specialists who did not study

and examine this stage, as the Ministry gets the help of university professors or educational specialists to put those questions.

On the other hand, among the justifications for this result that the teachers who taught this class did not have the scientific and cultural abilities to apply this approach; this results opposes the results of other studies (e.g.: Abu Arayis, 1980, Al- Mulla, 1990, Al- Murad, 1990 and Al – Sayyid, 2003), as most of them show the effect of the integrated approach on the variables of their studies. However, most of those studies were applied on the primary stage, whereas our study was applied on the secondary school students, which makes is different from other studies.

Moreover, this results does not minimize the importance of our study, but it described the status as is and by those who study this stage and participate in correcting the exam papers of Arabic language.

Furthermore, the results of this study are consistent with the repeated calls about the weakness of the graduates, as they do not possess the main principles of syntax and semantics, weakness in reading and writing, and this is the fact which caused the Minister of Education to review the formulation of the final secondary exam/ the first semester (2014/2015) and establish a team to develop the curriculum of the primary stage in order to handle the defects first by first, so that this stage will be a foundation phase.

The statistical results of the second questions showed no effect of gender (T= 0,349), (freedom = 83), (significance= 0,728) which is larger than (0.05) and not statistically significant.

This is a new method for the male and female students, as the cultural level of the students is close, where the method was applied on all students, while they do not have the principles and foundation in terms of culture and capacities. In addition, they studied syntax and semantics for eleven years with other methods that separate syntax and semantics from other branches of language, and suddenly, they were removed to instruction by the integrated method, which is considered strange for them.

This result is consistent with the newsletters issued by Kerak Educational Directorate during the analysis of secondary stage results, where the percentages of the results for the years 2007-2013 less than 50% for males and females, which confirm that most students do not have the special products for syntax and semantics, regardless of gender. Consequently, this affects the non-integration of language, and is consistent with the results of the studies conducted by (Al- Hussein, 2007 and Al-Khayyat, 2003).

The results concluded by the study and from the statistical analysis show that it is consistent with most of the results of other studies. Since those studies where conducted on various environments, while Karak governorate has features that distinguish it from other environments; it is an region that dismisses the scientific and qualified people who are able to teach the students. Other studies examined subjects and study programs to show the importance of integration in teaching various subjects.

Based on the results of the study, it is necessary that decision makers shall make a comprehensive review for the educational status, to graduate generations equipped with science and knowledge based on plans and programs that include all educational sectors.

5. Recommendations

• Review the teaching methods from the beginning of the primary stage until the end of the secondary stage, so as to be consistent with the growth and capacities of the students, expanding step-by-step while the student moves forward in gaining knowledge, but not to teach students with various methods such as induction and other methods, then to surprise the student with the integrated method at the secondary stage, which confuses him when receiving pieces of information.

• To focus on educating students but not through the curriculum of we want to teach him by the integrated approach.

• Provide more training courses with the focus on knowledge, methods, aids and extra-curricular activities, but not on the expense of teaching and students.

• Review the policies of admission at the universities so that the ones who got higher averages will be accepted in the teacher qualification programs.

• Conducting exams under the supervision of the Ministry of Education at the end of the primary, middle and secondary stages, as we are surprised at the end of the secondary stage that students who sit for the exams are confuses, because they are not used with such kind of exams that decide his faith.

• Provide the schools with the resources that help to convey information to the students (e.g. electrical devices, technology) specially knowing that the world has become a small village.

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In the Name of God the Compassionate the Merciful

Dear colleagues,

Greeting,

Your are kindly requested to fill the attached questionnaire by putting (x) beside the grade which represent having the special products of syntax and semantics by the secondary grade students. This comes to make use of your experiences, since you teach this subject to the second secondary grade/ the end of the secondary stage, and as you participate in correcting the exam papers for Arabic language (syntax and semantics).

Provided that your answers will be treated with confidentiality and shall only be used for scientific research purposes.

Personal information
School name:
Gender:
Type of school: (   ) scientific   (   ) Literary
Teaching experience:
- less than 5 years; (   )- more than five years; (   ) - more than 10 years; (   )
Other information which you think important and serve the research:
....
....

Appreciating your kind support.
The researcher
Appendix (1)
(shows the extent of having the special products by the secondary stage students relating to the syntax and semantics book)

The products for which the students of secondary stage are expected to posses	Large 3	Medium 2	Weak 1
1- Distinguishes between the syntactic methods			
2- Distinguishesthe syntactic structures, methods and functions.			
3- Shows the language structures and their syntactic relations.			
4- Clarifies the syntactic and semantic rules he learned with justifications.			
5- formulates syntactic structures in accordance with the language procedures.			
6- Analyzes the syntactic structures to their main aspects.			
7- Controls the syntactic structures appropriately.			
8- Analyzes the syntactic structures based on the learned rules.			
9- corrects the syntactic and semantics mistakes with justifications.			
10- Issues his judge on the linguistic structures with evidence			
11- Builds syntactic structures in accordance with the rules learned.			
12- Extracts from the structure texts that represent the learned syntactic and semantic rules.			
13- Shows the learned syntactic and semantic rules from his memory.			
14- Uses syntactic and semantics in composition.			
15- Employs the learned syntactic and semantic rules in controlling his speech.			
16- Appreciates the importance of language syntax and semantics.			

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