

Deanship of Graduate Studies

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**An Evaluation Study of *English for Palestine* Eleventh
Grade Textbook in the light of Integrated Curriculum**

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M.A. Thesis

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By

Kholoud Ibrahim Ali Ayyad

**B.A. Bachelor of Education Major in Teaching English
Bethlehem-University-Palestine**

Supervisor: Prof. Ahmad Fahim Jaber

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Thesis Approval

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By: Kholoud Ibrahim Ali Ayyad

Registration No: 20810134

Supervisor: Prof. Ahmad Fahim Jaber

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The names and signatures of the examining committee members are as follows:

- 1- Head of committee: Prof. Ahmad Fahim Signature :-----**
- 2- Internal Examiner: Dr. Mohsen Adas Signature :-----**
- 3- External Examiner: Dr. Adnan Shhadah Signature :-----**

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Dedication

This work is dedicated to my family who stood by me through it all: my love Ayman who always had words of encouragement and support, and to my son, Mohammad and daughters ,Ansam, Woroud and Shiraz, who gave support and inspiration. Without their love, encouragement and support I wouldn't have come this far. Thank you all for all that you have done to help me realize my dream.

To everyone who helped me in this study.

To those who lined the history of Palestine by their blood, especially Ala' Ayyad.

To all of them I dedicate this work

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other University or institution.

Signed:

Kholoud Ibrahim Ali Ayyad

Date: 25\7\2011

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Abstract

This study aimed at evaluating the Palestinian Curriculum "*English for Palestine*", Grade 11th textbook in the light of the integrated curriculum, in the year (2010-2011) in Bethlehem district in Palestine.

The researcher developed a 44 - item analytical checklist to evaluate the new Palestinian 11th grade textbook. The items of the checklist were categorized into twelve groups: book objectives, book content ,an integration processes combine subjects into a meaningful whole, emphasis on different styles of projects and activities, grammatical integration, sources that go beyond the textbook, maintains the relationship among concepts and forms connections among content areas through various models, thematic units are used as organizing principles that are interesting to students ,flexible student grouping, flexible schedule, teaching aids and activities and connections with other disciplines and acquiring information.

This data involved making a survey for the textbook in order to analyze the content that matches the standards set by the study. The population and sample of the study included *English for Palestine*, Grade 11th textbook. The Statistical Package for Social Sciences (the SPSS) was used as the tool of this analysis; means and standard deviations. To achieve the content validity of the instrument; the analysis checklist was given to a group of qualified English as a foreign language instructors. Reliability was examined through the help of five colleague researchers who volunteered to make the survey and complete the analysis checklist along with the main researcher.

The findings of the research question "To what extent does the content of *English for Palestine*, 11th Grade textbook match these standards? show that" integration processes combine subjects into a meaningful whole standard" got the highest score 3.78. The next is "grammatical integration standards" as they scored 3.75." Book Content standards" were in the third position which scored 3.38. The fourth was "maintaining the relationship among concepts and forming connections among content areas through various models standards" that got score 3.37. The fifth was "book objectives" got 3.13 score .The sixth was "teaching aids and activities standards" got 2.73.The seventh was" flexible grouping standard "got 2.46 score. The lowest Standards score were "an emphasis on projects",

“connections with other disciplines”, “flexible schedule”, “thematic units are used as organizing principles” and “sources that go beyond the textbook” where the scores between (2 – 1).

Also, The findings show variance in the means of the standards. The researcher points out that there should be more balance in the distribution of these standards among the units.

In general, the findings of this study proved that the degree of evaluation *English for Palestine*, Grade 11th textbook in the light of the integrated curriculum in Bethlehem district was moderate: 2.79.

In the light of the findings of the study, the researcher presented some recommendations for the Ministry of Education and English teachers, she also recommended implementing further related studies.

الملخص

هدفت هذه الدراسة إلى تقييم منهاج اللغة الانجليزية الفلسطيني للصف الحادي عشر في ضوء معايير المنهاج التكاملي في مدينة بيت لحم للعام الدراسي 2010/2011.

ومن اجل تحقيق هذا الهدف قام الباحث بتطوير معيار تقويمي لمنهاج الصف الحادي عشر والذي أشتمل على 12 مجالا رئيسي: أهداف الكتاب، محتوى الكتاب، العمليات التكاملية التي تجمع الأشياء في إطار مغزى متكامل، التركيز على المشروعات والأنشطة، التكامل النحوي، مصادر تتجاوز الكتاب المدرسي، يحافظ على العلاقة بين المفاهيم وأشكال الاتصالات بين مناطق المحتوى من خلال نماذج مختلفة، الوحدات المستخدمة كضوابط منتظمة لجذب الطلاب، مرونة الطالب، مرونة الجدول الزمني، الوسائل التعليمية والأنشطة والاتصالات مع التخصصات الأخرى واكتساب المعلومة . تضمنت العينة إجراء مسح للكتاب من اجل تحليل المحتوى الذي يتطابق مع المعايير التي حددتها الدراسة. وشملت عينة ومجتمع الدراسة على كتاب اللغة الانجليزية للصف الحادي عشر . ولقد تم استخدام برنامج التحليل الإحصائي كأداة للتحليل بالمتوسطات والانحرافات المعيارية. قُدم المعيار التقويمي لمجموعة من المحاضرين الذي يدرسون اللغة الانجليزية وذلك لتحقيق صحة محتوى الأداة. قام خمسة زملاء باحثين بالتطوع لإجراء المسح وإكمال المعيار التقويمي جنباً إلى جنب الباحث.

أظهرت نتائج الدراسة "إلى أي مدى يتطابق محتوى كتاب اللغة الانجليزية للصف الحادي عشر مع معايير المنهج التكاملي؟ حصول العمليات التكاملية التي تجمع الأشياء في إطار مغزى متكامل على أعلى الدرجات 3.78، وجاء تكامل المعايير النحوية في المركز الثاني وسجل 3.75 درجة، وفي المركز الثالث معايير محتوى الكتاب وسجل 3.38 درجة، وجاءت معايير المحافظة على العلاقة بين المفاهيم وأشكال الاتصالات بين مناطق المحتوى من خلال نماذج مختلفة في المركز الرابع حيث سجلت 3.37 درجة، وفي المركز الخامس أهداف الكتاب 3.13 درجة، وفي المركز السادس معايير الوسائل والأنشطة التعليمية حيث سجلت 2.73 درجة، ومعايير المرونة في المركز السابع حيث سجل 2.46 درجة، وكانت اقل المعايير درجة ما بين 1-2 كانت التركيز على المشروعات والأنشطة والوحدات المستخدمة كضوابط منتظمة لجذب الطلاب ومرونة الجدول الزمني و مصادر تتجاوز الكتاب المدرسي.

كذلك أظهرت النتائج وجود تباين في المعايير وقد أشارت الباحثة إلى ضرورة التوازن في توزيع هذه المعايير بين الوحدات الدراسية.

بشكل عام أظهرت نتائج هذه الدراسة أن درجة تقييم كتاب اللغة الانجليزية للصف الحادي عشر في ضوء معايير المنهاج التكاملي في مدينة بيت لحم كانت معتدلاً: 2,79.

في ضوء النتائج التي توصلت إليها الدراسة، قدمت الباحثة بعض التوصيات لوزارة التربية والتعليم، والمعلمين، وإجراء المزيد من الدراسات.

Chapter One

Introduction

Introduction

A syllabus is a basic contract between the instructor and students, laying out the responsibilities and expectations on both sides. It's also a road map that shows the general contours of the course, important milestones, and the landmarks that will let students know they're on the right road (Rabbini, 2002). It is a "summary of the content to which learners will be exposed" (Yalden 1987: 87 in Rabbini, 2002).

An Integrated Syllabus exposes the learners to "an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher" (Rabbini, 2002: 5).

A syllabus that embraces an integrated curriculum focuses on the needs of students and helps prepare them for lifelong learning. There is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required by life in the twenty-first century, rather than discrete, departmentalized subject matter. In general, all of the definitions of integrated curriculum or interdisciplinary curriculum include the following: a combination of subjects, an emphasis on projects, sources that go beyond textbooks, relationships among concepts, thematic and grammatical units, flexible schedules, and flexible student grouping (Lake, 2000).

"The integrated curriculum is a great gift to experienced teachers. It's like getting a new pair of lenses that make teaching a lot more exciting and help us look forward into the next century. It is helping students take control of their own learning. "(M. Markus, media specialist, quoted in Shoemaker, 1991: 797)

A student, quoted in Oster (1993:28) stated, "I'm learning more in this course, and I'm doing better than I used to do when social studies and English were taught separately."

This teacher and student express an increasingly widespread enthusiasm for curriculum integration which determined the positive aspects of integration of content by blending the disciplines through "overlapping skills, concepts, and attitudes" (Fogarty, 1991: 64). Interdisciplinary curriculum emphasizes connections between language arts, content area learning, problem-centered and thematic pursuits (Anders & Pritchard, 1993; Grisham, 1995).

Pearson (1994) stated that from this perspective, language and literacy are functional tools, rather than curricular entities to be studied or mastered in their own right. In these definitions, the curricular unit must be seen to involve more than one discipline or school subject.

Labib and Meena (1993) stated that integrated learning provides functional knowledge. It does so by using progressive concepts and various interdependent subjects, without fragmentation or division of knowledge. This links various fields of learning, and avoids segregation between topics.

According to curriculum scholars Goodlad and Su (1992:330), an integrated curriculum "is intended to bring into close relationship such elements as concepts, skills, and values so that they are mutually reinforcing".

In this study, the researcher has used the terms integrated curriculum and interdisciplinary curriculum synonymously.

According to Good (1973) interdisciplinary curriculum is defined in the *Dictionary of Education* as a curriculum organization which cuts across subject-matter lines to focus upon comprehensive life problems or broad based areas of study that brings together the various segments of the curriculum into meaningful association.

According to Jacobs(1989) "interdisciplinary curriculum is a knowledge view and curricular approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience."

Also, Virginia Department of Education (2003) mentioned that interdisciplinary curriculum design is a comprehensive design for instruction in which students are given opportunities to think critically. They are afforded avenues for utilization of skills in real-world contexts and above all, students are intellectually stimulated. It may be understood that integration refers to two closest, linked teaching areas: the interrelated language arts and further inclusion of other content areas, such as social studies, within already integrated language curriculum. The combination of these two approaches represent an interdisciplinary curriculum.

The basic definition is offered by Humphreys (Humphreys, Post, and Ellis 1981:11) when they state that, "An integrated study is a study in which children broadly explore knowledge in various subjects related to certain aspects of their environment" . He sees links among the humanities, communication arts, natural sciences, mathematics, social studies, music, and art. Skills and knowledge are developed and applied in more than one area of study. This definition is adopted by the researcher.

It is important to remember that education is not just to ensure that students learn subject matter, but that they learn it in a way that will encourage them to apply what they have learned in the real world. By combining subject matter instead of teaching subjects in isolation, students develop the ability to apply what they have learned to solve real-world issues as adults. "Much of the current curriculum does not enhance the power of students' judgment and capacity to act intelligently and confidently in new situations" (Glasgow, 1996:7). The traditional highly structured school with its fixed timetable, isolated subject areas, centralized curriculum, and authoritarian nature has been the norm in the field of education. It is still currently the norm across the countries. (Hurly,2008).

In Fogarty's (1991a) literature review, he indicated that the vast majority of studies of interdisciplinary approaches consist of anecdotal cases written for practitioners in order to promote an integrated curriculum. They usually feature descriptions of language and literacy processes being used in practices associated with learning about school subjects (Casteel & Isom, 1994; Trepanier-Street, 1993 cited in Lake, 2000). Studies such as these generally focus on science, mathematics, and social studies. These studies tend to (a) substitute literature or authentic resource materials for textbooks, and/or (b) make a conscious effort to teach domain-specific language arts skills and strategies within the context of learning a content area (Morrow, Pressley, Smith, & Smith, 1997; Palincsar & Herrenkohl, in press; Romance & Vitale, 1992, cited in Bristor, 1994).

Bristor's (1994) research provides an example of a study focusing on science and language arts integration. Motivated by efficiency and a desire to make content area literacy instruction more meaningful, the investigator designed a program drawing on literacy research to build students' background knowledge prior to reading content texts. Relevant language arts curriculum objectives from district guidelines were linked to science activities. Bristor (1994) drew on literature with science content from trade books and the

basal reading program, and engaged students in dramatic plays related to science themes. Based on results from subtests of standardized tests, the researcher reported gains in achievement in both reading and science for students in the integrated program as compared to those following traditional distinct curricula in the two areas. Further, on a six-scale inventory of affect, students in the integrated program showed more positive attitudes and greater self-confidence than comparable students in the separate curricula.

1.2 Background of the Study

This study specifically focuses on the *English for Palestine* eleventh grade textbook. This textbook is made up of 12 units and deals with various kinds of topics from travel to the community. These topics are reflected by the titles of each unit. They are introduced through a text that contains significant aspects of cultures, grammar, vocabulary and functions. Moreover, each unit consists of 7 or 8 parts which are carefully designed to improve students' English skills. If you look at these parts carefully, you will find these have some similarities in content and can be categorized into four different parts: reading, listening, speaking and writing. Each unit contains exercises and practices for four essential skills in language learning. Each of these four skills is needed for well-balanced language development. Therefore, equal development of all four skills is crucial to improving English ability. The authors of this textbook knew the importance of the four skills, and thus included practices and activities aimed at the development of these skills.

In any instructional design, there is a common goal: for students to learn to use their minds well and become competent in acquiring, practicing, and demonstrating the skills needed to further their knowledge. Educators want to provide students with the understanding needed to access and apply relevant knowledge and information in a correct context, evaluate their usefulness, solve problems, and demonstrate reasoning skills in a practical adequate and useful way (Glasgow, 1996) .

1.3 Statement of the Problem

Interdisciplinary curriculum design is an important issue for educators. Today's students are required to learn more information at a more accelerated pace than ever before (Oshiyama, 1996). There is a growing list of new literacy that students are required to

master. This information explosion, coupled with rapid and continuous scientific advances, creates an ever-expanding body of knowledge to be learned. Students must have the capability to comprehend far more than ever before. Students' knowledge continues to grow at an exponential rate and is delivered through a variety of media sources; students must be given the tools to make connections on their own (Oshiyama,1996).

Interdisciplinary curriculum helps students do just this, by expanding avenues in teaching methods. Also, by helping students transfer knowledge across curriculum areas, it provides opportunities for them to see a larger world picture. Students can therefore achieve outcomes in meaningful contexts and are more capable of association between what they have learned and aspects of the real world (Warnod, 2002). Interdisciplinary curriculum is a curriculum design that encourages teachers and children to access information and to make important connections as supported by Oshiyama's (1996) findings.

As a result, this study attempts to investigate the following research question : “To what extent does the content of *English for Palestine* , 11th Grade textbook match the standards of integrated curriculum?”

1.4 Purpose of the Study

The purpose of this study is to evaluate *English for Palestine* , 11th Grade textbook in the light of the integrated curriculum.

1.5 Research Questions

1. To what extent does the content of *English for Palestine* , 11th Grade textbook match these standards?

1.6 Rationale and Significance of the Study

The researcher thinks that the 11th English new textbook (published in the 2005) is worth evaluating since it prepares the students for the last and most important stage of the school (Tawjehi). In addition , the two textbooks (11th & 12th) have much in common, especially in grammar, reading and letter writing; the way the material is arranged and the distribution of skills.

To the best of the knowledge, this is the pioneer study that deals with evaluation of 11th grade *English for Palestine* textbook in the light of integrated curriculum. The importance of this study stems from being an analytical study in addition to being a descriptive one. So this study is of a great importance to the people working on the development of the *English language* curriculum in the Arab world in general and Palestine in particular. It is particularly important to suggest recommendations and modifications which may help the text writers and curricula designers in assessing the validity of this textbook and other English textbooks.

1.7 Limitation of the Study

This study is limited to the following:

1. Resources of the researcher
2. Evaluation of one textbook: *English for Palestine* Grade 11

1.8 Definition of Terms

Problem solving is the ability to identify, define and analyze problems, to create solutions and evaluate them, and to choose the best solution for a particular context. It requires imaginative and innovative thinking to find new ways to approach a problem, analytical skills to examine the consequences of a particular solution, and reasoning skills to weigh one solution against another. A common form of problem solving in science is experimentation. Problem solving involves the background skills of imagination and creativity, logic and reasoning, data collection, conceptual thinking, reflection and feedback, and scientific experimentation. <http://sydney.edu>

Critical thinking is accepting nothing at face value, but rather examining the truth and validity of arguments and evaluating the relative importance of ideas. Critical thinking includes evaluating and weighing different sides of an argument, applying reason and logic to determine the merits of arguments, and drawing and evaluating conclusions from logical arguments and data analysis. Critical thinking requires background skills such as imagination and creativity, logic and reasoning, conceptual thinking, reflection and feedback. <http://sydney.edu>

Field of discipline: “A specific body of teachable knowledge with its own background of education, training, producers, methods, and content pages” (Piaget, 1972:23 cited in Lake 2000).

Interdisciplinary curriculum: Interdisciplinary curriculum organizes education in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful associations to focus upon broad areas of study . It views learning and teaching in a holistic way to better reflect the real world, which is interactive. This term is used interchangeably with integrated curriculum.

Integrated curriculum: “An integrated study in which children broadly explore knowledge in various subjects related to certain aspects of their environment” (Humphreys, Post, and Ellis 1981:11) In general, all of the definitions of integrated curriculum include the following: a combination of subjects, an emphasis on projects, sources that go beyond textbooks, relationships among concepts, thematic units, flexible schedules, flexible student groupings, functional and grammatical integration. (Lake, 2000) There is also a focus on activities and teaching aids that are directly related to the learners’ needs and interests. This term is used interchangeably with interdisciplinary curriculum.

Integrated language arts: has been called *interdisciplinary* (Lipson, Valencia, Wixson, & Peters, 1993), *coordinated* (Grisham, 1995), and *topics-within-disciplines* (Shoemaker, 1993). Regardless of the name, in this approach some combinations of reading, writing, speaking, listening, and viewing are taught together as students pursue interesting problems or topics. This is not simply using one of the language arts to support another (as in promoting reading by teaching text structures through writing), but instruction coordinated to use some combination of the major language processes as a tool to achieve a learning goal.

Literacy skills: are all the skills needed for reading and writing. They include such things as awareness of the sounds of language, awareness of print and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension.

Numeracy: is the ability to reason with numbers and other mathematical concepts. A numerically literate person can manage and respond to the mathematical demands of life. Aspects of numeracy include number sense, operation sense, computation, measurement, geometry, probability and statistics. <http://www.nald.ca/library/research/booc/booc.pdf>

Research skill: is searching carefully, with a method, so that you can answer a question. It is wider than finding out a fact and more focused than reading widely around a subject.

<http://www.bl.uk/learning/cresearch/skills/creative.html>

Single subject (or separate subject) matter in isolation: subjects are taught in separate and distinct disciplines. There are no connections made with other disciplines (Lake,2000).

Chapter Two

Review of Related Literature

2.1 Review of Related Literature

The review of related literature has three components. The first component is the history of curriculum integration. Second is models of integrated curriculum. Third is recent research on integrated curriculum and textbook evaluation.

2.2 Brief history of Curriculum Integration

The "explosion" of knowledge, fragmented teaching schedules, concerns about curriculum relevancy, and a lack of connections and relationships among disciplines have all been cited as reasons for a move towards an integrated curriculum (Jacobs 1989).

Conceptualization of curriculum by itself has only a recent history. Its Conceptual development began as a "field of study." Consensus of "field" experts eventually resulted in curricular models and paradigms. Embedded in this development is the notion of integration.

2.2.1 Pre-Twentieth Century

Integration of the curriculum had its roots in the ideas of Plato, Aristotle, Rabelais, Kant, Hegel, and other historical figures who were concerned with a unified science, general knowledge, synthesis, and the integration of knowledge, but the trend in education up to the twentieth century was specialization of knowledge (Klein, 1990).

Brubacher (1966) summarized the natural and organization of curriculum from the earliest times down to the end of the nineteenth century as being based upon the logical classification of knowledge into subject matter division under the idea that objective reality had a logical structure. This traditional view of curriculum as a composite of fragments of subject matter had been challenged by scholars, but it was not until the twentieth century that knowledge on the nature of the smaller size coupled with the development of democratic social theory produced systematic approaches to curriculum reconstruction, implementation, and evaluation (Klein, 1990; Tanner, 1982).

As has been noticed, the trend toward fragmentation of curriculum reversed at the beginning of the twentieth century. Since then, thinkers and educators have continued to move toward integration of the curriculum with an increasing momentum.

2.2.2 Early Twentieth Century

Curriculum as a field of systematic inquiry emerged during the early 1900s (Cremin, 1971; Foshay, 1969; Koopman, 1966 cited in Klein 1990). Kliebard (1968) designated 1918 as the birth of curriculum as a field of study when three significant works were published: Bobbitt's *The curriculum*, Inglis's *Principles of secondary Education*, and the report of the Commission on the Reorganization of Secondary Education, *Cardinal Principles of secondary Education*.

Flexner (1916) made a significant move toward integration of the curriculum when he recognized the need to modernize the curriculum in the light of developments in science industry, and aesthetics and the increasing concern for democratic citizenship. Flexner's ideas were the basis for establishing the Lincoln school at teachers college, Columbia University, in 1917, which he viewed as a center for scientific curriculum research and development.

A search for consensus in the curriculum field was accomplished by Rugg in 1927 in *The Foundations of Curriculum-Making*, which contained fifty-eight numbered paragraphs in a "Composite Statement" on the nature and interests of the learner, irrespective of the content and boundaries of existing subjects – the focus was now on the learner (Tanner, 1982).

These factors were reformulated in a curriculum model by Giles, McCutchen, and Zechiel (1942) in the Eight-year study (1933-1941) based upon three fundamental approaches: (a) the social-demands approach, (b) the adolescent-needs approach, and (c) the specialized subject matter approach. According to Aikin (1942), these approaches encouraged over thirty high schools to break from traditional disciplines-focused curriculum; the schools that adopted these approaches and integrated knowledge from many subject areas were most successful in increasing student growth and achievement.

Tyler (1949) expanded these key elements into a curriculum paradigm in his *Basic Principles of Curriculum and Instruction*, where he viewed curriculum development as a process grounded in the following four fundamental questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Tyler's paradigm remains largely essential to this day. In fact, almost every major graduate textbook on curriculum development in current use gives significant attention to this paradigm, and although criticisms and modification are offered, no paradigm has replaced it (Tanner, 1982).

Beginning with the 1930s, through the 1940s and into the 1950s, integration of the curriculum through life-problems curricula received strong emphasis (Gehrke, 1991; Vars, 1972). State and national curriculum reform efforts began to focus directly on the problems, issues, and concerns of students, usually under the name core curriculum (Faunce & Bossing, 1958).

Nevertheless, integration of the curriculum took a backward step during the 1960s as a result of conferences supported by the National Academy of Sciences, which supported discipline-centered curriculum reforms for the elementary and secondary school (Bruner, 1960). This contrast of the integration trend resulted in excesses of the discipline movement and led to Silberman's *Crisis in the classroom* (1970). Advocating adoption of the open classroom at the elementary level and other humanizing reforms for elementary level and secondary schools.

As it has been mentioned above, curriculum as a field of study had its beginning and initial growth in the first half of the twentieth century, with (a) recognition of the need to modernize the curriculum in light of development in science, industry, and aesthetics, and the increasing concern for democratic citizenship; (b) publication of significant works on curriculum, principles of education, and curriculum design; (c) formulation of a curriculum model and a curriculum paradigm that specified purposes, provision for planned educational experiences to accomplish the purpose, and a process for evaluation; and (d) increased reform efforts at the state and national levels that focused on the problems, issues, and concerns of students.

Thus, the second half of the twentieth century began with a redirection to a discipline-oriented curriculum influenced by scientist and others concerned with the Cold War. The resulting excesses were eventually resisted by curricularists and other educators.

2.2.3 Latter Twentieth Century

Wootton, Reynolds and Gifford (1982) saw the 1970s as period characterized by both humanistic and technological advances, resulting in an emphasis on basic skills, career education and reading, behavioral objectives and behavior modification, and programs for exceptional children. After exhaustive research on effective school during this period, Ralph and Fennessey (1983) suggested that an effective school produces high achievement in basic academic skills that are not subject specific: the purpose of curricula should be to improve basic cognitive performance. Educators began to think more definitively about what Geertz (1980) termed “the way we think about the way we think.”

The late 1970s ,1980s and the 1990s were marked by school reform, which had three dimensions: state efforts to manage educational excellence, local and regional interpretation and responses to the official version of reform, and changes in the rhetoric of schooling (Timer & Kirp, 1989). During this period curriculum came to be described in such a way as to include the possibility of choice along a continuum from strictly fragmented to thoroughly integrated. Tanner and Tanner (1980) saw curriculum as consisting of a synthesis of six orientations: the cumulative tradition of organized knowledge, curriculum as modes of thought, curriculum as cultural experience, curriculum as experience, curriculum as an instructional plan, and curriculum as a system of production.

Beauchamp (1975) described curriculum as the scope and arrangement of the educational program for a school program for a school, as a guide in planning instructional strategies, as an outline of the goals for the schools, as a body of cultural content, as an evaluation scheme for determining the worth and the effectiveness of the curriculum, and as a system within which decisions are made about what the curriculum will be, how it will be implemented, and how it will be evaluated.

Eisner (1985) saw five curricular orientations: development of cognitive processes, academic rationalism, personal relevance, social adaptation and social reconstruction, and curriculum as technology.

Toward the end of this period, restructuring the curriculum accelerated. The main thrust of this movement has been integrating the curriculum (Fogarty, 1991a, 1991b; Jacobs, 1989; Newman, 1989; Vars,1991; Drake, 1993).

During the late 1970s and the 1980s, schools were marked by reform that saw curriculum as a synthesis of cumulative traditional knowledge, development of cognitive processes, cultural relevance, social adaptation and reconstruction, and technological infusion.

The objective for the 1990s and the twenty-first century is to restructure education with emphasis on integration of the curriculum.

2.3 Integrated Curriculum Models

Definitions of *integrated curriculum* have become increasingly more detailed. Dressel (1958) defined the integrated curriculum as one in which planned learning experiences provide the learners with a unified view of commonly held knowledge and motivate and develop learners' power to perceive new relationships in creating new models, systems, and structure of the culture. Shoemaker (1989:12) defined integrated curricula as eclectic combinations of interdisciplinary, thematic, holistic, mind/brain functions, and integrative brain work approaches:

....organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive. This interactive nature involves the learner's physical body, thoughts, feelings, senses, and intuition.

These definitions, however, still contain abstractions which can be made more concrete by consideration of various models of the integrated curriculum that operationalize these definitions: four kinds of definitions, three common forms of integrated curriculum, five interdisciplinary models, a continuum of ten models, a continuum of six design options, and a continuum of three approaches.

2.3.1 Four Kinds of Integration Definitions

In an extensive study of research on integration, Gehrke (1991) found four kinds of definitions of integration:

2.3.1.1 Concrete relational

A person who holds this kind of definition of the *integration* finds unity based on physical reality. Connections between or among elements are based on concurrent appearance in time, in space, or around a given object. This basic definition of integration is often rooted in personal experience or commonly transmitted knowledge of the world.

2.3.1.2 Applicative

This definition of *integration* includes not only the concrete relationship of the first definition but also adds the idea of using or learning skills or knowledge bits, not in discrete events, but rather during other experiences where they can be used. (this application of skills and facts notion may be a distinctive teacher interpretation of integration).

2.3.1.3 Logical

Definition of *integration* of this kind establish relationships through membership in a second-order (more abstract) conceptual category; through logically inferred generalizations; or through models, systems, or theoretical links.

2.3.1.4 Metaphorical

Unity here is based on using attributes of one construct to shape and make sense of the relationships between elements of something else.

2.3.2 Three common forms

Newman (1989) summarized three major ways to integrate curriculum after an extensive review of materials entered into the ERIC system in the 1980:

1. Integration of sub-areas within a single traditional subject area, such as integration of geography into a social studies curriculum, integration of literature study and composition, and developing citizenship in social studies.
2. Integration of two or more related subject areas, such as science and mathematics or art education and language arts, or social studies and humanities.

3. Infusion of new curriculum into existing courses or subject areas, such as integrating arts into the general curriculum, teaching economics across the curriculum, incorporating thinking skills into social studies curriculum, integrating communication across the curriculum, and infusing multicultural education into the existing curriculum.

2.3.3 Five Interdisciplinary Models

Shoemaker (1989) listed five models of integration that are characteristic of the purely interdisciplinary curriculum:

1. Identifying a theme and its related concepts from each discipline and teaching them at the same time
2. Having each discipline teach a topic at one time.
3. Two or more disciplines sharing an activity or project .
4. Each discipline emphasizing certain skills common to itself and others.
5. Some concepts common to two or more disciplines receiving simultaneous treatment.

2.3.4 A Continuum of Ten Models

Fogarty (1991b) formulated ten models of curriculum integration, which can be described on a continuum beginning with models within single disciplines, continuing with models that integrate across several disciplines, and ending with models within and across learners.

2.3.4.1 within Single Disciplines

The three models for integrating curriculum within a single discipline are the fragmented, the connected, and the nested. The fragmented model is the traditional model for separate and distinct disciplines. In the connected model, content is connected to related ideas by, for example, topics or by concepts or by semesters work. Within each subject in the nested models, the teacher targets multiple skills, such as a thinking skill, a social skill, and a concept-specific skill. (Fogarty, 1991a)

2.3.4.2 Across Several Disciplines

Integrating curriculum across several disciplines can be effected with five models: sequenced, shared, webbed, threaded, and integrated. In the sequenced model, topics or units in different subjects are rearranged to coincide; similar ideas are taught in concert. In the shared model, teachers in two separate disciplines share in the planning and teaching of overlapping concepts or ideas. In the webbed model, a theme-such as “conflict”- is used to sift out concepts, topics, and ideas in several subjects. The threaded model is a Meta-curricular approach that threads a global skill, such as prediction,” through the various discipline. In the integrated model the major disciplines are blended by finding overlapping skills, concepts, and attitudes to be used in a new pattern, such as “argument and evidence,” “war and peace,” or “order and chaos.” (Caine &Caine, 1991); (Fogarty, 1991a)

2.3.4.3 Within and Across learners

Integrating curriculum within learners can be effected with the immersed model and across learners with the networked model. In the immersed model, the discipline becomes part of the learners expertise; the learner becomes immersed in the experience. In the network model, the learner filters all learning through the lens of self-expertise, but reaches out to make connections with others learners in related areas of expertise. (Fogarty, 1991a)

2.3.5 A Continuum of Six Design Options

Jacobs (1989b) also described design options for an integrated curriculum on a continuum having six nodes: discipline-based, parallel disciplines, complementary discipline unites or courses, interdisciplinary units/courses, integrated-day, and complete program. Each option has its unique characteristics.

2.3.5.1 Discipline-based

The discipline-based design focuses on strict interpretation of the disciplines with separate subjects in separate time blocks during the school day; no attempt is made to integrate.

2.3.5 .2 Parallel Disciplines

In a parallel disciplines design, teachers sequence lessons to correspond to lessons in the same area in other disciplines.

2.3.5.3 Complementary Discipline Units or Courses

When the curriculum is designed in a complementary discipline units or course fashion, certain related disciplines are brought together in a unit or course to investigate a theme or issue that is not part of the prescribed scope and sequence of each discipline.

2.3.5.4 Interdisciplinary Units/Courses

The interdisciplinary units/courses design periodically brings together the full range of disciplines in a school's curriculum in effecting specific units having durations of days, weeks, or a semester.

2.3.5.5 Integrated-day

In the integrated-day design, the program for a full-day is based on themes and problems emerging from the students' world. It focuses on students' questions and interests rather than on content determined by the school. (Jacobs,1989b)

2.3.5.6 Complete program

The complete program is an extreme form of interdisciplinary work. The curriculum is created out of students' daily lives and interests; the standard school curriculum is ignored. (Jacobs,1989b)

2.3.6 A continuum of three approaches

Drake (2000) presented a similar continuum of three approaches to integrated curriculum: multidisciplinary, interdisciplinary, and trans-disciplinary.

2.3.6 .1 Multidisciplinary

Multidisciplinary: two or more subjects are organized around a common theme or topic such as "pioneers"; or different disciplines may be viewed as "lenses" to explore a problem or issue. There is an attempt to make explicit connections across subject areas (Drake ,2000).

2.3.6 .2 Interdisciplinary

Interdisciplinary: interdisciplinary skills (process skills such as literacy, research, or numeracy skills) are the organizing center for two or more subject areas. Connections are also made with content through teaching concepts that cut across subject areas Drake, 2000).

2.3.6 .3 Trans-disciplinary

Trans-disciplinary: there is a real-life context. An instructional unit puts the focus on the issue and assumes that the embedded disciplines will come into play as needed or desired throughout the unit (Drake, 2000).

Briefly, an integrated curriculum brings together various aspects of disciplines in meaningful association. Focusing on broad areas of study, it utilizes holistic teaching and learning to provide experiences that are related in such a way that they unify knowledge and provide a greater understanding than that which could be obtained by examining the parts separately.

Integration of curriculum can be described by one of several continuum-based models. The models cover three broad regions of interdisciplinary. The first region has minimum interdisciplinary. Models in this region begin with individual teachers including in their isolated presentation agreed upon themes, concepts, and units. These themes, concepts, and units can be scheduled in coordinated or uncoordinated modes with isolated presentation by other teachers. The second region extends from two to several teachers of differing disciplines interacting in various combinations of interdisciplinary teams to present themes, concepts, and units in collaboration. The third region consists entirely of students, working individually or in groups, directing their own formulation of problems and

questions, which necessarily bring in teachers of various disciplines as well as outside experts in learning experiences.

2.4 Recent Research on Integrated Curriculum

The Ministry of Education in O'man, represented by the Directorate General of Curricula started to apply the integrated curriculum project in academic year 2006/2007 in the four schools of basic education schools in Muskat district. It has been applied during the year in the first grade to continue the experiment in the rest of the classroom, until the fourth grade during the academic year 2009/2010. In order to determine the strengths and weaknesses.

The new integrated curriculum project is focused on:

The integrative approach seeks to provide knowledge to the learner in an integrated manner similar to that exposed in everyday life. Whether it's in the family or the surrounding community, which makes learning meaningful and perfection for learners with minimal effort and faster time.

Reading and writing skills in Arabic, are the most important, so that the mastery of those skills will help learners to learn all the knowledge and other skills. Also, learners are able to communicate with sources of different learning like a school book, paintings, models, audio and other visual, and the use of various teaching techniques.

Most of the attention gives to mathematical skills and scientific capacity as they are important in the daily life of the learner, and assist the development of thinking is conducive to the ease of dealing with the output of modern technology

English is the language of science and communication, it has been taken care of it, whether by increasing the time allocated for teaching the material or through the development of curricula, giving the learner the greatest opportunity for practical application, and integrate some scientific and mathematical concepts in preparation for the teaching of materials science, mathematics and technical information in English from grade five.

In addition to that development materials of individual skills (school sports - Arts - musical skills) has received considerable attention for the development of technical and physical aspects in the personality of the learner, and to be supportive to teach the basic

skills through the link between them and the complementary approach and the methodology of the English language.

That among the developments that have been entered on the experience of integrative approach is to extend the period of the configuration in the first row to become an entire semester. During this semester, the focus is on the skills of reading, writing and arithmetic to prepare the learner to be able to learn the rest of the branches of knowledge.

In order to investigate the impact of providing integrative education project on learning processes within the classroom from the first until the fourth in Palestinian schools."

Al- Ramahi (2001) examined six schools in three districts in the West Bank: Nablus, Ramallah and South Hebron .The researcher detected many of the advantages of the application of integrative education, including:

- a. Work within groups, the use of drama, the skills of asking questions, the use of open questions, learning through working and playing, connects the academic concepts with the child's life, the use of methods and activities related to the real life, utilization of outside school facilities and activation of raw materials in the local environment.
- b. Reduce the gap between teacher and student, where the relationship between student and teacher was characterized by a lot of openness and proximity; reflected on the psyche of the student towards the school positively, and integrated it in the educational process.
- c. Activate the role of parents to solve students problems, and the preparation of educational materials and address the problems of weak students.
- d. Give students freedom of exit and entry of the row.

In this study, The Humanities' program, an interdisciplinary, thematic, team-based approach to high school humanities in Los Angeles (Aschbacher 1991) has been compared to 16 other schools which are more traditional in their approach. Performance-based assessments; surveys of teachers, students, and administrators; classroom observations; teacher and student interviews; analysis of assignments and examinations; analysis of portfolios; records of student attendance; records of discipline incidents; and records of college-oriented behavior and standardized tests were all considered in this research, making it one of the most thorough explorations of curriculum integration.

The findings show that the Humanities' program has a statistically significant effect on writing and content knowledge, even after students have been enrolled for only one year. The largest gains were shown in conceptual understanding. The control groups of students made no gains in conceptual understanding during the same timeframe.

Students in the Humanities' program stay in school longer, work harder (by objective measures and their own report), and like school better. The expectations are higher in this interdisciplinary program, and the students are involved in more complex discussions that require them to make connections between content areas and the real world. These same expectations hold true for the students' written work, as students may be asked to write an essay that includes a discussion of the beliefs of more than one culture and the way those beliefs are influenced by cultural factors and values. The students are to include perspectives from art history, literature, and social institutions and make links to their own lives.

While the evaluation of the Humanities' project involved large numbers of students and a control group, there are also many smaller-scale studies reporting positive achievement outcomes for students who participate in an integrated curriculum. (Lake 2000) reports that a change from a literature-based language arts program to a science-literature-based program for sixth graders resulted in achievement increases for the majority of the students. Similar results are reported by (Lake 2000) in a study of 87 fifth graders. Integrating the study of math with art resulted in higher posttest scores than those students who were taught mathematical concepts in isolation by the regular classroom teacher. "The data indicate that the integration of art activities into mathematics and reading can enhance the learning of specific concepts" (Levitan, 1991, 12). Similar results were reported by Friend (1984) in a study of mathematics and science integration with seventh grade students (Aschbacher 1991).

An example of an interdisciplinary course organized around the theme of *Life is a Miracle* was developed and taught by one chemistry teacher (Caine & Caine, 1991). The teacher integrated the eleventh and twelfth-grade chemistry curriculum with the theme that the miracle of life is supported by chemical processes and substances that interact in such a way as to allow for the existence and maintenance of life. The teacher further integrated great works of art, appropriate classical music selections, reading with music, metaphors, games, skits demonstrations, and the use of imagery to evoke a sense of expectancy and

relaxation. Caine and Caine (1991: 163) reported that on the average, he covers the required chemistry curriculum six weeks ahead of schedule. Yet his students achieve higher grades than do those in comparable classes, as tested on standardized measures; and he is particularly successful with minority students.

Beck, Copa & Peas (1991) studied teacher attitudes toward interdisciplinary programs. The first consisted of agriculture and biology in the rural New Richmond High School in New Richmond, Wisconsin. The second consisted of home economics and general mathematics/general science in the cosmopolitan Humboldt High School in St. Paul, Minnesota. Interviews with teachers in both schools revealed that communications among colleagues at the two schools changed dramatically: teachers gained a better idea of what others were doing, learned from each other, spent more time in the classroom. They found new content to be exciting, and they organized and made presentations differently as a result of collaboration.

The purpose of the Cronin, Meadows & Sinatra (1990) study was to integrate computer word processing with reading and writing using semantic maps. Teachers in the separate disciplines were trained to integrate these skills into their particular disciplines. The result showed that of 11th grade students in the year prior to integration (1986-87), 76% passed the essay test and 77% passed the reading test. However, after one year of integration (1987-88), 99% of the 11th grade students passed the essay test and 98% passed the reading test.

In a study of the perception of secondary school teachers, Yates (1990) had the purpose of determining whether tasks constructed for interdisciplinary classes reflected the teachers' understanding of the connections in their disciplines or remain the same as when they teach in their original disciplines. Perceptions were gathered in interviews with three teams currently teaching an interdisciplinary American Studies course. Analysis of interviews revealed that successful interdisciplinary tasks are related to the teachers' understanding of the connection in the disciplines and that unsuccessful tasks can be used frequently to identify gaps in a teacher's understanding. Furthermore, the constructed tasks convey the teachers' understanding of the combined discipline, which they regard as a new discipline, and teachers' understandings become more complex with experience in the new discipline.

The purpose of the Ayalon (1988) study was to compare the perceptions that middle level teachers have of their working environment under departmental and interdisciplinary teaming organizational structures. Forty-seven teachers taught with interdisciplinary teaming organization in two middle schools, and thirty-one teachers taught with traditional department organization in two junior high schools. The interdisciplinary teaming organization was characterized by teams of teachers presenting a core of subjects given the flexibility of a block of time, a common planning period, and shared students. Data were collected with a specially constructed questionnaire and with interviews. Analysis showed that interdisciplinary teachers were more positive than departmental teachers on faculty cohesiveness, socialization and recruitment of new teachers, goal setting, teacher evaluation, instructional coordination, homogeneity and shared values, and instructional rewards. Moreover, teachers in the two interdisciplinary schools did not differ significantly in attitudes.

Bradley (1988) compared the achievement, attendance, and discipline referrals of middle school students in interdisciplinary and traditional teaching patterns. In addition, parents ratings of their children's school experiences with the two teaching patterns were compared. Seventy-eight pairs of randomly selected students were matched on previous achievement and I.Q. the mean post-test scores in reading achievement, attendance, and discipline referrals for the two groups of students were not significantly different. Students experiencing interdisciplinary teaching had a mean post-test score in math that was significantly higher than the corresponding score for students experiencing traditional teaching; however, high ability students in the two groups did not differ significantly in math scores. Furthermore, parents of students in the interdisciplinary group were significantly more positive in their ratings of the personal attention given to their children in receiving help in class, selecting courses, and in the emphasis placed on marks and grades.

Ruccius (1988) studied administrative concerns, curricular design, and teacher profiles and attitudes for interdisciplinary arts programs in the secondary school of new jersey. Data were gathered through classroom observation and interviews. The majority of programs had teacher-developed curriculum, but course objectives varied greatly. Curricular Organization included common-elements approach, common themes, and historical perspectives. Most teachers preferred team-teaching for interdisciplinary courses, enjoyed teaching these courses, and reported positive student reaction. Some programs were

discontinued. Reasons given were lack of administrative support, loss of student interest, insufficient budgetary allocations, teachers leaving the district, and competition for students in elective programs.

Through these studies about integrated curriculum, the researcher found that:

Teachers who develop interdisciplinary courses where they are the sole teachers of interdisciplinary aspects report greater overall student achievement from their former disciplinary courses.

There are many advantages for integrated curriculum.

Interdisciplinary teachers are more positive than discipline teachers on faculty cohesiveness, socialization and recruitment of new teachers, homogeneity and shared values, and instructional rewards; the two groups do not differ on job satisfaction, teacher efficacy, and participation in decision-making.

Teachers found increased time to perform the additional tasks demanded by interdisciplinary teaching to be critical. These additional tasks included reaching consensus; subject matter research; planning lessons; arranging for field trips, speakers, and special events; networking with other staff; course evaluation; professional development; public relations.

Teachers believe that results from one academic year of interdisciplinary curriculum is insufficient as an indicator of success or failure.

With the exception of achievement in reading, which appears to remain the same regardless of curriculum orientation, the results of studies on the achievement of students who experience the interdisciplinary team and traditional curriculum are inconclusive; achievement in mathematics or social studies may favor one group over the other depending upon the particular groups experiencing the different curricula.

Teachers who develop interdisciplinary courses where they are the sole teachers of interdisciplinary aspects report greater overall student achievement from their former disciplinary courses.

Most teachers prefer team-teaching for interdisciplinary courses.

Textbook evaluation

In understanding this analysis it is important to understand the background of the textbook. In his article, reviewing the definition of the textbook, Matos (2000) quoted Harries and Hodges (1995) as stating that a textbook is “a book used for instructional purposes, especially in school and colleges” and that “books used by students for particular branches of study can be characterized by another important feature: their intrinsically challenging nature.” (Matos, 2000).

The textbook plays a vital role in language classrooms in different educational institutions such as state schools, colleges, language schools or all over the world (Lamie, 1999).

No textbook is perfect. No textbook can fit each teaching situation or language program (Richards, 2001: 257), (Lamie, 1999), and (Ansary and Babaii, 2002: 1). Therefore, the option of making modifications, adaptations or assigning supplementary materials is needed. For example, a textbook may be suitable in one situation but not another. The specific nature of each situation plays an important role in determining the textbook selection. McDonough (1993) presents two kinds of evaluations.

This first is *external evaluation*. This kind of evaluation involves examining the organization of the materials as stated explicitly by the author or publisher when examining the blurb or the claims made on the cover of the teacher or student book and the introduction and table of content.

The second is *internal evaluation*. This refers to an in-depth investigation into the materials. It analyzes the extent to which the factors in the external evaluation stage actually match up with the internal consistency and organization of the materials, as stated by the author or publisher.

2.5 Recent Research on Textbook Evaluation

Abdul- Rahim’s study (2009) aimed to evaluate the Palestinian 11th grade textbook from teachers’ perspective .The study examined the role of the district, gender, qualification and

years of experience variables among teachers on the degree of the evaluation of the new Palestinian English textbook for the eleventh grade in southern Nablus and Salfit districts . To achieve this goal , an evaluation scale was developed on the basis of language teaching and learning criteria that determine the specifications of good quality textbook .

The sample of the study consisted of 60 male and female teachers who teach English for the 11th grade in southern Nablus and Salfit districts in the year 2008\2009 . the researcher developed a 47-item questionnaire to evaluate the textbook . the validity of the instrument was calculated by a group of experts in education Alpha formula was used in order to determine the reliability of the questionnaire. The researcher used different techniques to analyze the data statistically. The questionnaire included four main domains: book general shape, book objectives, book content and teaching aids. The book content domains were reading, writing, structure and vocabulary, listening and speaking, and literature successively.

The findings of the study showed that the degree of evaluation of English for Palestine-11th grade textbook in southern Nablus and Salfit districts was moderate. There were significant differences in teaching aids between male and female teachers in favor of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables.

In the light of the results of the study, the researcher recommended that the 11th English textbooks should be revised frequently. In addition, they should be provided with a variety of literary forms, such as poems, etc..... . the units of the textbook should be reduced so that teachers can cover the material efficiently and in time . The researcher also suggested conduction more evaluative for the textbook, the 10th and 12th grades.

Mahmoud's study (2008) aimed to evaluate the effectiveness and suitability of English for palestain-10 textbooks. The researcher used two instruments: a 52- item questionnaire, and the characteristics of a good textbook. the sample of the study consisted of 50 male and female English teachers who teach the tenth graders from Nablus district .

Mahmoud's study (2006) had also evaluated "English for Palestine 1V". he used a similar instrument in order to judge the suitability of a good TEFL or ESL text book . the sample of the study consisted of 60 teachers who teach the fourth grade from Jenin and Qabatia

districts . in both studies he found out that the textbooks he analyzed were suitable but lacked few items that characterize a good textbook. He noticed that:

Teachers, supervisors and parents as well as the local society did not participate in selecting the materials or in choosing the objective of the curriculum.

Designers should consider the country's environment in the materials included in the books activities.

The textbooks should be revised carefully to make sure they are free from mistakes.

The number of the periods per week is not sufficient to cover the selected material of the fifth grade.

There should be a balance between the aims, the materials and the number of periods designed to render the whole message to the students.

The students' book should have a glossary, proper pronunciation and phonetic transcription of each word and an index listing the key words with their meaning and page number.

Badawi's study (2007) aimed at evaluating the content of *English for Palestine, Grade Ten* textbook, which was decided on for the tenth basic grade students in Gaza Strip and the West Bank and has been taught since 2004-2005, in the light of the standards for foreign language learning. It was realized that the National standards for Foreign Language learning were the best to be considered as a base for implementing the study. The researcher designed an analysis card that sought to collect data relevant to process the study.

The findings show a variance in the frequencies of the standards. The researcher points out that there should be more balance in the distribution of these standards among the units of the textbook. The findings also show good employment for topics in the textbook. Various topics are introduced throughout the twelve units. The study recommends establishing a follow-up research committee whose duty is to apply formative and summative evaluation researches to achieve more innovations and developments. Teachers are invited to attend workshops held by the Ministry of Education on new trends in area of curriculum and teaching and employ more effective methods such as group work, teamwork, and cooperative learning methods.

The two previous studies (Abdul- Rahim's, Mahmud's and Badawi's) agreed that there is a variety in the topics of the textbook units. On the other hand, there should be more balance in the distribution of the standards among the units, and the textbooks ought to be evaluated and revised continually.

Hassan's study (2004) aimed at setting up some criteria for choosing ESP text, finding out if the ESP textbook used at the faculties at Al-Azhar University meet those criteria. Hassan (2004) mentioned that there was inadequacy and limitation in the ESP textbook because of the absence of stating criteria for choosing ESP course at Al-Azhar University. These criteria should meet the students' educational needs and the vocational needs. It should not focus on the content of the course only (how much has been tackled) but on the language skills that should be acquired by the students. The researcher suggested that the ESP course should be stemmed from the students' needs to help them use English as a means of communication to develop their capacity for communications in a specialized context. The researcher conducted a pilot study during the first term of the academic year 2003 – 2004 in the form of an open interview applied on a randomly chosen group of forty non-specialized students from different departments at the Faculty of Education and the Faculty of Theology and Islam Call in Mansoura as well as nine teachers of English. The participants stated that they faced problems while teaching and learning ESP course. The study recommended setting up and designing ESP Centre at AlAzhar University to serve all specializations in the faculties and to train ESP teachers. English specialists of instruction and curriculum development could run this ESP Centre.

Ranalli's study (2002) aimed at evaluating the New Headway Upper-Intermediate which is one of the course books used at the Foreign Language Institute of Yonsei University in Seoul, Korea. The evaluative framework to be employed was described then comment was drawn on the particulars of the researcher's working situation and the country and cultural contexts. The researcher carried out the evaluation of the book according to Cunnings worth's four guidelines with particular emphasis on the syllabus and methodology used.

The findings of the study showed that the New Headway Upper-Intermediate is a well designed and well written book. It offered a good balance of work on accuracy and fluency. Overall emphasis is clearly on oral communication. It included useful and relevant language input that provided the learners with numerous opportunities to be engaged in

learning. Overall, the study showed satisfaction concerning the book in relation to the purpose of Korea.

On the other hand, methodology was one disadvantage where it was restrictive and rested on some arguably shaky theoretical foundations. The researcher questioned if there was enough speaking practice of a useful type. Outweighed faults in the book were noticed but they could be overcome.

Surur's study (1990) was conducted to determine the effectiveness of Textbook 1 which was in use at the time of the study in all intermediate schools for boys in Saudi Arabia. The textbook is part of a series written and published by Macmillan Press Limited for all levels of the public schools in the country. The study aimed at serving two primary purposes: 1- to provide feedback to educators in general and teachers, teachers trainees and administrators in particular, 2- to increase the awareness and involvements of teachers, curriculum designers and whoever is concerned with school activities.

The target analysis and criticism were the publisher's claim included in the introduction of the Teacher's Book and the content of the Pupils' Book such as vocabulary, expressions and subject matter as a whole. The researcher adopted theoretical, empirical and practical findings set by many specialists in the field of TEFL as criteria for analysis. The study showed the importance of controlling the curriculum in general and FL content in particular by native Arab in order to avoid faults committed by foreign agents due to cultural differences.

Chapter Three

Procedures

Methodology

3.1. Introduction

This chapter includes a detailed description of the research methodology, covers population of the study, sample of the study, instrumentation, validity and reliability of the instrument, procedure and data analysis.

3.2 Methodology

The researcher used the descriptive analytical method of research to carry out the study. She developed an analysis checklist that sought to collect relevant data. This data involved making a survey for the textbook so as to analyze the content that matches the standards set by the study.

3.3 Population and Sample of the study

The population and sample of the study included *English for Palestine*, Grade 11th textbook.

3.4 Instrument

The researcher adapted a 44 - item analytical checklist (see appendix A) to evaluate the new Palestinian 11th grade textbook. The items of the checklist were grouped under twelve categories. The first and eleventh categories were adapted from (Abdul-Rahim 2009). The second category was adapted from (Gill 2009). The fifth category was adapted from (Baturary 1991). The twelfth category was adapted from (Badawi 2006). The other categories were developed by depending on different resources (previous studies, related literature, books, journals, and institute's publications)

- A. Book Objectives: (7) items (1,2,3,4,5,6,7)
- B. Book Content: (6) items (8,9,10,11,12,13)
- C. Integration processes combine subjects into a meaningful whole: (3) items (14,15,16)
- D. Emphasis on different styles of projects and activities: (3) items (17,18,19)
- E. Grammatical integration: (1) items (20)
- F. Sources that go beyond the textbook: (1) item (21)

- G. The relationship among concepts and connections among content areas maintaining through various models: (7) items (22,23,24,25,26,27,28)
- H. Thematic units are used as organizing principles that are interesting to students: (2) items (29,30)
- I. Flexible student grouping: (2) items (31,32)
- J. Flexible schedule: (1) item (33)
- K. Teaching Aids: (9) items (34,35,36,37,38,39,40,41,42)
- L. Connections with Other Disciplines and Acquire Information: (2) items (43,44)

The researcher developed a textbook evaluation rubric in the light of integrated curriculum as a scale for the checklist (see appendix B).

Each aspect was analyzed according to a four– point continuum including 1(little or not evident), 2 (partially evident), 3 (mostly evident) and 4 (fully evident).The researcher used Cooper scale (1974) of 1 to 4 with 4 as the highest.

Rating Scale

Mean < 1.75	indicates a poor (unacceptable) degree
$1.75 < \text{mean} \leq 2.50$	indicates a low degree
$2.50 < \text{mean} \leq 3.25$	indicates moderate degree
$3.25 < \text{mean}$	indicates a high degree.

The researcher also use another tool which is focus group. A focus group is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members Henderson, Naomi R. (2009).

The researcher arranged a group discussion consisting of twelve teachers. The researcher explained and showed the results of the study and the teachers indicated if they agree or not agree and gave their comments and opinions. The group examined and discussed each aspect of the results. The researcher found focus groups extremely helpful in increasing objectivity in her evaluation.

3.4.1 Validity of the Instrument

To achieve the content validity of the instrument, the analysis checklist was given to a group of qualified English as a foreign language instructors at Bethlehem University, Al – Quds Open University, Al –Quds University and the Ministry of Education. Their suggestions and comments greatly benefitted the researcher in her development of the checklist (appendix C).

3.4.2 Reliability of the instrument

The reliability of the checklist was examined through the help of five raters (including the researcher) who volunteered to make the survey and complete the analysis checklist along with the main researcher.

Table (1): The correlation between the average of the evaluation the twelve units produced by the five raters.

		Correlations				
		Ayyad	Radwan	Miller	Fran	Nadeen
Ayyad	Pearson Correlation	1	1.000**	.999**	.997**	.963**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	12	12	12	12	12
Radwan	Pearson Correlation	1.000**	1	.999**	.997**	.966**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	12	12	12	12	12
Miller	Pearson Correlation	.999**	.999**	1	.996**	.960**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	12	12	12	12	12
Fran	Pearson Correlation	.997**	.997**	.996**	1	.949**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	12	12	12	12	12
Nadeen	Pearson Correlation	.963**	.966**	.960**	.949**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	12	12	12	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

3.5 Procedure

The researcher reviewed different resources (previous studies, related literature, books, journals, and institutional publications) to determine the integrated curriculum components and standards of integrated curriculum. The research determined that there are 12 components: a combination of subjects, an emphasis on projects, sources that go beyond textbooks, relationships among concepts, thematic units, flexible schedules, teaching aids, connections with other disciplines and acquisition of information, and flexible student grouping (Lake, 2000, p.3). She then created a textbook evaluation rubric and proceeded to distribute this rubric to a group of qualified English as a foreign language instructors at four separate institutions. These instructors made suggestions and comments as to how to better the checklist. These instructors greatly benefited the research in her further development of the checklist. The researcher then used this checklist to analyze the textbook herself, as well as distributing it to four other English as a foreign language teachers (which this study will refer to as raters). She found a positive correlation between the results of the raters and herself. In conducting her study, the researcher also used a focus group as a tool.

3.6 Data analysis

A statistical descriptive analysis was applied to the checklist. The researcher individually analyzed each unit of the textbook. The Statistical Package for Social Sciences (the SPSS) was used as the tool of this analysis.

Chapter Four

Statistical Analysis and Results

4.1 Statistical Analysis and Results

The findings of the research question " To what extent does the content of *English for Palestine* , 11th Grade textbook match these standards? in figure (1) and table (2) show that integration processes combine subjects into a meaningful whole standards got the highest score 3.78. The next was Grammatical integration standards as they score 3.75. Book Content standards was in the third position with 3.38 score. The fourth is the relationship among concepts and connections among content areas maintaining through various model standards that get score 3.37. The fifth was book objectives get 3.13 score .The sixth was teaching aids standards get 2.73.The seventh is flexible grouping standards get score 2.46. The lowest Standards score were an emphasis on projects, connections with other disciplines, flexible schedule, thematic units are used as organizing principles and sources that go beyond the textbook where the scores between (2 – 1).

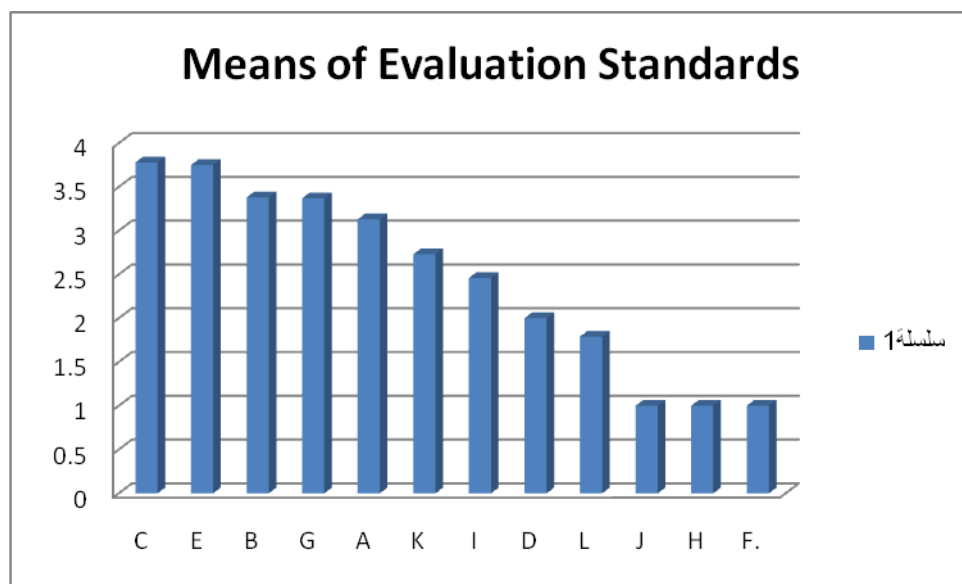
Table 2: 4.2 Ranks and Means Standards of integrated curriculum that the content of English for Palestine , 11th Grade textbook ranked in order according to their importance.

No	Standards	Mean	Std. Deviation
C.	Integration processes combine subjects into a meaningful whole.	3.78	0.26
E.	Grammatical integration	3.75	0.45
B.	Book Content	3.38	0.37
G.	The relationship among concepts and connections among content areas maintaining through various models	3.37	0.29
A.	Book Objectives	3.13	0.49
K.	Teaching Aids	2.73	0.31
I.	Flexible grouping	2.46	0.14
D.	An emphasis on projects	2.00	0.00
L.	Connections with Other Disciplines and Acquire Information.	1.79	0.33
J.	Flexible schedule	1.00	0.00
H.	Thematic units are used as organizing principles	1.00	0.00
F.	Sources that go beyond the textbook	1.00	0.00
	Total scores of all standards		

Maximum point of responses (4) points.

The results of table (2) show that the degree of evaluation the standards were high on items (B,C ,E and G) where the scores of response on these items were between (3.78 and 3.37). The degree was moderate on items (A and K) where the scores of response on these items were (3.13 and 2.73). The degree was low on items (D,I and L) where the scores of response on these items were (2.46 and 1.79). The degree was poor on items (F,H and J) where the scores of response on these items were (1.00).

Figure (1): Ranks and Means of Evaluation Standards



This figure shows the ranks and the means of evaluation

4.3 To what extent does the content of English for Palestine, 11th Grade textbook match these standards?

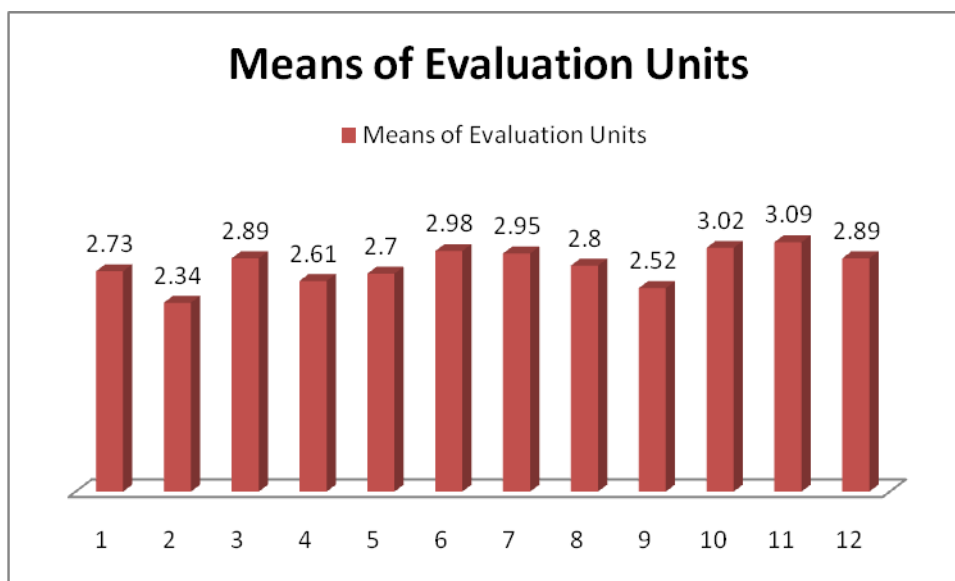
Table (3) : Means of the Twelve Units Evaluation

Unit	Book objectives	Book content	Integration processes	An emphasis on projects	Grammatical integration	Sources that go beyond the textbook	Maintains the relationship among concepts.	Thematic units are used as organizing principles	Flexible grouping	Flexible schedule	Teaching aids and the activities	Connections with Other Disciplines	Total degree
unit one	3.57	3.17	3.33	2.00	4.00	1.00	3.00	1.00	2.50	1.00	2.78	1.00	2.73
unit two	2.29	2.67	3.33	2.00	4.00	1.00	3.00	1.00	2.00	1.00	2.22	1.50	2.34
unit three	3.00	3.67	4.00	2.00	4.00	1.00	3.43	1.00	2.50	1.00	3.00	1.50	2.89
unit four	2.71	3.00	3.67	2.00	3.00	1.00	3.00	1.00	2.50	1.00	2.78	2.00	2.61
unit five	3.00	3.33	3.67	2.00	3.00	1.00	3.29	1.00	2.50	1.00	2.56	2.00	2.70
unit six	3.29	3.67	4.00	2.00	4.00	1.00	3.71	1.00	2.50	1.00	2.89	2.00	2.98
unit seven	3.57	3.67	4.00	2.00	4.00	1.00	3.29	1.00	2.50	1.00	2.89	2.00	2.95
unit eight	3.14	3.50	4.00	2.00	4.00	1.00	3.43	1.00	2.50	1.00	2.44	2.00	2.80
unit nine	2.29	2.83	3.67	2.00	3.00	1.00	3.71	1.00	2.50	1.00	2.22	2.00	2.52
unit ten	3.57	3.67	4.00	2.00	4.00	1.00	3.43	1.00	2.50	1.00	3.11	2.00	3.02
unit eleven	3.57	3.67	4.00	2.00	4.00	1.00	3.86	1.00	2.50	1.00	3.11	2.00	3.09
unit twelve	3.57	3.67	3.67	2.00	4.00	1.00	3.29	1.00	2.50	1.00	2.78	1.50	2.89

Maximum point of responses (4) points.

The results of figure (2) and table (3) show that the degree of evaluation units. The highest degree was on unit (11) where the mean of response on this unit was (3.09). The degree was moderate on the units (1,3,4,5,6,7,8,9,10 and 12) where the means of response on these units were between (3.02- 2.52). The degree was low on unit (2) where the mean of response on this was (2.34).

Figure (2): Means of evaluation the twelve units



This figure shows means of unit evaluation.

4.4 A. Book Objectives

Table (4): Means for the book objective standard

No	Items	Mean	Std. Deviation
3	Objectives correspond with the modern developments around the world	4.00	0.00
6	Objectives make a balance between the four main skills, listening, speaking, reading and writing	3.58	0.51
1	Objectives are related to the learners' needs and interests	3.50	0.80
4	Objectives are relevant to the local culture	3.25	1.06
2	Objectives are clear and specific	2.83	0.39
5	Objectives meet the individual differences among students	2.42	0.67
7	Objectives help the teacher to choose the right aids and the best methods of teaching	2.33	0.78

Maximum point of responses (4) points.

The results of table (4) show that the degree of evaluation for book objectives was high on items (1,3, 4 and 6) where the means of response on these items were between (4, 3.25). The degree was moderate on items (2) where the mean of response on this item was (2.83). The degree was low on items (5 and 7) where the means of response on these items were (2.42 and 2.33).

Table (5): 4.5 B. Means for the book content standard

No	Items	Mean	Std. Deviation
13	The content addresses a variety of methods (such as convergent and divergent) as appropriate to the curricular goals	3.75	0.45
8	The content includes transparent presentation of required objectives, with consideration for the grade level	3.58	0.67
11	The content helps students to inquire into important concepts such that the student can generate data to support his/her solution to a problem	3.50	0.52
9	The content meets student needs without superfluous information. It also acknowledges the need for prerequisite knowledge	3.33	1.07
10	The content is presented without error	3.08	0.29
12	The content includes opportunities for both formative and summative assessment of student ideas	3.00	0.00

Maximum point of responses (4) points

The results of table (5) show that the degree of evaluation for book content standard was high on items (8,9,11 and 13) where the means of response on these items were between (3.75 - 3.33). The degree was moderate on items (10 and 12) where the means of response on these items were between (3.08 – 3.00).

Table (6): 4.6 C. Means for Integration processes combine subjects into a meaningful whole:

No	Items	Mean	Std. Deviation
14	The multidisciplinary approach is employed. (This approach organizes two or more subjects around a common theme or topic. There is an attempt to make explicit connections across subject areas).	3.92	0.29
16	The trans-disciplinary/real world approach is employed. (This connects the units of the classroom with real life).	3.75	0.45
15	The interdisciplinary skills approach is employed. (This connects multiple subject areas through content and skills such as literacy, research, or numeracy skills	3.67	0.49

Maximum point of responses (4) points.

The results of table (6) show that the degree of evaluation for Integration processes combine subjects into a meaningful whole standard was high on all items (14 ,15 and 16) where the means of response on these items were between (3.92 – 3.67).

Table (7): 4.7 D. Means for Emphasis on different styles of projects and activities:

No	Items	Mean	Std. Deviation
17	Individual (students do the activities individually)	3.33	0.49
18	Pairs (students do the activities in pairs)	1.67	0.49
19	Groups (students do the activities in groups)	1.00	0.00

Maximum point of responses (4) points.

The results of table (7) show that the degree of evaluation for emphasis on different styles of projects and activities standard was high on item (17) where the mean of response on this item was (3.33). The degree was poor on items (18 and 12) where the means of response on these items were (1.67 and 1.00).

Table (8): 4.8 .E. Means for Grammatical integration

No	Items	Mean	Std. Deviation
20	The unit is grammatically integrated. It uses different skills communicatively, and also includes grammar items.	3.75	0.45

Maximum point of responses (4) points.

The results of table (8) show that the degree of evaluation for grammatical integration standard was high on item (20) where the mean of response on this item was (3.75).

Table (9) : 4.9 F. Means for the Sources that go beyond the textbook

No	Items	Mean	Std. Deviation
21	Textbook requires the use of outside sources such as computers, libraries, films, interviews, class trips	1.00	0.00

Maximum point of responses (4) points.

The results of table (9) show that the degree of evaluation for sources go beyond the textbook standard was poor on item (21) where the mean of response on this item was (1.00).

Table (10): 4.10 G. Means for The relationship among concepts and connections among content areas maintaining through various models:

No	Items	Mean	Std. Deviation
25	The integrating model is used. Priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes	3.92	0.29
28	Either the fragmented or connected model is used. The fragmented model keeps disciplines separate and distinct. The connected model links multiple topics within a discipline	3.67	0.49
27	The semantic webbing model is used. One theme is used as a base for instruction in multiple subjects.	3.58	0.51
22	The nesting model is used. Social, thinking and content skills are targeted within a single subject area	3.58	0.51
24	The immersing model is used. The student views all learning through the perspective of one particular area of interest	3.08	0.29
26	The threading model is used. Thinking, social, multiple intelligences and study skills are simultaneously employed throughout the subject.	3.08	0.67
23	The networking model is used. The student guides his/her own learning through the lens of self-experience, and also makes connections with other students.	2.67	0.89

Maximum point of responses (4) points.

The results of table (10) show that the degree of evaluation for maintains the relationship among concepts and forms connections among content areas through various models standard was high on items (22,25,27 and 28) where the means of response on these items

were between (3.92 - 3.58). The degree was moderate on items (23.24 and 26) where the means of response on these items were between (3.8 – 2.67).

Table (11): 4.11 H. Means for the Thematic units are used as organizing principles that are interesting to students. Topics are selected by:

No	Items	Mean	Std. Deviation
29	Individual students	1.00	0.00
30	Working in groups	1.00	0.00

Maximum point of responses (4) points.

The results of table (11) show that the degree of evaluation for thematic units are used as organizing principles that are interesting to students standard was poor on items (29 and 30) where the mean of response on this item was (1.00).

Table (12): 4.12 I.Means for Flexible student grouping

No	Items	Mean	Std. Deviation
31	The teacher leads activities and discussions, either as a whole class, in small groups, or individually	3.92	0.29
32	Students lead their own activities and discussions, either in small groups or in pairs.	1.00	0.00

Maximum point of responses (4) points.

The results of table (12) show that the degree of evaluation for flexible student grouping standard was high on item (31) where the mean of response on this item was (3.92). The degree was poor on item (32) where the mean of response on this item was (1.00).

Table (13): 4.13 J. Means for Flexible schedule

No	Items	Mean	Std. Deviation
33	Flexible schedule matches the instructional time and format to the learning needs of students through Block Scheduling. It is used by interdisciplinary teams, blocks of time usually consist of two or more combined periods.	1.00	0.00

Maximum point of responses (4) points.

The results of table (13) show that the degree of evaluation for flexible schedule standard was poor on item (33) where the mean of response on this item was (1.00).

Table (14): 4.14 K. Means for the Teaching Aids and activities

No	Items	Mean	Std. Deviation
40	Aids and activities help to develop communicative skills	3.83	0.39
34	The pictures and diagrams used are related to the learners' background	3.42	0.79
36	The activities used are purposeful.	3.17	0.39
41	The activities encourage critical thinking	3.00	0.00
35	The aids and activities are suitable to the students' level	2.83	0.83
37	The aids and activities used help to build students' confidence	2.75	0.45
38	The aids help to relieve anxiety and boredom	2.42	0.51
39	The activities foster the spirit of independent learning	2.17	0.39
42	The activities help to emphasize student's talk	1.00	0.00

Maximum point of responses (4) points.

The results of table (14) show that the degree of evaluation for teaching aids standard was high on item (34 and 40) where the mean of response on these items were (3.83 and 3.42). The degree was moderate on items (34,35,36,37 and 41) where the means of response on these items were between (3.42 – 2.83).The degree was low on items (38 and 39) where the means of response on these items were between (2.42 -2.17) . The degree was poor on item (42) where the means of response on this item was (1.00).

Table (15): 4.15 L. Means for Connections with Other Disciplines and Acquire Information:

No	Items	Mean	Std. Deviation
43	Students reinforce and further their knowledge of other disciplines through the foreign language.	2.17	0.83
44	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	1.42	0.67

Maximum point of responses (4) points.

The results of table (15) show that the degree of evaluation for flexible schedule standard was low on item (43) where the mean of response on this item was (2.17). and (1.42). The degree was poor on item (44) where the means of response on this item was (1.42).

4.16 Topics Examination

The *English for Palestine* eleventh grade textbook needs some improvement in developing integrated skills. Although this textbook has sections designed to develop each language skill, there is not enough integrity among the four skills.

Then, the researcher reviewed this textbook more specifically. Every unit starts with a part in which students read a short script related to the main topic. After reading, some questions are given and students have to answer the questions. In each unit, the first two pages consist of exercises and questions developing reading skills. The next part is vocabulary development. This part is little different from previous reading part. This part consists of various activities like reading, writing or listening a dialog. The third part is listening and speaking, somewhat they talk about their own opinion and communicating with other students using key expressions. The fourth part is language, according to the grammar, it is integrated with different skills communicatively. The fifth part is Integrated skills. Although activities are somewhat related in terms of content, they are not integrated enough to generate one overall productive output. If there is more integration among the activities, it would be more effective for students to improve their English proficiency. The sixth part is reading and language. This part consists of two lessons that are related to the main topic. Usually, students just read the passages and then learn important expressions and grammatical points. The last part is writing and vocabulary which consists of two lessons. In this part, there are only controlled and guided questions that require completing blanks, arranging misplaced words, summarizing...etc. Actually, although this part is titled as “Writing and Vocabulary” this part is not related to actual writing skills. This is more like completing blanks and tables, summarizing, note taking, writing a short paragraph following the steps which is not about actual writing skills. Note: the scaffolding of the writing and vocabulary lessons will need to be adjusted to remain in the best learning sequence.

The researcher noticed that units are not logically organized. The book should sequence the topics and themes of its units in a flowing manner. This will enable better learning and skill development. For example, units such as *The Way I Feel*, *The Right Choice*, *The Olympic Spirit* are all positive and similar themes. Therefore they should follow each other sequentially.

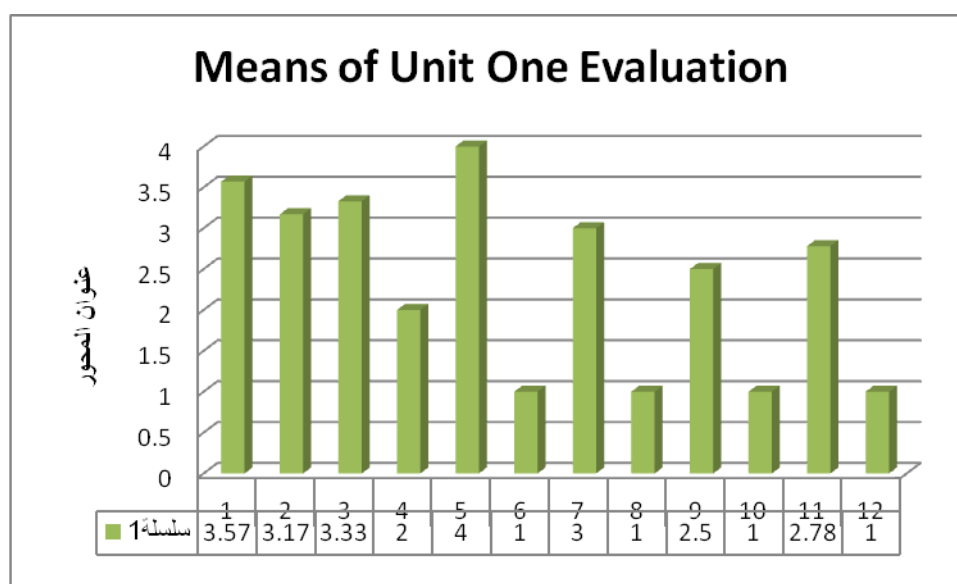
The researcher reviewed the textbook. In general, the authors of this textbook tried to include different sections designed to develop different language skills. However, sections in each unit are integrated with each other, meaning this textbook is simply organized by multiple skills. Although the quality of contents and activities is quite appropriate, it would have been better to rearrange them to promote integrated skills. It needs some improvements to make it more suitable to develop practical English skills of students. The textbook that the researcher reviewed is one of the government designated textbooks. Hopefully, Improvement in secondary school textbooks will bring about positive changes in English education in the country.

The researcher provided the study with examples of the twelve unit evaluations (Unit one and two).

4.17 An Evaluation of the First Unit

It's a small world now

Figure (3): Means of Unit One Evaluation



The researcher found that most objectives are related to the learners' needs and interests; all the students are interested in travelling. They are clear and specific. The objectives are relevant to the local culture; nationality: Palestinian, Palestinian identity, Palestinian Passport, home address: Nablus...etc. Moreover, they correspond with the modern developments around the word. Most of the objectives meet individual differences among students; they make sufficient provisions for slower learners. There is a balance between at

least three of the main skills to communicate effectively for different purposes. Some objectives help the teacher to choose the aids and the methods of teaching. The results of figure (3) show that the degree of evaluation for book objectives standard was high where the score of response on this standard was (3.57).

The researcher found that the content includes transparent presentation of required objectives; for example objectives such as reading travel documents are easily found in the unit, other objectives such as air travel and country information are also found. All the information in the unit serves the unit's objectives. The unit requires prerequisite knowledge of history and geography to applied to be English. The content provides students with opportunities to develop relevant inquiries into required concept such that students can generate data through email and diary activities, and speaking about countries activities. There is enough formative assessment of students ideas but there is not enough summative assessment.

This unit is suitable for both scientific stream and literary stream because the text'' *Travel*'' is familiar with the students. Moreover, integrating new information with existing knowledge increases the likelihood that new information will be understood at a deeper level.

Subjects are combined into a meaningful whole; social studies awareness ,history, math, geography and technology and language arts; reading, writing, listening, speaking, synthesis ,analysis, negotiation, building skills are organized around a common theme (*travelling*) *travel*. Connections are made with content through teaching concepts that cuts cross subject areas. The trans-disciplinary approach connects the units of the classroom with real life for example write about email travel (ground and air) hotel registration, identificationall of these relate to real world experience to build their English language skills to travel successfully.

According to the emphasis on project activities standard, most of the activities are done individually. Two activities are done in pairs but there is no group activity. The unit is grammatically integrated. It uses different skills communicatively, and also includes grammar items. There are no sources that go beyond the text.

The relationship among concepts and connections among content areas maintaining through various models: Content based instruction is presented throughout the unit; students practice all the language skills in integrated, communicative way. History, geography, technology, all through the skills of reading, writing, listeningetc are overlapping on one theme (*Travel*) which is used as a base for instruction in multiple subjects.

The textbook provides a variety of organizational activities present ideas and information logically and coherently in written work. Sort and label information ideas, and data, evaluate the accuracy, relevance, and completeness of the information, and draw conclusions based on the magazine article on *Travel*.

Moreover, students can produce a written work for a variety of purposes, with the purpose of analyzing information, ideas, themes and issues and supporting opinions with convincing evidence. Formative assessment think, pair, share, student reflect on a topic and discuss, review their ideas.

The researcher found that the topics are not selected by students individually or in groups. The teacher leads the activities and discussions, either as a whole class, in small groups, or individually. Flexible schedule doesn't match the instructional time and format to the learning needs of students through Block Scheduling which is used by interdisciplinary teams, blocks of time usually consist of two or more combined periods.

Teaching aids; all the pictures are related to the learners' background for example Palestinian identity, taxi receipt...etc. Also, the activities are purposeful; most of them are suitable to the students' level and foster the spirit of independent learning. The activities help to develop communicative skills and encourage the low level of critical thinking; the use of what the learner has been taught in the "real world" effectively.

According to this unit, students partially reinforce and further their knowledge of geography and technology subjects through the foreign language e.g. the use of many vocabulary arrivals, departure, population figures, official language, passenger ticket...etc.

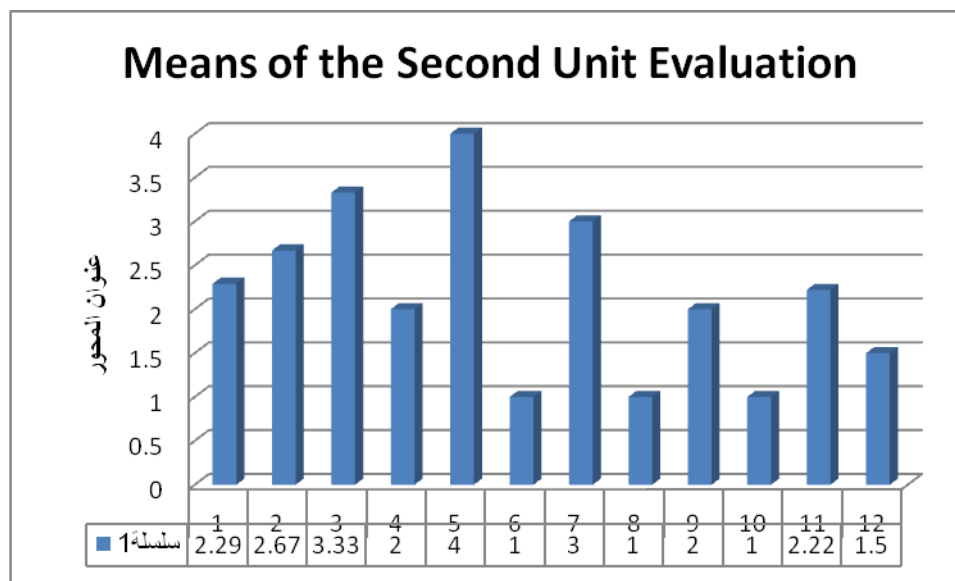
In general, the researcher found that the result of figure (2) and table (2) show that the degree was moderate on unit (1) where the score of response on this was (2.73). This means that some standards get a low score as shown in figure (4) but others get high

scores. For example, most of the activities are dominated by teacher talk and little students –initiated questions and student to student interaction, there is heavy reliance on textbooks, tasks requiring low level skills and the curriculum content is overloaded.

4.18 An Evaluation of the Second Unit

The death of disease

Figure (4): Means of Second Unit Evaluation



The researcher found that few objectives are related to either the learners' needs or interests. Few objectives are clear and specific. The objectives are partially relevant to the local culture. Moreover, they correspond with the modern developments around the word .Few objectives meet the individual differences among students; they fail to make sufficient provisions for slower learners. There is a balance between at least three of the main skills to communicate effectively for different purposes. Few objectives help the teacher to choose the aids and the methods of teaching.

The researcher found that the content includes transparent presentation of required objectives but the consideration for grade level did not provide in the item of specifications, they are too high for the student, e.g. some names of diseases like Tuberculosis, Poliomyelities..., a lot of difficult vocabulary such as vaccination, immunization...etc and unknown places for example Niangban, Northwood, Michigan...etc.

Scientific stream students may be familiar with the content more than literary stream because the text is scientific. The content is adequate to meet students' needs but with superfluous information which is not acknowledging the need for prerequisite knowledge e.g. the big epidemic in America, the quarantine. It's better for the students' development first to talk about their community rather than to talk about people in Britain give time to help others and the organization who took care of handicapped like High House and Northwood. AL. Aroup college is it a simple example of our organization. Moreover, integrating new information with existing knowledge increases the likelihood that new information will be understood at a deeper level

The content provides students with opportunities to develop relevant inquiries into required concepts such that the students can generate data to support his solution to a problem e.g. exercise (4) page (21) write your own diary for today. Write about things you want to remember, exercise (6) page (23) Work with a partner. Talk about the future, and exercise (9) page (25) Use the notes and charts to write two continuation paragraphs – one negative and the other positive.

Subjects are combined into a meaningful whole; science, health care, social studies, history, geography, math social work, health and safety and language arts; reading, writing, listening, speaking, research skill (Go to www.polioeradication.org) synthesis, problem solving, and brain storming are organized around a common theme *The death of disease*. Also, connections are made with content through teaching concepts that cut across subject areas. The trans-disciplinary approach connects the units of the classroom with real life for example exercise (10) page (16) Check with your parents that you had all the immunizations that are shown in the text (Child health in Palestine) and write about *Health for all about Palestine*. (see figure 5)

According to the emphasis on project activities standard .Most of the activities are done individually. Two activities are done in pairs and one activity is done in groups. The unit is grammatically integrated. It uses different skills communicatively, and also includes grammar items. A few sources that go beyond the text.

The relationship among concepts and connections among content areas maintaining through various models: Content based instruction is presented throughout unit; students practice all the language skills in integrated, communicative way. Science, health care, social studies, history, geography, math, social work, health and safety and language arts;

reading, writing, listening, speaking, research skillsetc are overlapping on one theme (*Health*) which is used as a base for instruction in multiple subjects.

The use of a variety of organizational activities present ideas and information logically and coherently in written work. Sort and label information ideas, and data, evaluate the accuracy, ambiguity, relevance, and completeness of the information, and draw conclusions based on the magazine article on *Health for all*.

Produce a written work for a Variety of purposes, with the purpose of analyzing information, ideas, themes and issues and supporting opinions with convincing evidence. Engagement – formative assessment think, pair, share, student reflect on a topic and discuss, review their ideas.

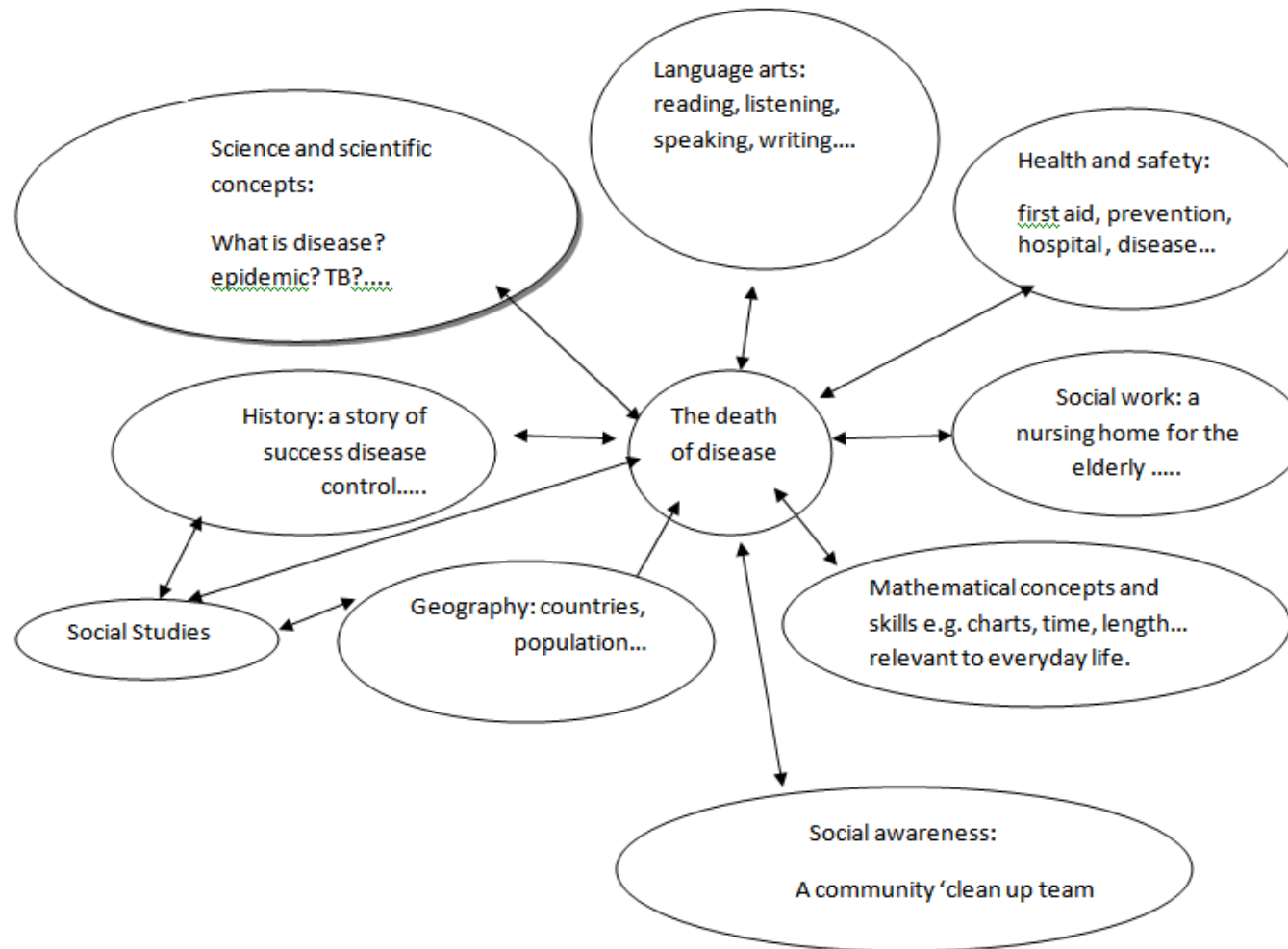
The researcher found that the topics are not selected by students individually or in groups. The teacher who leads the activities and discussions, either as a whole class, in small groups, or individually. Flexible schedule doesn't match the instructional time and format to the learning needs of students through Block Scheduling which is used by interdisciplinary teams, blocks of time usually consist of two or more combined periods.

Teaching aids; not all the pictures are related to the learners' background for example a new bridge at Niangban. Also, the activities are purposeful but not all of them are suitable with the students' level and foster the spirit of independent learning. The activities help to develop communicative skills and encourage the low level of critical thinking; the use of what the learner has been taught in the "real world" effectively.

According to this unit, students partially reinforce and further their knowledge of science subject through the foreign language e.g. the use of many vocabulary injection, infectious, vaccine ...etc, the names of diseases, careers, places...etc, and the research. Also, students acquire information that are only available through the foreign language and its cultures such as a lot of people in Britain give time to help others; High School, a school for children with learning difficulties, Streetwise, a community 'clean – up' team...etc.

In general, the researcher found that the results of figure (2) and table (2) show that the degree was low on unit (2) where the score of response on this was (2.34). This means that some standards get a low score as shown in figure (4) but others get high scores. For example, most of the activities are dominated by teacher talk and little students –initiated questions and student to student interaction, there is heavy reliance on textbooks, tasks requiring low level skills and the curriculum content is overloaded and curriculum fails to make sufficient provisions for slower learners.

Figure (5): The death of disease



The researcher showed the integration through the second unit in diagram five.

Chapter Five

Discussion and Recommendations

5.1 Discussion of the Results

The purpose of this study was to evaluate *English for Palestine*, Grade 11th textbook in the light of the integrated curriculum, in the year (2010-2011) in Bethlehem district in Palestine. This chapter presents discussion and recommendations concerning the results of the study.

In this studies the researcher used the Cooper Scale (1974). The Rating Scale is : (A mean < 1.75) indicates a poor (unacceptable) degree, (1.75 < mean ≤ 2.50) indicates a low degree, (2.50 < mean ≤ 3.25) indicates moderate degree, or (3.25 < mean) indicates a high degree.

The findings of this study showed that the degree of evaluation *English for Palestine*, Grade 11th textbook in the light of the integrated curriculum in Bethlehem district was moderate: 2.79.

The results also indicated that the rank order of evaluation standards were as follows:

Integration processes combine subjects into a meaningful whole, grammatical integration, book content, maintains the relationship among concepts and forms connections among content areas through various models, book objectives, teaching aids, flexible grouping, connections with other disciplines and the lowest standards scores are an emphasis on projects, flexible schedule, thematic units are used as organizing principles and sources that go beyond the textbook.

The researcher's evaluation of the textbook for integration processes combine subjects into a meaningful whole was high. She thinks that the curriculum planners tried to organize two or more subjects around a common theme or topic and attempt to make explicit connections across subject areas. Also, they somewhat connect the units of the classroom with real life. This connects multiple subject areas through content and skills such as literacy, research, or numeracy skills.

It is worth mentioning that education is not just to ensure that students learn subject matter, but that they learn it in a way that will encourage them to apply what they have learned in the real world. By combining subject matter instead of teaching subjects in isolation,

students develop the ability to apply what they have learned to solve real-world issues as adults (Glasgow, 1996).

The researcher's evaluation of the textbook for grammatical integration was high. The unit is grammatically integrated: it includes grammar items and uses all four learning skills (listening, speaking, writing and reading) communicatively. That is, the textbook is still communicative with its follow-up activities although it gives importance to grammar a great deal. Skills activities might be presented in different topics and setting but focusing on only one grammatical item and with logical links among them.

The researcher's evaluation of the textbook for book content was moderate. Content standards lie at the heart of future education reform and modification. Determining the goals of learning a second language is a major aspect of content standard design. These standards should reflect students need in the classroom. They should be the basis of any future student assessment (Phillips, 1999). When evaluating the teacher's book, this researcher found that its content addressed a wide variety of teaching methods, such as convergent and divergent. The presence of these methods in the teacher's book achieved the highest possible score in this researcher's evaluation.

The second score is that the content clearly presents the required objectives; this indicates that objectives are clearly delineated within the textbook and listed with consideration for the grade level. The research found that some units are appropriate for the students level e.g. It's a small world now, Education first... but some of them are above the students level e.g. The death of disease, Energy for tomorrow... and she attributes that to the ELT experts' claim, they are trying to find a suitable textbook for vocational and academic (literary and scientific) streams which is very difficult. It is important to remember that in some foreign countries, students continue with all subjects until they graduate. Also, some of these experts are not Palestinians, so they lack knowledge of our streams.

The content mostly helps students to learn important concepts such generating data to support his/her solution to a problem. But this generation is guided and controlled. The research found that this is not enough to generate one overall productive output freely. For example, in the writing section, in exercises 8 and 9 in (Unit Two) requires students to use the notes and charts to write two continuation paragraphs – one is negative and the other is

positive about *Health in Palestine* depending on the first paragraph (two lines) in ex. 8 which is not enough to be a clear input. It is important to mention that all the unit doesn't give the student any opportunity to talk or learn about *Health in Palestine*. As a result of the students' input, they can't produce an output. In reality, they just want to add connectors and figures.

The content mostly meets student needs and acknowledges the need for prerequisite knowledge with little superfluous information. The researcher found out that the superfluous information had a bad effect on the students because of the lack of the prerequisite knowledge of the students. For example, in unit two the content is adequate to meet students' needs but with superfluous information as mentioned e.g. the big epidemic in America, the quarantine. It's better for student development to first discuss and learn about their own community than to other nations and cultures around the globe. For example, before the book discusses Britain and volunteer work in Britain, it should teach students about similar topics in Palestine. The book could have discussed organizations such as Al-Arroup College in Hebron, which teaches about agricultural topics. (Unit 2, lesson 6). Moreover, integrating new information with existing knowledge increases the likelihood that new information will be understood at a deeper level.

The content which is presented without error was moderate. This is consistent with Mahmoud, (2006) and Abdula, (2009). Also, the researcher found that the book is a trial edition not the final; the editors make use of teachers feedback and curriculum enrichment to make the final edition. The content includes many opportunities for formative assessment of student ideas but there is few summative assessment. Assessment refers to the set of processes by which we judge students learning that has come about as a result of a course instructions. In regard of curriculum framework, assessment refers to procedures for measuring the extent to which students have achieved the objectives of a course (Phillips, 1999). It's better to provide the textbook with summative assessment for each unit, so the students can assess their own learning to give them quick feedback.

In general, the evaluation of book content standards was high. This is in the line with Badawi, (2007).

The researcher's evaluation of the textbook in the area of the relationship among concepts and connections in the content areas was also high. Priorities that overlap multiple

disciplines are examined for common skills, concepts and attitudes was high. The connected model is mostly employed, it links multiple topics within a discipline was high. One theme is used as a base for most instruction in multiple subjects was high. However, the researcher noticed that units are not logically organized. The book should sequence the topics and themes of its units in a flowing manner. This will enable better learning and skill development. For example, units such as *The Way I Feel*, *The Right Choice*, *The Olympic Spirit* are all positive and similar themes. Therefore they should follow each other sequentially.

The social, thinking and content skills are targeted within a single subject area. Thinking, social skills, multiple intelligences and study skills are simultaneously employed throughout the subject and they were high. However, the researcher noticed that the textbook only requires the low level of thinking skills. This is because everything is found and written in the textbook. As a result, there is no need for high level of thinking skills. The degree of the students' views of learning through the perspective of one particular area of interest was moderate. This is because not all the units are related to the learners' interests. The last position, student generally guides his/her own learning through the lens of self-experience, and also makes some connections with other students. The researcher found that most of the activities are guided and controlled; this doesn't give a good chance for students to write or speak freely and express themselves. Also, the researcher thought that all these skills need more time to deal with them effectively. This agrees with Mahmoud (2008).

The researcher's evaluation of the book objectives was moderate. The highest item indicated that the objectives correspond with the modern developments around the world. The researcher attributes the high degree of evaluation to the great interest from the Ministry of Education and curriculum planners who have written and developed *English for Palestine* textbook in consultation with international and local ELT experts (Curriculum Center 2006). However, objectives which are relevant to the local culture, get less degree. The researcher found that it is an essential part in helping students better understand their own culture and appreciate it when they are encountered with other cultures. Objectives make a balance between the four main skills, listening, speaking, reading and writing item was high but it still needs some improvement in developing integrated skills. Although this textbook has sections designed to develop each language

skill, there is not enough integrity among the four skills. Most of the objectives are related to the learners' needs and interests. This is because the textbook lacked a variety in literary forms. This was, as the researcher thought, because there is only one novel included in the textbook which is *Silas Marner*. There are no poems, for example. After evaluating this unit, the researcher believes such a novel is difficult for Palestinian children to relate to, as it is not related to their own culture. Therefore, it does not greatly meet students' needs.

Not all the objectives are clear and specific. The researcher attributed this to the fact that the ELT experts give the teachers opportunity to be creative and to put specific objectives. Objectives meet the individual differences among students item was low; they make insufficient provisions for slower learners. Objectives help the teacher to choose the right aids and the best methods of teaching item got the lowest degree. The researcher attributed that to the ELT experts' claim that if everything is written, there will be a lack of opportunity for teacher to be creative or think of the special method which is suitable for his/her material, students and condition.

The researcher's evaluation of the textbook for teaching aid and activities was moderate. Communication gained more emphasis as it "is at the heart of all social life" that one can develop, articulate and manage individual identities. Setting goals, negotiating meaning to reach and re-conceptualize them takes place through communication process (Phillips, 1999: 15). According to the *English for Palestine* objective, individuals will need to be able to communicate with others skillfully, appropriately and effectively to realize their personal, social and long-term study or career goal. Because of this, objectives help to develop communicative skills got the highest score. The pictures and diagrams used are quite related to the learners' background. However, they need to be developed so as to be more related to the learners' background. Most of the activities used are purposeful but some of them are difficult for most of the students. Not all the aids and activities are suitable to the students' level. This can be attributed to the fact that students and teachers didn't participate in selecting the textbook objectives and some of the ELT experts didn't have real experience in the field (teaching students at school). A few aids and activities used help to build students' confidence and to relieve anxiety and boredom got a low score. The research found that the unit is overloaded and the periods are not enough to teach all the activities and skills in the unit. It needs more time to deal with them more effectively. So, the students always feel stressed. The activities nearly foster the spirit of independent

learning. This is because students are still to some extent teacher-dependent and they are required to write long paragraphs, essay or letters; they have also to deal with tables, figures and make comparison. So the activities encourage critical thinking and downplay teacher's talk.

The researcher's evaluation of the standards related to flexible grouping, an emphasis on projects and connections with other disciplines and acquiring information were low. The results indicated that:

The researcher's evaluation of the textbook for flexible grouping was low. The teacher leads activities and discussions, either as a whole class, in small groups, or individually. Students lead some of their own activities and discussions.

Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning. One of the benefits of student-led groups is that they model "real-life" adult situations in which people work together, not in isolation, to solve problems. Students working in groups learn to work with people from varying backgrounds and with different experiences, sharpening social skills and developing a sense of confidence in their own abilities (Catherine, 2000 in <http://www.eduplace.com>).

The researcher's evaluation of the textbook for an emphasis on projects and the activities was also low. The researcher found that the textbook doesn't emphasize projects.

Most of the activities are done individually. However, few of the activities are done in groups or in pairs.

The researcher's evaluation of the textbook for connections with other disciplines and acquiring information was low .Students reinforce and further their knowledge of other disciplines through the foreign language. This means that the textbook provides the students with history, geography, technology, history, science...etc which can help the students to reinforce and further their knowledge of other disciplines through English. The degree where the students acquire information and recognize the distinctive viewpoints that are only available through the English and its culture was poor. The researcher found that this item is poorly apparent in this textbook. Culture wasn't credited as a need to acquaint students with and enhance their understanding of the Palestinian and other cultural history and heritage. (This can be seen in the inclusion of *Silas Marner* rather than Palestinian novels present in the curriculum).

The researcher's degree of evaluation of the flexible schedule, thematic units are used as organizing principles and sources that go beyond the textbook standards of the textbook evaluation were poor(unacceptable). The results indicated that:

The researcher's degree of evaluation of the textbook for flexible schedule was poor. It doesn't match the instructional time and format to the learning needs of students through Block Scheduling which is used by interdisciplinary teams, blocks of time usually consist of two or more combined periods.

The researcher evaluated the textbook for the extent to which thematic units are being used as an organizing principle and in a fashion that is interesting to students and if students have input as to what they learn. She found that students are not consulted and do not have input. The researcher attributed the poor degree to the fact that neither students nor teachers were consulted when the material or the objectives of the textbook were selected.

The researcher's evaluation of the textbook for sources that go beyond the textbook was poor. The researcher found that the textbook doesn't require the use of outside sources such as computers, libraries, films, interviews and class trips. Moreover, students don't use outside technological and informational resources to gather and synthesize information and to create and communicate knowledge. Thus, there is a heavy reliance on the textbook .In general, the researcher noticed that these standards affected the evaluation negatively.

The results of the focus group showed that 83% of the teachers agree with the results and 17% of the teachers have different opinions. After the discussion the researcher wrote down some of the teachers comments:

- Clear objectives are the most important factors of the successful classroom. Teachers agreed that objectives should be brief, clear and understandable for the students, in order to give them an idea about the nature of their lesson and prepare them to receive what they are going to perform.

Some of these objectives were not applicable in most of the units (they were too general). Also, some of the teachers didn't pay attention to the importance of these objectives. For example, they were starting their classes without stating objectives.

One supervisor said that," When I observed a class, the teacher stating the objectives and the students were surprised and asked many questions about these objectives, because the teacher didn't get used to state the objectives of each lesson."

However, a few teachers state the objectives for their lessons briefly such as scan the text and answer the questions without explaining them.

- Effective teachers are always integrating the four skills in each lesson. They believed in providing natural learning situation in which reading, writing, speaking and listening can be developed together. Integration of the four skills develops the students ability to use the language. For example, in the communication classroom if there's reading skill it should be followed by writing and speaking skills. On the other hand, if there's listening it should be followed by an oral or a written response. Otherwise, there's no communication taking place. The effective teachers are always interested in connecting skills together in natural and logical way through formal and informal ways.

However, a few teachers believe that the integration of the four skill doesn't work in one lesson. It is not appropriate to concentrate on more than one skill at a time. Also, they claimed that the connection of the four skills is time consuming and useless for the students because they have big classes with different levels of students, so teaching each skill separately, is easier for the students to understand than connecting the four skills together.

The researcher inferred that "If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple integrated skills." For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their reading, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. Students might be asked to summarize or analyze reading in written forms, thus activities there writing skills.

- The use of authentic materials in the classroom is very important for effective teaching and learning. It is important to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and expose student to natural language in a variety of situations, teachers should use real life tasks.

Most teachers of the group discussion said that they used authentic learning material in their classroom. For example, one of the teacher said that he used a newspaper article and assigned the students a homework, requiring that they listen to channel (2) or BBC world so a lot of discussion could be generated.

However, few teachers ignored the use of authentic materials in their classrooms. They said that, English for Palestine curriculum is crowded and, there is no time to bring extra material to their classes. Also it is difficult for the weak students to do tasks based on real situation

- The curriculum of English for Palestine is well built and well organized. Each unit of the curriculum has a unified theme, and also each unit with its lesson and topic focus on the same theme.
- Creative teachers emphasize the usefulness of using modern evaluation with the students, which encourages the integration of the four skills. But most of the teachers use the traditional way to evaluate and assess their students. For example: They were using tests, questions to check their students understanding. These teachers didn't use any kind of modern techniques in evaluating students skills or performance, such as peer assessment, self assessment, portfolio, rubric ... etc; Also these teachers didn't give the students a chance to correct each other in speaking or writing . They also didn't take the advantages of students peers or groups.

5.2 Recommendations

Based on the literature regarding the integrated curriculum, the researcher recommends the following criteria to be taken into account when selecting and evaluating an English textbook:

1. Students' needs, interests, levels and backgrounds.
2. Teaching aids and activities.
3. Flexible grouping.
4. Flexible schedule.
5. An emphasis on projects.
6. Book objectives.
7. Sources that go beyond the textbook.

Based on the results of the study, the researcher presents the following recommendations:

5.2.1 Recommendation for the Ministry of Education:

1. The unit is overloaded and the classes are not enough to teach all the activities and skills in the unit. It need more time to deal with them more effectively, so the students and the teachers always feel stressed. It should be minimized to enable the teachers to cover the material effectively on time.
2. It should not focus on the content of the textbook only (how much has been tackled) but on the language skills that should be acquired by the students.
3. The textbook must provide a real projects to the students to develop the ability to apply what they have learned to solve real-world issues and problems as adults.
4. The heavy reliance on the textbook only .The textbook must require the use of outside sources such as computers, libraries, films, interviews, class trips ...etc. As a result, students can use outside technological and informational resources to gather and synthesize information and to create and communicate knowledge.
5. Students and teachers should be consulted when selecting the textbook material and they should participate in any modifications or improvements concerning the textbook.
6. Provision of training to the teachers to learn more about the ways to integrate language and content skills, e.g. content-based, task-based or a combination...etc ,and to employ modern technology such as computers and internet in order to make English teaching and learning more meaningful.
7. Rearrange the sequence of the units for better understanding.

5.2.2 Recommendation for the teachers:

1. Integrate content that the students are interested in.
2. Use a web or a lesson planning format that promotes the integration of language, content, and culture.
3. Stress the importance of teaching and learning strategies in the classroom because they can often enhance performance in multiple skills.
4. Choose instructional objectives, planning, methods and technologies that promote the integration of skills, content and other disciplines.
5. Design interesting aids and activities for the students that do the following:
 - use the students' prior knowledge and personal experience;
 - ask students to work in a variety of groupings (whole class, individually, in pairs, and small groups);
 - use holistic strategies that integrate listening, speaking, reading, and writing and naturally connect language and content;
 - challenge the students to think critically; and address the students' multiple ways of learning.
 - build students' confidence and foster the spirit of independent learning.
 - help to emphasize students' talk.
 - deal with the individual differences among students.

5.2.3 Recommendation for further studies:

1. Conducting evaluation studies on other English textbooks.
2. Conducting evaluation studies on English textbook from teachers perspectives.
3. Conducting studies on teachers' attitudes towards the interdisciplinary curriculum.
4. Conducting studies on student achievements.

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Appendices

Appendix A

xtbook Evaluation Rubric in the light of Integrated Curriculum

No	Item	4 fully evident	3 mostly evident	2 partially evident	1 little or no evidence	Overall I rating
A.	Book Objectives:					
1-	Objectives are related to the learners' needs and interests.	All the objectives are related to the learners' needs and interests.	Most of the objectives are related to the learners' needs and interests.	Few objectives are related to either the learners' needs or interests.	Objectives aren't related to the learners' needs and interests.	
2-	Objectives are clear and specific.	All the objectives are clear and specific.	Most of the objectives are clear and specific.	Few objectives are clear and specific.	Objectives are not clear or specific.	
3-	Objectives correspond with the modern developments around the world.	All the objectives correspond with the modern developments around the world.	Most of the objectives correspond with the modern developments around the world.	Few objectives correspond with the modern developments around the world.	No objectives correspond with the modern developments around the world.	
4-	Objectives are relevant to the local culture.	All objectives are relevant to the local culture.	Most objectives are relevant to the local culture.	Few objectives are relevant to the local culture.	Objectives aren't relevant to the local culture.	
5-	Objectives meet the individual differences among students.	Objectives fully meet the individual differences among students.	Most of the objectives meet the individual differences among students.	Few objectives meet the individual differences among students.	Objectives don't meet the individual differences among students.	
6-	Objectives make a balance between the four main skills, listening, speaking, reading and writing.	There is a full balance between the four main skills to communicate effectively with a variety of audiences and for different purposes.	There is a balance between at least three of the main skills to communicate effectively with a variety of audiences and for different purposes.	There is a balance of fewer than the three main skills.	There is no balance between the four main skills.	
7-	Objectives help the teacher to choose the right aids and the best methods of teaching.	Objectives easily and efficiently help the teacher to choose the right aids and the best methods of teaching.	Objectives are adequate to help the teacher to choose the right aids and the best methods of teaching	Few objectives help the teacher to choose the aids and the methods of teaching	Objectives don't help the teacher to choose the right aids and the best methods of teaching.	
B.	Book Content:					
8-	The content includes transparent presentation of required objectives, with consideration for the grade level.	The content includes transparent presentation of required objectives with consideration for the grade level.	The content includes presentation of required objectives with consideration for the grade level.	The content includes presentation of required objectives but is not suitable for the grade level.	The content does not include presentation of required objectives.	

9-	The content meets student needs without superfluous information. It also acknowledges the need for prerequisite knowledge.	The content fully meets student needs without superfluous information and acknowledges the need for prerequisite knowledge.	Content meets student needs without superfluous information and acknowledges the need for prerequisite knowledge.	Content meets student needs but contains superfluous information, or does not acknowledge the need for prerequisite knowledge.	Content isn't adequate to meet student needs.	
10-	The content is presented without error.	The content is presented without error.	The content contains few errors.	The content contains some errors.	The content is full of errors.	
11-	The content helps students to inquire into important concepts such that the student can generate data to support his/her solution to a problem.	The content fully helps students to inquire into important concepts such that the student can generate data to support his/her solution to a problem.	The content somewhat helps students to inquire into important concepts such that the student can generate data to support his/her solution to a problem.	The content only slightly helps students to inquire into important concepts or generate data.	The content does not help students to inquire into important concepts or generate data.	
12-	The content includes opportunities for both formative and summative assessment of student ideas.	The content includes many opportunities for both formative and summative assessment of student ideas.	The content includes some opportunities for formative and summative assessment of student ideas.	The content includes some opportunities for either formative or summative assessment of student ideas, but not of both.	The content does not include opportunities for formative or summative assessment of student ideas.	
13-	The content addresses a variety of methods (such as convergent and divergent) as appropriate to the curricular goals.	The content addresses a wide variety of methods as appropriate to the curricular goals.	The content somewhat addresses methods as appropriate to the curricular goals.	The content addresses only few methods as appropriate to the curricular goals.	The content does not address a variety of methods as appropriate to the curricular goals.	
C-	Integration processes combine subjects into a meaningful whole:					
14-	The multidisciplinary approach is employed. (This approach organizes two or more subjects around a common theme or topic. There is an attempt to make explicit connections across subject areas).	The multidisciplinary approach is employed to its fullest extent.	The multidisciplinary approach is employed.	The multidisciplinary approach is only slightly employed.	The multidisciplinary approach is not employed and subjects are not organized around a common theme or topic.	

15-	The interdisciplinary skills approach is employed. (This connects multiple subject areas through content and skills such as literacy, research, or numeracy skills.	The interdisciplinary skills approach is employed to its fullest extent.	The interdisciplinary skills approach is employed.	The interdisciplinary skills approach is only slightly employed.	The interdisciplinary skills approach is not employed and it does not connect subject areas through content and skills.	
16-	The trans-disciplinary/real world approach is employed. (This connects the units of the classroom with real life).	The trans-disciplinary/real world approach is fully employed	The trans-disciplinary/real world approach is employed.	The trans-disciplinary/real world approach is only slightly employed	The trans-disciplinary/real world approach is not employed and there are no real world connections.	
D-	Emphasis on different styles of projects and activities:					
17-	Individual (students do the activities individually)	All the activities are individual.	Most of the activities are individual.	Few of the activities are individual.	There are no individual activities.	
18-	Pairs (students do the activities in pairs)	All the activities are done in pairs.	Most of the activities are done in pairs.	Few of the activities are done in pairs.	No activities are in pairs.	
19-		All the activities are done in groups.	Most of the activities are done in groups.	Few of the activities are done in groups.	No activities are in groups.	
E-	Grammatical integration:					
20-	The unit is grammatically integrated. It uses different skills communicatively, and also includes grammar items.	The unit is grammatically integrated.	Most of the unit is grammatically integrated.	The unit is only slightly grammatically integrated, with too strong of a focus solely on grammar.	The unit is wholly grammar based, with no integration.	
F-	Sources go beyond the textbook:					
21-	Textbook requires the use of outside sources such as computers, libraries, films, interviews, class trips.	Students use a wide variety of outside technological and informational resources to gather and synthesize information and to create and communicate knowledge.	Students use outside technological and informational resources to gather and synthesize information and to create and communicate knowledge	Students use few outside technological and informational resources to gather and synthesize information and to create and communicate knowledge	Students use no outside technological and informational resources.	
G-	Maintains the relationship among concepts and forms connections among content areas through various models:					
22-	The nesting model is used. Social, thinking and content skills are targeted within a single subject area.	Social, thinking and content skills are fully and satisfactorily targeted within a single subject area.	Social, thinking and content skills are targeted within a single subject area.	Social, thinking and content skills are only partially targeted within a single subject area.	Social, thinking and content skills are not targeted.	

23-	The networking model is used. The student guides his/her own learning through the lens of self-experience, and also makes connections with other students.	The student completely guides his/her own learning through the lens of self-experience, and also makes connections with other students.	The student generally guides his/her own learning through the lens of self-experience, and also makes some connections with other students.	The student only slightly guides his/her own learning through the lens of self-experience, and makes few connections with other students.	The student does not guide his/her own learning, nor are any connections with other students made.	
24-	The immersing model is used. The student views all learning through the perspective of one particular area of interest.	The student views all learning through the perspective of one particular area of interest.	The student views learning through the perspective of one particular area of interest.	The student views some of his/her learning through the perspective of one area of interest.	The student is not encouraged to view his/her learning through one area of interest.	
25-	The integrating model is used. Priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes.	Priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes.	Most priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes.	Few priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes.	There is no overlap between multiple disciplines.	
26-	The threading model is used. Thinking, social, multiple intelligences and study skills are simultaneously employed throughout the subject.	Thinking, social, multiple intelligences and study skills are fully and simultaneously employed throughout the subject.	Thinking, social, multiple intelligences and study skills are simultaneously employed throughout the subject.	Thinking, social, multiple intelligences and study skills are rarely simultaneously employed throughout the subject.	Neither thinking, social, multiple intelligences nor study skills are employed.	
27-	The semantic webbing model is used. One theme is used as a base for instruction in multiple subjects.	One theme is used as a base for all instruction in multiple subjects.	One theme is used as a base for most instruction in multiple subjects.	More than one theme is used as a base for instruction in multiple subjects.	Multiple themes guide instruction in multiple subjects.	
28-	Either the fragmented or connected model is used. The fragmented model keeps disciplines separate and distinct. The connected model links multiple topics within a discipline.	The connected model is fully employed.	The connected model is mostly employed.	The fragmented model is slightly employed.	The fragmented model is fully employed.	
H-	Thematic units are used as organizing principles that are interesting to students. Topics are selected by:					
29-	Individual students.	Topics are selected fully by individual students.	Topics are selected mostly by individual students.	Topics are selected slightly by individual students.	Topics are not selected by individual students.	

30-	Working in groups	Topics are selected fully by groups.	Topics are selected mostly by groups.	Topics are selected slightly by groups.	Topics are not selected by groups.	
I-	Flexible student grouping:					
31-	The teacher leads activities and discussions, either as a whole class, in small groups, or individually.	The teacher leads all activities and discussions.	The teacher leads most activities and discussions.	The teacher leads some activities and discussions.	The teacher leads none of the activities or discussions.	
32-	Students lead their own activities and discussions, either in small groups or in pairs.	Students lead all of their own activities and discussions.	Students lead some of their own activities and discussions.	Students lead some of their own activities and discussions.	None of the activities are lead by the students themselves.	
	Flexible schedule is creative use of the time in the school day:					
33-	Flexible schedule matches the instructional time and format to the learning needs of students through Block Scheduling. It is used by interdisciplinary teams, blocks of time usually consist of two or more combined periods.	Flexible schedule is fully employed.	Flexible schedule is mostly employed.	Flexible schedule is slightly employed.	Flexible schedule is not employed.	
K-	Teaching Aids					
34-	The pictures and diagrams used are related to the learners' background.	All the pictures and diagrams used are related to the learners' background.	Most of the pictures and diagrams used are related to the learners' background.	The pictures and diagrams used are nearly related to the learners' background.	The pictures and diagrams used aren't related to the learners' background.	
35-	The aids and activities are suitable to the students' level.	All the aids and activities are suitable to the students' level	Most of the aids and activities are suitable to the students' level	The aids and activities are nearly suitable to the students' level	The aids and activities aren't suitable to the students' level	
36-	The activities used are purposeful.	All the activities used are purposeful.	Most of the activities used are purposeful.	The activities used are nearly purposeful.	The activities used aren't purposeful.	
37-	The aids and activities used help to build students' confidence.	All the aids and activities used help to build students' confidence.	Most of the aids and activities used help to build students' confidence.	A few aids and activities used help to build students' confidence.	The aids and activities used don't help to build students' confidence.	
38-	The aids help to relieve anxiety and boredom.	The aids fully help to relieve anxiety and boredom	Most of the aids help to relieve anxiety and boredom	A few aids help to relieve anxiety and boredom	Few aids help to relieve anxiety and boredom	
39-	The activities foster the spirit of independent learning.	The activities foster the spirit of independent learning.	The activities foster the spirit of independent learning.	The activities foster the spirit of independent learning.	The activities foster the spirit of independent learning.	

40-	They help to develop communicative skills.	They fully help to develop communicative skills.	They help to develop communicative skills.	A few of them help to develop communicative skills.	None of them help to develop communicative skills.	
41-	They encourage critical thinking.	They always encourage critical thinking.	They mostly encourage critical thinking.	They nearly encourage critical thinking.	They don't encourage critical thinking.	
42-	They help to emphasize student's talk.	They always help to de-emphasize teacher's talk.	They mostly help to de-emphasize teacher's talk.	They nearly help to de-emphasize teacher's talk.	They help to emphasize teacher's talk.	
L-	Connections with Other Disciplines and Acquire Information					
43-	Students reinforce and further their knowledge of other disciplines through the foreign language.	Students reinforce and further their knowledge of at least three disciplines through the foreign language.	Students reinforce and further their knowledge of other disciplines through the foreign language.	Students reinforce and further their knowledge of two disciplines through the foreign language.	Students don't reinforce and further their knowledge of other disciplines through the foreign language.	
44-	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Students mostly acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. .	Students partly acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Students don't acquire information and recognize the distinctive viewpoints.	
TOTAL POINTS:						
Rating Scale: (A mean < 1.75) indicates a poor (unacceptable) degree , (1.75 < mean ≤ 2.50) indicates a low degree , (2.50 < mean ≤ 3.25) indicates moderate degree , or (3.25< mean) indicates a high degree.						

Appendix B

Integrated Curriculum Checklist

No	Item	4 fully evident	3 mostly evident	2 partially evident	1 little or no evidence
A-	Book Objectives:				
1-	Objectives are related to the learners' needs and interests.				
2-	Objectives are clear and specific.				
3-	Objectives correspond with the modern developments around the world.				
4-	Objectives are relevant to the local culture.				
5-	Objectives meet the individual differences among students.				
6-	Objectives make a balance between the four main skills, listening, speaking, reading and writing.				
7-	Objectives help the teacher to choose the right aids and the best methods of teaching.				
B-	Book Content:				
8-	The content includes transparent presentation of required objectives ,with consideration for the grade level .				
9-	The content meets student needs without superfluous information. It also acknowledges the need for prerequisite knowledge.				
10-	The content is presented without error.				
11-	The content helps students to inquire into important concepts such that the student can generate data to support his/her solution to a problem.				
12-	The content includes opportunities for both formative and summative assessment of student ideas.				
13-	The content addresses a variety of methods (such as convergent and divergent) as appropriate to the curricular goals.				
C-	Integration processes combine subjects into a meaningful whole:				
14-	The multidisciplinary approach is employed. (This approach organizes two or more subjects around a common theme or topic. There is an attempt to make explicit connections across subject areas).				
15-	The interdisciplinary skills approach is employed. (This connects multiple subject areas through content and skills such as literacy, research, or numeracy skills.				

16-	The trans-disciplinary/real world approach is employed. (This connects the units of the classroom with real life).				
D-	An emphasis on projects\activities :				
17-	Individual (student do the activities individually)				
18-	In pairs (student do the activities in pairs)				
19-	In groups(student do the activities in groups).				
E-	Grammatical integration				
20-	The unit is grammatically integrated. It uses different skills communicatively, and also includes grammar items.				
F-	Sources that go beyond the textbook :				
21-	Textbook requires the use of outside sources such as computers, libraries, films, interviews, class trips.				
G-	Maintains the relationship among concepts and forms connections among content areas through various models:				
22-	The nesting model is used. Social, thinking and content skills are targeted within a single subject area.				
23-	The networking model is used. The student guides his/her own learning through the lens of self-experience, and also makes connections with other students.				
24-	The immersing model is used. The student views all learning through the perspective of one particular area of interest.				
25-	The integrating model is used. Priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes.				
26-	The threading model is used. Thinking, social, multiple intelligences and study skills are simultaneously employed throughout the subject.				
27-	The semantic webbing model is used. One theme is used as a base for instruction in multiple subjects.				
28-	Either the fragmented or connected model is used. The fragmented model keeps disciplines separate and distinct. The connected model links multiple topics within a discipline.				
H-	Thematic units are used as organizing principles that are interesting to students. Topics are selected by:				
33-	Individual students.				
34-	Working in groups				

I-	Flexible student grouping:				
31-	The teacher leads activities and discussions, either as a whole class, in small groups, or individually.				
32-	Students lead their own activities and discussions, either in small groups or in pairs.				
J-	Flexible schedule is creative use of the time in the school day:				
33-	Flexible schedule matches the instructional time and format to the learning needs of students through Block Scheduling. It is used by interdisciplinary teams, blocks of time usually consist of two or more combined periods.				
K-	Teaching Aids				
34-	The pictures and diagrams used are related to the learners' background.				
35-	The aids and activities are suitable to the students' level.				
36-	The activities used are purposeful.				
37-	The aids and activities used help to build students' confidence.				
38-	The aids help to relieve anxiety and boredom.				
39-	The activities foster the spirit of independent learning.				
40-	They help to develop communicative skills.				
41-	They encourage critical thinking.				
42-	They help to de-emphasize teacher's talk.				
L-	Connections with Other Disciplines and Acquire Information				
43-	Students reinforce and further their knowledge of other disciplines through the foreign language.				
44-	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.				
TOTAL POINTS:					
Rating Scale: (A mean < 1.75) indicates a poor (unacceptable) degree , ($1.75 < \text{mean} \leq 2.50$) indicates a low degree , ($2.50 < \text{mean} \leq 3.25$) indicates moderate degree , or ($3.25 < \text{mean}$) indicates a high degree.					

Appendix C

The Judged Committee

Dr.Ahmad Fahim Jaber: Professor of Education , Department of Education, Al-Quds Unevirsity.

Dr. Hazem Al-Najar: The Head of English Department at Bethlehem University.

Dr. Aziz Khalil: English Language Department at Bethlehem University.

Dr. Khader Juoma'h: English Language Department at Al-Quds Open University.

Dr.Afif Zidan: Department of Education, Al-Quds University.

Ms. Rula Khalil: The Head of English Department at Directorate of Education\ Bethlehem

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