**Statement of Purpose**

Ablution is a very dominant factor in Islamic education. It is series of activities that Muslims have to do before formal prayer. In Saudi Arabia, we call it "Wudu". Ablution is taught to students of first grade in elementary school as part of the religion studies (Committee of Development Curricula, 2013). However, it has become difficult for teachers in current Islamic and Muslim studies courses to teach ablution and as a result students do not know what it means and why it is important. Today, the younger generation in Saudi Arabia face more and more culture influences from the outside world and these influences have pushed them to question religious traditions. In Saudi Arabian schools, students show little interest in learning religion. They think it is boring and not as important as other subjects. Hence it is crucial for teachers to have the educational tools necessary to properly orient students in ablution. Therefore, it has become necessary to teach the importance of ablution to such young students because they need to learn the culture of Islam in order to value their religious identity, respect the national culture, and understand their position in the world.

In order to achieve the above educational goals using the contextualized teaching and learning method developed by Chiarelott (2006), it is necessary for me to use the cross-cultural integration method in order to present the ablution concepts in a comparative light. I could use this method so as to allow a variety of factors to be assembled and linked into one cumulative curriculum on ablution. The students will see ablution as directly connected to their lives as well as to its own ideology in reference to the philosophy of Islam. In doing so, cross-cultural integration would allow technological factors to make the concept of ablution look more interesting to the students. When the integration methodology is applied, students from different cultures will also be able to learn the true value of ablution as they will become satisfied with the interesting way they will be taught about the concept. Moreover, it is also important to use the cross-cultural integration to convey the concept of ablution toward students because it is the core concept of contextualized teaching and learning (Realin, 2007). Contextualized teaching and learning focuses most upon cross-cultural integration as it connects numerous ways and methodologies to convey one simple message. In this case it is ablution. Once this statement of purpose gains recognition in its methodologies of conveying the cultural value of ablution, students will understand each and every word they are taught upon ablution. It will not only be easy for the students to learn about ablution through cross-cultural integration but it will also be interesting for the teacher to teach the students using the cross-cultural integration technique.

**References**

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