

Evaluating Second Intermediate's Arabic Language Textbook in the Light of Quality Standards of School Textbooks

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Article History: Received: 11 January 2021; Accepted: 27 February 2021; Published online: 5 April 2021

Abstract The current study aims at (evaluating the second intermediate grade's Arabic language textbook). To accomplish this aim, the researcher adopted the descriptive approach (survey). The population included second intermediate Arabic language teachers numbered (373) in the governorate of Babylon in the year 2018_2019. The research sample included (100) teachers, the researcher chose the study sample randomly to represent the study population. The tool of study was a questionnaire included the quality criteria of second intermediate grade Arabic language textbook which was prepared after referring to the subject relevant sources and the previous studies, also, the reliability of the questionnaire was proven reliable by displaying it to a committee of specialists in Methodology.

The questionnaire included (18) criterion, distributed on six fields which are : objectives, content, methods, activities and it's aids, evaluation and language of the book and its artistic and printing output. After analyzing the results statistically by using weighted mean, standard deviation and weighed percentage with a 75% validity to evaluate the textbook. After consulting the committee, the researcher came to these results:

1. The book took the first place in its language and artistic printing output with a value of (3.339) weighted mean and (83.228%) weight percentage.
2. Methodology took the second place with a value of (3.119) weighted mean and (77.999%) weight percentage.
3. Evaluation took the third place with a value of (3.081) weighted mean and (77.031) weight percentage.

In the light of these results, the researcher reached to the conclusion that there is a variation in distributing the criteria in the textbook in its both parts, the first one of 9 parts and the second one of 7 parts.

Also, in light of the results, the researcher recommended to find a structured methodology to choose the subjects in the textbook according to textbook criteria.

To complement this study, the researcher suggested that the textbook should be submitted to comprehensive quality criteria.

Chapter one: Proposal

i. State Of the Problem:

The current era is characterized by the revolution in the world of technology and communications in all fields, therefore, it's a duty for every nation to retain a notable status of its own to keep on with this evolvement, and this leads to the development of the textbook and follow-up every modern step of it, which is a benefit to the society in general and learning system in particular, by meeting the requirements of the students growth, their needs, solving their problems and accomplishing their ambitions. By interviewing some of the teachers, the researcher observed that there are few difficulties on the half of the teachers, as well as the students , so it's a necessity to evaluate the textbook and find the strength and weaknesses to raise the level to reach the desired learning objectives. The curriculum development process is related to the evaluation results of the operations of the curriculum system, and its associated with continuous evaluation processes which calls for a continuous review. Also, the evaluation process calls for a partial development of that curriculum. (al_Fatlawi, 2006:960)

The scientific conference held at the ministry of higher education and scientific research in Baghdad on November, 27th 2012, emphasized the necessity for developing the techniques, methods, curriculum and evaluation for learning purposes. (Ministry of higher education,2012:188)

Therefore, the problem of the current study boils down to the following question: To what extent are the quality criteria available in the textbook in its both parts?

ii. Significance of the Study:

First of all, the Arabic language is a thought, if the learners of that language didn't fumble that thought, they didn't represent it, didn't touch their souls or didn't have an intellectual opinion about it then there would be no taste in using any of its verbalization. It's a way of expressing the aspects of life and the universe, therefore, teaching the Arabic language should be aimed at achieving a good life for the students enable them to develop their language abilities. (Al_Hashemi, 2005:5)

learning is considered a technique to accomplish a desired goal, it reflects its own goals and hypothesis on every learning institution to supply the correct thinking of learners to be able to interact with their environment with science and knowledge around them in the future, which is the main learning centre to accomplish the goals. (Zaier and Iman, 2014:25)

The current textbook is considered as the cognitive content of the prescribed academic subject, which is why it is certified by the curriculums that makes it the main resource of information. All concerned parties seek to develop it continuously as a result of the tremendous development of knowledge, and still, the textbook holds its decent position within the learning process, for it's the first dependent reference by the teacher and the student at the same time to gain information because its ease of use and cheap cost. (Mahdi,2019:20)

Quality in education is related to teaching, learning and administration to connect the learning process to the requirements and needs of the society and develop creativity within the learners, which happens when there is an interaction between the learner and his environment, so that the learner can be informed by observing the modification and change in the learners behavior. Here, the pedagogical role shows the opportunity so the interaction can occur to learn.(Ibrahim, 2012:17)

The researcher states that the integrated curriculum in writing the Arabic language textbook for the second intermediate students is an attempt to link between the different fields of the language, grammar, dictation, reading, literature, expression, rhetoric and criticism.

iii. Objectives of the study:

This study aims at evaluating the Arabic language textbook of the second intermediate grade in the light of textbook quality criteria according to the teachers point of view.

iv. Limitation of the study:

This study is limited to:

1. The Arabic language textbook in its both parts(first and second), to be taught for the second intermediate grade for the year(2019_2029) 2nd edition.
2. The Arabic language teachers (males and females) in the intermediate schools (morning studies) for the year (2019_2029) in Babylon Governorate.

v. Definitions of related terms:

1. Evaluation:

(Sa'ada and Al_Umary, 2019: 48) defined it as the diagnostic, curative and preventive processes that is targeted at detecting the strengths of a particular thing to be evaluated in order to keep working on its reinforcement and then, identify its places of weaknesses that an effort is made for the sake of fixing it, so that a work is done to pass judgment on the thing that has been evaluated.

The researcher defines evaluation practically as sentencing the availability of quality criteria in the Arabic language textbook for second intermediate graders in its both parts(1st and 2nd).

2. The Textbook:

(Hadi and Wasan, 2019: 20) defined it as a textbook that is intended to serve academic courses of a particular study, it includes the basic facts that is stabilized in its domains to be the balance of knowledge, its main purpose is educational and directed.

The researcher defines it as the Arabic textbook for the second intermediate graders that is submitted to the quality criteria and its availability in the textbook.

3. Arabic Language:

(Attia, 2008 : 16) defines it as a faculty of the tongue to express the meanings of every nation according to its terms.

The researcher defines it as systematic book includes the different fields of Arabic language (grammar, morphology and connotation) that is planed to be taught to second intermediate graders, second edition, by the general directorate of learning curricula (1441 ,2019).

4. Second intermediate stage:

(Republic of Iraq/Ministry of Education, 2012: 7) It's the second grade of the intermediate school which occupies ages of (12,13) and it's a complementary stage for the previous grades that supply the student with wider information about language and culture.

5. Criteria:

(Ibin Mandhour, 2003: 255) defines it as the measurement of something, it is the desired model of how what that something should be. A standard is from weighting something, which is something that is complete and adequate.

(Alharithy, 2014: 81) defines it as a group of essential activities that is expected to be gained and recruited by all students. This allows them to acquire the culture of that society and its political, economic and social ambitions.

The researcher defines it procedurally as the list that is made by the researcher to evaluate the Arabic language textbook of the second intermediate graders and judge its quality by the teachers' point of view in Babylon Governorate.

6. Quality:

Radhi and Hisham (2016: 28) defines it as doing the desired work well from the first time. The researcher defines it as a group of characteristics that determine what the textbook consist of, a list of criteria and indicators shown to committee members.

Chapter Two: Literature Review

2.1 Evaluation, Textbook and Quality criteria

2.1.1 Evaluation:

It is used in learning fields to indicate to a particular process that gives permission to judge the phenomenon value which consists of appraisal, appreciation and judgment. The modern overview of evaluation urges its close connection with learning objectives.(Mikhaeel, 2015: 41)

2.1.1.1 Pedagogical importance of Evaluation:

Its importance lies in the need to rely on it in measurement and the extent of achieving the demanded learning objectives in all of its fields. Evaluation is the main part of the learning process that connects directly with following up results, which leads to detecting its deficiencies.(Al_Masaudi etal, 2015: 164)

2.1.1.2 Evaluation Functions:

It helps with detecting learners needs, capabilities and readiness which eases the selection of suitable content and subjects and then organizing and formulating appropriate goals to raise the levels of the learning process and improve the curricula in general. It gives the learner an impression on his/her achievement and progress in different fields. (Al-Asadi and Dawood, 2017: 108).

2.1.1.3 Characteristics of evaluation methods:

- a) Reliability: the test is measuring what it supposed to measure, so when designing a math test it should evaluate the learners ability to do mathematical calculations.
- b) Validity: when repeating the test with the same circumstances, it still gives almost the same results.
- c) Objectivity: the reached results should not be effected by the personal factors that the teacher holds whether the students physical state or mental health.
- d) Discrimination: the teachers ability to show the individual differences of his students, this process is of great importance because it un holds students' tendencies, capabilities and willingness to head towards studying and working.

2.1.1.4 Evaluation domains:

It means evaluating each of the following domains; learning objectives, academic content, the learning approach, the learning activities and techniques, the textbooks, the effectiveness of learning aids.

2.1.2 The Textbook

It consist of two groups of basic information to accomplish specific learning objectives; cognitive, affective and psychomotor., it is considered as one of the main methods by with the curriculum objectives can be achieved, despite the variety of the activities and techniques, also, it is considered as a basic resource for the learners that helps them in increasing their knowledge and experiences. There are few dimensions that overlaps in the textbook: the economic, academic, visual and technical dimensions. (Dendish, 2003: 37)

2.1.2.1 Textbook Objectives:

It is considered as a good objective that enables the learner to master the language and it's explanatory, orally and written.(Al-Khreisha, 2012 :212) The researcher observes that the textbook helps the student by improving their capabilities to thinking and creativity in all its levels, it also meets the students' academic and learning needs.

2.1.2.2 Characteristics of the Textbook:

The textbook lies on four characteristics; the social and cultural, the philosophical and educational, the psychological, the scientific basis.

2.1.3 The Quality criteria of the Textbook:

The textbook includes the components and specifications that helps to evaluate the textbook factors in the light of the following criteria; introduction, learning objectives, the content, learning activities, evaluation and display. (Zayir and Raaid, 2016: 106)

2.2 Previous studies

After the researcher reviewed the previous studies of Farhan, 2013, Al_Mahdawi 2018 and Rasheed 2018, she tried to reach some indicators by taking care of the following indications:

1. Evaluating the textbooks for it being an inseparable part of the learning process.
2. The quality criteria in the learning institutions because of the absolute certainty that development in life can only be achieved by keeping pace with the quality criteria.

The researcher showed the difference between this study and the previous ones by depending on evaluating the second intermediate Arabic language textbook in its both parts (the first and second), in Babylon Governorate schools affiliated to the Ministry of Education. The researcher also, prepared a questionnaire to evaluate the textbook that was distributed on the second intermediate school teachers, males and females.

Chapter Three: Methodology

The researcher used the descriptive approach to describe her study, it doesn't only describe the phenomenon but it also analyze, explain, contrast and evaluate to reach a meaningful values.(Al_Azawi, 2008:97)

The researcher used the learning survey to describe and diagnose this phenomenon to attract attention to the problem and its implications. The population in the current study includes the teachers of the Arabic language of the second intermediate school textbook in Babylon Governorate (2019_2020). After the researcher's visit to the Babylon directorate of education and according to (Appendix1), there are (373) teacher who teaches the Arabic language for the second intermediate stage for the year (2019_2020). The study sample is part of the population, it is chosen with specific rules to represent the population perfectly (Asadi and Sundus, 2015:117). The researcher chose (27%) of the population as the sample which was (100) teachers distributed randomly on Babylon Governorate intermediate schools. The questionnaire is considered to be the suitable instrument to explore the sample individuals. While preparing for this study, the researcher relied on looking up the general objectives of the textbook in Iraq and interview the teachers and then listen to their impressions about it. The researcher prepared the questionnaire with (6) fields which was distributed on (10) committee members to determine the reliability of these criteria and suggest whatever suitable field (Bloom, 1983: 226). The researcher chose the reliable instrument because (6) out of (10) members approved to it, so the questionnaire consists of (134) indicator within (18) standard distributed on (6) fields. The researcher chose to repeat the process for testing the validity of the questionnaire, she found it the most suitable way by reviewing the previous studies. In not more than two weeks the researcher repeated the process with a sample of (20) teachers, randomly. The researcher chose Person correlation coefficient to test the validity of the results on the (6) field. After making sure of the validity and reliability of the instrument in its final form, the researcher applied the experiment on the teachers from (22nd Oct, 2019) to (31st, Dec, 2019), after collecting the samples, the researcher found out that the textbook met all the criteria. The researcher used 4 statistical means; weighted mean, weighted percentage, Person correlation coefficient, standard deviation (SPSS).

Chapter Four:

4.1 The Results

The researcher put the mean and the weighted percentage of the 6 fields of the questionnaire in descending order as follows:

n	Fields	Weighted Mean	Weighted Percentage
1	language of the book	3.388	83.227%
2	Methods of teaching	3.119	77.999%
3	Evaluation	3.081	77.031%
4	Content	2.970	73.63%
5	Objectives	2.945	73.63%
6	Activities and its' aids	2.867	71.999%

4.2 Conclusions and Recommendations Suggestions for Further Study

4.2.1 Conclusions

1. There's a variation in distributing criteria in the textbook in its both parts.
2. There's no unified scientific rule for choosing the subjects in the textbook.
3. The quality criteria didn't meet the required level in the areas of content, objectives and activities and its aids.
4. Individual differences wasn't taken into consideration by The committee who put the activities of the textbook.

4.2.2 Recommendations

1. Finding a structured methodology to choose subjects of the textbook.
2. Trying to submit the subjects of the textbook to criteria quality.
3. Adopting the certified list of criteria in the current study.
4. The directorate of general curricula should aspire the latest studies to take advantage of their results.
5. Paying attention to individual differences when creating the learning activities.

4.2.3 Suggestions for Further Study:

1. Evaluating the second intermediate Arabic textbook with the Quality standards.
2. Evaluating the textbook for different levels according to the textbooks quality criteria.
3. Comparative study between the textbook in Iraq and other countries.

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