Evaluating The Content Of The Arabic Language Textbook For The Fourth Preparatory In The Light Of The Habit Of Thinking About Thinking (Metacognition)

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Abstract: The current research aims to evaluate the content of the Arabic language textbook for the fourth preparatory in the light of thinking about thinking (metacognition). The sample consists of the Arabic language textbook for the fourth preparatory for (2019-2020). In addition, it defines the basic terms and reviews the relevant studies as well as the different theoretical aspects of the subject. The research tool is represented by a special analysis form consisting of a set of behavioral manifestations of thinking about thinking (metacognition). The validity and reliability of research tool are verified. The result shows that the Arabic language textbook contains a good habit of reason. The study provides several recommendations that can be adopted by specialists and researchers in this field as well as suggesting a number of future works representing projects and studies in this field.

Research Problem

The progress made in educational studies showed the need to reconsider the content of the curriculum, which requires the re-formation, modification and balance of curricula and systems that have proven their progress and success by reviewing the systems and experiences of developed countries in various educational innovations (Al-Abodi, 2015, 5).

The main goal of textbook is still focusing on information, while the mental aspects of learners that take into account their individual differences has received little attention. It fills learners' minds with information that may or may not benefit them. Thus, when learners finish their studies, this information is quickly lost and faded over time (Al-Allaf, 2019, 3).

It is observed that many students in high schools lack the skills of thinking, habits of mind and benefit from information. This is not because they lack these abilities but because the textbook does not contain topics affecting their lives, addressing their problems and motivating them to study eagerly (Al-Khazali, 2020, 4).

Based on the above, the problem of research is formed in the following question:

- To what extent is the content of the Arabic language textbook for the fourth preparatory containing the habit of thinking about thinking (metacognition)?

Research Objectives

The current research aims to evaluating the content of the Arabic language textbook for the fourth preparatory in the light of thinking about thinking (metacognition).

Research Significance

The importance of research can be summarized as follows:

This research is the first study on thinking about thinking (metacognition) and linking it to the content of the Arabic language (according to the researcher's knowledge). The importance of this research lies in its topics including the process of evaluation and the habit of thinking about thinking (metacognition), which are among the contemporary requirements as indicated by current research and studies.

Curricula authors and those working to develop them may benefit from this study by confirming the existence of the habit of thinking about thinking (metacognition) within the content of the fourth preparatory and subsequent grades within integrated series.

Research Scope

The current research is limited to the Arabic language textbook for the fourth preparatory (2019-2020), in the Republic of Iraq authored by a committee of the Ministry of Education. The textbook consists of two parts: the first part includes (8) units and the second part includes (7) units.

Definition of Terms

Evaluation: as a term, it is an organized process for collecting and analyzing information about programs related to the student, teacher, management, means and activities that constitute the unit of the teaching and learning process, in order to ascertain the extent to which the goals are achieved, and to make decisions about these programs (Odeh, 1999, 26).

The researcher agrees with the above definition because it is consistent with the objectives of the research. Procedurally, evaluation is an organized process for collecting and analyzing information with the aim of

determining the degree of achieving the objectives set and describing and evaluating the apparent content and explicit content of the Arabic language textbook for the fourth preparatory in accordance with the objective classifications and behavioral manifestations determined by the researcher. The process of evaluating the content is performed systematically on specific basis, rules and steps.

Content: as a term, it is a set of knowledge that includes the terms, rules and laws contained in the curriculum or material. It is characterized by logical sequence, as well as being a translation of the educational objectives to be achieved within a certain period of time (Al-Shammari & Sadoun, 2005, 62).

The researcher agrees with the above definition because it is consistent with research objectives. Procedurally, content means dividing the educational material containing the Arabic language textbook for the preparatory stage into its elements to find out ideas that include the behavioral manifestations of habits of mind as intended for this study.

Textbook: as a term, it is a book that deals with a specific subject in a special format for the purpose of benefiting from it at a specific educational level where it is used as a primary source of information (Al-Musawi, 2011, 178).

The researcher agrees with the above definition that it is consistent with the objectives of the research. Procedurally, textbook is a book that includes the content of the fourth preparatory authored by a specialized committee and assigned by the Directorate of Curriculum in the Ministry of Education, which approved its teaching in high schools.

Arabic Language: as a term, it refers to complex signs that generate different feelings, either motivated or guessed by correlation. It denotes symbolic signs that are agreed on and are correlated in the form of compositions, aimed at motivating certain feelings (Ashour & Al-Hawamda, 2007, 22).

The researcher agrees with the above definition because it is in line with research objectives.

Thinking about thinking (metacognition): as a term, it means the ability to develop advanced methodologies in building new information for the learner (Hossam Addin, 2008, 15). The researcher agrees with this definition as a theoretical definition of research because it is consistent with its objectives.

Procedurally, it is the set of skills, trends and values that enable the individual to choose the performance or behavior appropriate for solving the problems he faces in different life situations.

Theoretical Part

1. **Evaluation**

Evaluation is an important aspect of the educational program, and an essential element of the educational process, which is in constant need of a continuous evaluation that addresses all elements of the curriculum, starting from objectives, content, methods and activities to the evaluation (Attia, 2007, 77).

Its position in the Holy Quran is manifested in this verse:

- (لَقَدْ خَلَقْنَا الْإِنسَانَ فِي أَحْسَنِ تَقْوِيمٍ) (التين: 4)

- (Verily, We created man in the best stature (mould)) (al-Hilali & Khan, 1997, Chapter At-Teen: 4)

It is a reference to what Allah has bestowed upon man in terms of reason, understanding and upright stature (Al-Nujaihi, 1984, 226).

Steps of the Evaluation Process

The steps of the evaluation process are as follows:

a. Knowledge of objectives: it is the first step in the evaluation process, which must be characterized by accuracy, comprehensiveness, balance and clarity in order to be suitable for the educational work to be evaluated.

b. Identifying the areas to be assessed and the problems to be solved: these areas are the student, teacher, management, educational institution, programs and accompanying educational activities.

c. Preparing for evaluation: it includes the preparation of means, tests, metrics and other evaluation tools, as well as the preparation of trained manpower for the evaluation process.

d. Implementation: when starting the evaluation process, it is necessary to contact the persons concerned in order to clarify the objectives and cooperate with the evaluators to achieve results.

e. Analysis and interpretation of the results: it is represented by collecting, classifying, and analyzing the necessary data to find out the results.

f. Adjustment according to the evaluation results: after obtaining the results from the previous step, appropriate suggestions can be submitted aimed at achieving desired objectives in the evaluation process.

g. Experimenting with the suggested solutions: the suggestions referred to must be subject to the experiment in order to ensure their validity on the one hand, and to study the problems of application and take the necessary measures to solve them on the other hand (Al-Musawi, 2011, 12).

2. **The Habit of Thinking for Thinking (Metacognition)**

Thinking for thinking means the ability to plan advanced methodologies in building new information. It is the nature of smart people to plan their thinking skills, meditate on them and assess their quality. Those who succeed in developing this habit are able to make lists of the steps that they will do to solve a problem, be aware

of the thinking process that has brought them to their conclusions. Thinking about thinking is useful in developing mental maps or action plans and performing mental exercises before starting work, monitoring the plans of users and then working on evaluating them (Hossam Addin, 2008, 15).

3. Previous Studies

Al-Sharifi (2002) aimed at evaluating the textbook of rhetoric and application for fifth preparatory in the light of the objectives of its teaching. The study adopted the descriptive method. The research sample was the content of the textbook of rhetoric and application for the fifth preparatory. The statistical means were percentages and Scott equation. The study showed that the first, second and fourth objectives got high frequencies of the total teaching objectives.

In 2006, Abdul Amir aimed at evaluating the content of the Ibn Aqeel explanation textbook in the light of the educational objectives. The researcher followed the descriptive method. The research sample was the content of the Ibn Aqeel explanation textbook. The statistical means were the arithmetic mean, percentage and Scott equation. The study found that this textbook provided the students with a wide range of grammatical rules and accurate information. In addition, it did not take into account the practical habits and applications necessary on the correct grammatical rule with Qur'anic evidence and poetic and prose texts.

Discussion of Previous Studies

Objective: Al-Sharifi's study (2002) aimed at evaluating the textbook of rhetoric and application for fifth preparatory in the light of the objectives of its teaching. While Abdul Amir's study (2006) aimed at evaluating the content of the Ibn Aqeel explanation textbook in the light of the educational objectives. As for the current study, it aims at evaluating the content of the Arabic language textbook for the fourth preparatory in the light of the habit of thinking about thinking (metacognition).

Sample: The sample of studies differed according to the objectives. The sample of Al-Sharifi's study (2002) was the content of the textbook of rhetoric and application for the fifth preparatory, while the study of Abdul Amir (2006) was on the content of the textbook of Ibn Aqeel explanation. Concerning the sample of the current research, it includes the content of the Arabic language textbook for the fourth preparatory.

Results: Al-Sharifi's study (2002) found that the first, second and fourth objectives got high frequencies of the total teaching objectives. While Abdul Amir's study (2006) found that the textbook provided the students with a wide range of grammatical rules and accurate information. In addition, it did not take into account the practical habits and applications necessary on the correct grammatical rule with Qur'anic evidence and poetic and prose texts.

The researcher benefited from these studies by improving the current research and learning about the steps of each study and revealing the most important findings that the content of the Arabic language textbook contains the habit of perseverance.

Research Methodology

1. Research Procedures

This section presents the most important procedures followed in the current research to achieve its objectives, starting with the identification of the community and its sample, test method, the preparation of the tool, the procedures for its design and application, and the statistical means used in it.

2. Research Method

The researcher adopted the descriptive method, which depends on studying the phenomenon as it exists in reality, and is interested in describing it accurately (Abbas, Nofal, Al-Issa, & Abu Ala'a, 2011, 7).

3. Research Community

Research community consists of the Arabic language textbook for the fourth preparatory (2019-2020), in the Republic of Iraq authored by a committee of the Ministry of Education. It consists of two parts: the first part includes (8) units, while the second part includes (7) units.

4. Research Sample

The sample consisted of the entire research community, i.e., all units of the Arabic language textbook in the first and second parts. Therefore, the total number of pages of the Arabic language textbook in its first and second parts is (253) pages.

5. Research Tool (Analysis Form)

The researcher used the research tool represented by the content analysis form prepared on the basis of habits of mind for Costa and Kalick (2000) according to the following steps:

a. Reviewing the literature related to the skills of habits of mind, especially those that used the skills of habits of mind for Costa and Kalick (2000).

b. Conducting special interviews with a group of specialists in the fields of curriculum and teaching methods, educational psychology, measurement and evaluation to benefit from their experiences in this field.

6. Analysis Estimate Criteria

Responding the analysis form was estimated by analyzing the availability of behavioral manifestations of habits of mind. So, if the behavioral manifestation is available, this mark (|) is placed in the specified place and given weight (1). In case if it is not available, the place is left unmarked and given weight (zero).

7. Validity of Analysis Form

To verify the validity of analysis form, the researcher intended to verify face validity. Therefore, the researcher presented the habits and behavioral manifestations of mind to a number of experts in the field of education, psychology and teaching methods. The opinions and observations of the experts were taken into account and some items were amended. The researcher considered experts' agreement rate of (80%) and more as a criterion for acceptance and validity of each behavioral aspect. The researcher amended the items in accordance with the opinions of experts.

8. Reliability of Analysis Form

The researcher requested assistance from another researcher to analyze one of the units of the Arabic language textbook. The agreement coefficient was (0.76) using Pearson equation and (0.71) using Holtsi equation.

9. Application (Analysis Form)

The researcher conducted the analysis process in accordance with the requirements and objectives of the research and was keen on objectivity and avoiding bias and subjectivity. The following steps were followed in analyzing the content of the Arabic language textbook:

a. Reading the subject to be analyzed carefully to form a clear depiction of the subject under analysis.
b. Reading the list of behavioral manifestations (habits of mind) in-depth and conscious reading.
c. Giving both conjuncts a frequency, if each expresses an independent idea and the same is done if there are many conjuncts. If the conjuncts express one idea, both are given one frequency.
d. Seeking the availability of behavioral manifestations in each unit and writing down the frequencies.
e. Marking ($\sqrt{}$) in the appropriate place depending on the availability of each behavioral manifestation in the analysis list and for each unit.
f. Listing the results of each unit's analysis in a special table prepared for this purpose for statistical processing and quantitative description of the content.

10. Statistical Means

The researcher used a set of statistical means to reach the results of the current research using Microsoft Office Excel. These means are:

a. Pearson equation and Corel equation: using a program to calculate the agreement coefficient between observers and the agreement between analysts.
b. T-test: using a program to show the difference between analysts.

Results and Discussion

The study aimed at evaluating the content of the Arabic language textbook for the fourth preparatory in the light of the habit of thinking about thinking (metacognition). The answers to the items of the research tool were analyzed by calculating their frequency and percentages of behavioral manifestations of skill habit included in the Arabic language textbook as clarified in table (1).

Table 1: frequencies and percentage of behavioral manifestations of the habit of thinking about thinking in the Arabic language textbook

No.	Behavioral Manifestations	Frequencies	Percentage	Rank
1	Contributing to converting ideas into thinking skills and apparent performances.	8	13	Fourth
2	Generating internal questions and inquiries for learners.	10	16	Third
3	Evaluating the efficiency of the performance strategies.	12	18,8	Second
4	Ability to plan advanced methodologies in building new information.	34	53	First
Total		64		

Table (1) clarifies that behavioral manifestations of the habit of thinking about thinking (habits of mind) are included in the Arabic language textbook except item (2) (the ability to analyze scientific information). This can be attributed to that the textbook has completely neglected item (2) as the authors neglected its importance for the student. However, item of (use and formation of strategies to solve problems systematically and orderly) ranked the first by having (36) frequencies by (72%). As for item of (continuing to think about the task), it ranked the third by having (4) frequencies by (8%).

Conclusions, Recommendations and Suggestions

Conclusions

In light of the results of the current research, the following conclusions are reached:

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1. The content of the Arabic language textbook in its first and second parts for the fourth preparatory provides learners with several behavioral manifestations of the habit of thinking about thinking (habits of mind).
2. There are behavioral manifestations whose rate of achievement is completely non-existent in the content of the Arabic language textbook (e.g., the ability to analyze scientific information) as its rate is (zero).

Recommendations

Based on the results of the current research, the researcher recommends the following:

1. Benefit from the current study in developing the content of the Arabic language textbook for the fourth preparatory in the light of the habit of thinking about thinking (metacognition) in the Republic of Iraq.
2. The Arabic language textbook must contain some activities, topics and sentences that will usually develop thinking about thinking (metacognition) for learners.

Suggestions

1. Evaluating the content of the Arabic language textbooks in intermediate grades in the light of the habit of thinking about thinking (metacognition).
2. Evaluating reading skills for primary grades in the light of the habit of thinking about thinking (metacognition).

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