



Research Article

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Evaluating the Arabic Language Curriculum for the Seventh Grade in Light of the Comprehensive Quality Standards

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Abstract

The study aimed to evaluate the curriculum of the seventh-grade Arabic language considering the comprehensive quality standards and to achieve the goals of the study a list was prepared that included (49) standards of comprehensive quality distributed to seven areas, namely the goals field (8) standards, and the content field (10) standards, and the field The content was presented (5) criteria, the field of evaluation (8) standards, the field of activities (5) standards, the field of means (6) standards, and the field of output (9) standards. In the light of this list, the Arabic language book for the seventh grade was analyzed, according to the method of analyzing The content, and the idea was the unit of analysis, and the results indicated that the book met the quality standards well, so that the second field (the content) got the first rank by (20.12%) and the fourth field got the evaluation at the second position with a percentage of (16.87%), while the objectives area It came in the last rank with (10.45%) and in the penultimate rank the field of activities came in with a rate of (10.84%). As for the rest of the fields, they were in varying proportions, so the output came out at (16.81%), and the content was presented at (12.90%) and the means (12.0%).

Keywords: Evaluating, Arabic language curriculum, comprehensive quality standards

1. Introduction

The textbook represents the most important tributary of the curriculum, and it is considered a basic reference for the teacher and the student, and it is considered a very important educational tool in preparing and organizing lessons (Zidan, 1999) and remains to enjoy a prominent position, as it is the most important source of student learning, evaluation, review, and further achievement, and it is easy to use, Low cost compared to other technological alternatives, it also provides at least the minimum content of the required curriculum and can control its four elements: objectives, content, evaluation, activities, and methods, and it is easy to develop and control its output and enrich it with graphics and images and make it interesting, exciting, and interesting.

Despite the technological development and the cultural and scientific explosion that is characteristic of this era and the emergence of modern trends such as the uniqueness of education and programmed education and the development of educational techniques such as the use of tapes and video films ... etc. However, the textbook still has a prominent position in education, and for this, the content of mathematics books must address the student's weak ability to research, analyze,

investigate and link, and the influence of the author's point of view and language that may reflect negatively on the student's interaction with the textbook, and that the content takes into account aspects of growth and characteristics Each stage of the stages, and for the teacher to have an opportunity for creativity not to be held hostage to the texts of the book, and to provide the content with additional readings and a list of references for each unit and the book, and finally, a sufficient period must be available for the authors to write it, prepare it, try it, and evaluate it (Al-Shagran, 1992), and even We can achieve all of this. It is necessary to consider the specifications that authors and those responsible for preparing the textbook must consider when choosing the content, organization, and design of the textbook and its output. If the process of evaluating school books is necessary and important, then the evaluation of Arabic language books is more important because the Arabic language contributes to Developing the linguistic skills of its learners, gaining them positive attitudes and values, and developing the linguistic outcome that helps them learn other sciences (Mufti, 1995) especially when writing these books from While observing the necessary specifications for a good school book that he outlined (Al-Lokani and Radwan, 1982), and among these specifications.

1.1 Previous studies

Faraj Allah (2011) conducted a study entitled “Evaluating Mathematics for the twelfth grade” in the governorates of the Gaza Strip from the teachers' point of view in light of quality standards, and the study adopted the descriptive analytical approach. The researcher used a questionnaire consisting of (48) items distributed on five areas, namely, output, goals, content, illustrations and activities, and evaluation. The questionnaire was distributed to a representative sample of the original community of (80) teachers, and the results of the study showed that the value of the evaluation estimate of the book of mathematics with its various criteria was high, where it was (70.89%).

The study also did not show any statistically significant differences in the responses of the sample according to the gender variable. The result showed that there were significant differences in the variable of years of service in favor of those with years of service ten years and more. Helles (2007) aimed to define the quality standards and specifications of the textbook for students of the stage. The researcher adopted the descriptive-analytical method using a questionnaire consisting of (80) items, distributed on (4) dimensions. The researcher applied the study to the sample after calculating its validity and reliability. The results indicate the importance of the textbook as the cornerstone of the educational process, its role in emphasizing the general specifications of a good book, and the general characteristics that must be met in the textbook for the lower stage which is the competence of the author and the textbook material.

Khalifa and Shiblak (2007) conducted a study entitled “Quality of textbooks in the basic education stage from the point of view of supervisors,” the researchers built a measurement and evaluation tool that includes the foundations of quality standards to judge the books of the new Palestinian curriculum for grades (1-4) from the point of view of (53) supervisors of this basic stage in government schools and UNRWA. The study included six areas: Preparation and writing of the book, psychological and educational basis, scientific material, activities and methods, methods of evaluation, the language, and its production. The study recommended the necessity of reviewing the content of the textbooks prescribed for these classes and overcoming the most important aspects of weakness and shortcomings.

Jinmai (2004) conducted a study aimed at evaluating three of the mathematics books in the People Republic of China for the preparatory stage, the researcher built a list of criteria for evaluating books and used a questionnaire as a study tool, which was distributed to a study sample consisted of (300) teachers. The study reached a set of results, the most important of which are the following: that the three samples of books achieve 100% of the educational goals, that there is a difference in the averages of satisfaction with the three books, and that teachers gave a high degree to the design of the book while giving a low degree to the quality of the content of the book. And that there is a link

between both the old and modern curriculum.

Diab (2004) conducted a study entitled "The Quality of Mathematics Books in the Palestinian Curriculum". The researcher built a tool to evaluate mathematics books for students of the upper primary stage (4-5-6). The sample consisted of (60). To assist the textbook examiners to achieve the objective of the comprehensive evaluation of the quality of the textbook, the measure included four aspects:

- Assess the author's adequacy, and his educational viewpoint
- Assess some matters related to mathematics books.
- Assess the book's content, subject matter, presentation, and organization.
- Assess the form of the book and its output.

Among the most important findings of the study is that the content paragraphs were below the acceptable level, and the researcher attributes that to the fact that these books in their first edition did not train teachers on methods of teaching and dealing with modern topics in the curriculum. The study recommended the necessity of applying the list quality to be met for achieving an appropriate textbook quality standards.

Tammus study (2002) entitled "Evaluating Arabic teachers" for the sixth basic grade in Palestine and its relationship to modernization trends using the descriptive-analytical approach. The researcher built a questionnaire to evaluate the dimensions of the book and a measure of trends and curriculum. The measure was applied to (50) teachers. The results of the study indicated that the attitudes of teachers towards modifying the curriculum were positive.

1.2 The study problem and its questions:

This study aims to evaluate the Arabic language book for the seventh basic grade considering quality standards, and therefore the study problem is determined in answering the following main question:

1. What are the quality standards that must be met in the seventh-grade Arabic language book in Jordan?

This sub-question is divided into the following sub-questions:

- A. What are the quality standards that must be met in the seventh-grade Arabic language book in Jordan?
- B. To what extent does the seventh-grade Arabic language book in Jordan observe quality standards considering analyzing its content?

1.3 The importance of the study:

The importance of the study lies in addressing an important and vital subject which is the evaluation of the Arabic language book for the seventh grade considering the quality standards by analyzing its content in, and consequently, it is expected that the results of this study will benefit:

- Curriculum developers, textbooks writers, and teachers by realizing the quality standards included in the curricula and the standards that they were not included to work on developing and enriching them according to the results of this study.
- Researchers, by developing tools to analyze quality standards in textbooks at various levels of study.

1.4 Procedural definitions:

Quality Standards: is a set of standard derived from the principles of educational development in Jordan, and the results of modern local educational research which represent the specifications of a good textbook. These standards have been included in the tool of this study.

Analysis: The process in which the strengths and weaknesses point are identified in the light of

quality standards.

Evaluation: The process in which strengths and weaknesses are identified using a list of quality standards that have been prepared for this purpose.

The Arabic Language Book: The special book for the Arabic language research for the seventh basic grade. It is designed in two separate books, one for the first semester and the other for the second semester.

1.5 Study limitations

The study is limited to the following limits:

The study is limited to evaluating the Arabic language book for the seventh grader in the basic education stage considering the quality standards for the academic year 2018-2019. The study is limited to the quality criteria included in its tool, so the interpretation of the results depends largely on the degree of validity and the reliability of the tool. The validity and the reliability of the tool was verified and proven.

2. Method and Procedures

2.1 Study population

The study population consisted of the Arabic language book for the seventh grade of the academic year (2018/2019), and the study sample consisted of the same book.

2.2 Study tool

The implementation of this study required the preparation of a list of quality standards for textbooks, and a tool for analyzing the content of the book under study.

a. List of quality standards for the textbook:

To prepare this list, the researcher followed the following steps:

1. Reviewing previous studies and research, tools and quality standards related to building standards and evaluating books and making use of them in terms of their design, methodology for building them, and the areas and paragraphs they included.
2. Referring to the research papers and factsheets of the Jordanian Educational Development Conference (1987) and study the most important recommendations related to the curriculum and the textbook as educational bases from which to start.
3. Noting down all the fields and paragraphs that were studied in lists including the fields of objectives, content, presentation, educational methods, activities, training, evaluation, and direction.
4. Re-writing the paragraphs that were derived clearly and categorizing them according to the appropriate fields in one list that consisted of (7) fields and (83) items as follows: Goals (13) items and content (16) items and content presentation (9) items and educational means (9) items, activities and training (11) items and calendar (11) items and guiding (14).

2.3 Validity of the tool:

The validity of the study instrument was checked by presenting it to a committee consisting of (10) arbitrators, including: (2) faculty members in Jordanian universities in curriculum and teaching majors in general, and (3) members of Arabic language curricula at the General Directorate of Curricula and Education Technologies and (3) Educational supervisors and (2) teachers who hold a Bachelor's degree. They were asked to note down any suggestions or required modifications about the tool in terms of the importance of its fields and the items suitability and relevance and linguistic

integrity. All the required modification and suggestions were considered.

2.4 The reliability of the tool

To ensure the reliability of the analysis, the researchers:

1. Analyze the Arabic language book for the seventh grade twice and separately with a period of a month.
2. Select a teacher who holds a master's degree in the Arabic language and assigning him to analyze the book in question.
3. The reliability of the analysis was calculated using the following equation (Holsti, R., (1969)). Reliability coefficient = number of times agreement between arbitrators analysis x 100%.

The number of times the agreement + the number of times the difference.

The overall reliability coefficient of analysis on the tool was (89). This indicates the reliability of the analysis.

b. content analysis

The researcher followed the following steps in analyzing the content of the books under study:

1. Determine the goal and purpose of the analysis, which is to identify the suitability of the seventh-grade Arabic language book to the quality standards for textbooks.
2. Include a list of quality standards that have been reached and verify their sincerity and consistency with the content analysis tool and define its 7 fields as main categories of analysis and its 49 paragraphs as subcategories of the analysis.
3. Using the partial idea as an analysis unit for the content of the Arabic book understudy for its suitability for this study and achieving its goals and the possibility of its application and dealing with it through the various components and elements of different books of the same nature.
4. Training the analysis committee consisting of the researcher and three teachers of the Arabic language teachers on the analysis process, to analyze the content of the book (the subject of the study) according to one mechanism and methodology based on monitoring the frequency of the unit of analysis against the category (field and paragraph) That is represent in the content.
5. Checking the results of the content analysis of the tool's fields and paragraphs related to each unit of the book, thereby calculating the total frequency of paragraphs and their averages for each book.

3. Discussion of Results

3.1 Results of the first question

What are the comprehensive quality standards that must be observed in the seventh-grade Arabic language book, in terms of its objectives, content, presentation, methods, educational activities, and the evaluation and directing it contained in it? To answer this question, a list of comprehensive quality standards appropriate to the Arabic language curriculum was prepared by reviewing educational literature and previous studies and presenting this list to a committee of arbitrators and reaching the final list of comprehensive quality standards . The study tool consisted of (49) criteria (items) representing the quality and specifications of a good textbook, and this tool includes the areas (objectives, content, presentation method, evaluation, educational methods, activities, training, and direction) as it was derived from the latest studies and standards at the local, Arab, and international level based on theories of learning, psychology, and principles of logic, with the aim of evaluating the Arabic language book and knowing the extent of its observance of these standards.

3.2 Results related to answering the second question

To what extent does the seventh-grade Arabic language book consider the quality standards for textbooks in Light analyzing its content? The researcher collected the frequencies obtained by each criterion, extracted the percentage of each criterion, and indicated the rank of each criterion, and the results were as in Table No. (1)

Table (1): Frequencies, percentages, and ranks for the availability of each quality standard in the seventh grade Arabic language book.

NO.	Items	Frequencies	Percent	Rank
1.Objectives field				
1	The unit includes a list of educational objectives	52	14%	3
2	Objectives include cognitive, emotional, and psychomotor areas	48	13%	4
3	The objectives are formulated in a way that enables the selection of appropriate learning content, activities, and evaluation	56	15%	2
4	The objectives link to the nature of the learner, his capabilities, needs, problems and development characteristics	40	11%	6
5	The objectives develop sound scientific thinking in a manner appropriate to this educational stage	37	9.5%	7
6	The cognitive objectives of the textbook are divided into levels, remembering, understanding, applying, analyzing, installing, and evaluating	45	12%	5
7	The objectives are linked to economic, social, and cultural conditions considering technological development	62	16%	1
8	The objectives include what the learner acquires in the skills of dealing with modern technology and knowledge economics	36	9.5%	8
2.Content field				
9	The content is related to the goals of teaching Arabic	80	11%	6
10	The content is related to the environment in which the student lives	93	13%	1
11	The content includes texts from the Noble Qur'an and Sunnah	85	12%	4
12	The book focuses on research and investigation in references and dictionaries	67	9%	8
13	The content in the presentation met the principle of the transmission of learning impact and the principle of motivation	58	8%	9
14	The content focuses on the aesthetic values that develop students' emotions	78	11%	7
15	The content uses a fiction and acting style	88	12%	3
16	Literary texts vary in the content of the book (poetry - article - story - speech)	83	11%	5
17	The content defines the new term as it is presented in a clear manner	92	13%	2
18	The unit includes a reference framework that provides references, additional resources, and materials so that the teacher and student benefit	0	0	10
3.Content presentation				
19	The content reinforces annotations with examples, evidence and demonstrations	95	20.5%	2
20	The show stimulates the learner and encourages self-learning	88	19%	5
21	The presentation deals with dividing the book into units and of topics	92	20%	3
22	Each unit is at the forefront with its goals and its definition	99	21%	1
23	Each unit ends with a summary appropriate to its main ideas and prepared for what follows	90	19.5	4
4.Activity and training field				
24	The nature of literary topics helps in choosing a variety of educational methods	88	14.5	3
25	Book activities are suitable for individual and group work of students	86	14%	6
26	Activities are based on the principle of individualizing learning by giving its opportunity in time so that the student implements it in a time that suits his mental abilities	90	15%	2

NO.	Items	Frequencies	Percent	Rank
27	Activities are appropriate to the level of maturity of learners, their abilities, and needs	80	13%	7
28	The activities are realistic and applicable	83	14%	5
29	Activities develop linguistic wealth for students	88	14.5	4
30	It is followed by various questions to assess the extent to which its objectives are achieved	92	15%	1
31	Activities provide constant feedback and prompt reinforcement	0	0	8
5.Educational means				
32	There are pictures, drawings, and figures in suitable places for the lesson	93	24%	1
33	Its material is characterized by modernity, accuracy, and scientific value	88	22.5%	2
34	Learning tools are accompanied by explanations and related activities	84	21.5%	4
35	Learning aids help to stimulate science fiction among students	85	22%	3
36	Encourage the teaching aids learners over the production of learning tools themselves	40	10%	5
6.Evaluation				
37	The evaluation is varied in terms of the general objectives of the book and the specific goals in each unit and lesson	90	21%	3
38	It includes the types of structural (formative) and final evaluation	95	22%	1
39	The questions help the student to employ job expression	94	22%	2
40	The assessment methods consider individual differences between students	83	19%	4
41	Questions develop creative expression and literary appreciation	70	16%	5
42	The calendar provides feedback through typical answers to questions at the end of the unit and the book	0	0	6
7.Editing and production				
43	The book includes a clear and numbered content index	97	16%	1
44	The book leaves out a word space for each new paragraph	86	14%	6
45	The book is easy to save and store when not in use directly	87	14%	5
46	The book is free of grammatical, linguistic, and orthographic errors	89	15%	4
47	Its binding and fastening are good enough for several years	60	10%	7
48	The book uses directing art appropriate to the characteristics of the students (outlines, highlighting the main concepts with distinct colors and different colors, printing, margins, and spaces)	90	15%	3
49	The first page of the book shows its title, the names of the authors, the publishing house, the place of publication and the year of publication in the Hijri and Gregorian years	96	16%	2
50	The book and its units top the list of main and sub contents	0	0	8
51	At the end of the book, it includes a glossary of concepts and terms contained therein	0	0	9

Table (1) illustrates that the objectives field which consisted of (8) that are considered in the Arabic book in a varying degrees, it shows that item (7) came first with a percentage of (16%) which states: "The objectives are linked to economic, social, and cultural conditions considering technological development." This result is attributed to the translation of the authoring committees for the recommendations of the Curriculum Development Committee and textbooks, especially regarding linking knowledge with the needs of society. Where item (3) came second with a percentage of (15%), and it states that "The objectives are formulated in a way that enables the selection of appropriate learning content, activities, and evaluation" This may indicate the interest of the authors in the role of goals as the first component of the curriculum, and in the light of it determines the content, activities, and evaluation. The outputs are students who are active and involved in the learning process, and these results are consistent with its findings (Faraj Allah, 2011).

As for item (8), it ranked last with a percentage of (9.5%), which states "The objectives include what the learner acquires in the skills of dealing with modern technology and knowledge economics", and this may also indicate a lack of future outlook for the authors. They consider the scientific and

technological development and the possibility of assimilation into the educational learning process, and this is what happened. The Ministry of Education is preparing the steps in the field of e-learning, computerization of curricula, etc. This result is consistent with Al-Mashharawi (2004).

The results in the **content field showed** that all the (9) items in this field (9-18) were included in the Arabic book to a varying degrees. Item (10) came first with a percentage of (13%) and it states: "The content is related to the environment in which the student lives" This result may be attributed to the interest of the authors to address the content issues related to the reality of the student and his needs. Where item (15) which rank second, has a percentage of (12%), with an increase of 3 frequency over item(11), which states that "Literary texts vary in the content of the book (poetry - article - story - speech)" This result is due to the interest of the authors in presenting the content in an interesting way to the student, especially when the content is related to the Arab and Islamic heritage. Where item (18) came in the last rank with a percentage of (0%), which states that " The content reinforces annotations with examples, evidence and demonstrations ." This may be attributable to the lack of interest of the authors in the need to find references and sources on which the teacher and learner rely on..

The results presented in the field of content presentation that all items in this field (19-23) are considered in the book to varying degrees, and item (22) came first with a percentage of (21%) which states " Each unit is at the forefront with its goals and its definition." This may indicate the authors' interest in introducing students to the special goals of each unit so that they can be easily understood, understood, and revised so that they can acquire knowledge easily.

In the second place, item (19) with a percentage of (20.5%) which states, "The content reinforces annotations with examples, evidence and demonstrations" and this is due to the fact that the nature of the topics covered in the Arabic language requires examples and evidence. As shown above, item (20) came in the fifth with a percentage of (19%), which states "The show stimulates the learner and encourages self-learning" and this may be attributed to the authors' estimates that the ideas are contained in the units and lessons of the book, There is no need for individuals to have a task to extract and search for learners as an opportunity to grow their self-learning skills. Item (23) ranked fourth with a percentage of (19.5%) and states that "each unit ends with an appropriate summary of its main ideas and prepares for its aftermath." Naturally, they are related and there is no need for the summary and the role of the teacher to present it, and this result varies with what God has reached 2011.)

The results indicated in the field of activities and training show that all item of this field (24-31) are taken into consideration in the book in varying degrees, item (30) came in the first place with a percentage of (15%) and with two more frequencies than the item (26) which states that " It is followed by various questions to assess the extent to which its objectives are achieved." This may be attributed to the authors' awareness of the importance of having various questions to assess the degree of achievement of the goals. Where item (26) came in the second place with a percentage of (15%) and with two frequencies less than item 30 that came in the first place and stipulates that activities are based on the principle of individualized learning by giving his opportunity in time so that the student implements it in a time that suits his mental abilities. Perhaps this is due to the authors 'awareness and belief in the existence of individual differences between students, and each student has the right to claim activity in a manner that suits his capabilities and energies and the time that suits him, and this indicates the authors' response to the recommendations of the Educational Development Conference. Item (31) was in the eighth and final rank with a percentage of (0%), it states that "Activities provide constant feedback and prompt reinforcement." The authors believe that these activities are specific to the student, and each student implements them in a manner that suits their abilities, under the supervision of the teacher, in addition to the fear of those in charge of the authoring process that students take these answers as they are without their initiative to carry out the activity.

In the seventh-place came item (27) came with a percentage of (13%), which states that "Activities are appropriate to the level of maturity of learners, their abilities", and needs, and is

attributable to the authors' awareness of the importance of having activities commensurate with the needs and abilities of students. These results are consistent with what Faraj Allah has reached," 2011) and disagrees with what Al-Sharari reached, 2001.

The results of the educational means field show that all the items of this field (32-36) are considered in the book in varying degrees, Paragraph No. (32) came first with a percentage of (24%) and states "There are pictures, drawings, and figures in suitable places for the lesson ." This result may be due to the interest of those involved in the proper process of producing textbooks so that these images and shapes play a role in embodying the concepts and information and bringing them closer to the minds of learners to be more clear, and therefore more quickly and easily in learning and understanding them better, and the effect kept them than they were The images are the shapes on one side, and the content of the lesson on the other hand, and this result is consistent with what Faraj Allah has found (2011.) In the second place, item (33) came with a percentage of (22.5%) which states that "Its material is characterized by modernity, accuracy, and scientific value" , and this may be due to the authors' awareness of the importance of the book's material again by modernity and to be accurate and scientifically valuable, enriching the content and bringing it close to Learners are easy to learn and understand .

Item (36) was in the fifth and last rank with a percentage of (10%), which states " Encourage the teaching aids learners over the production of learning tools themselves." Perhaps this is due to the consideration of those who are concerned that the topics of the Arabic language do not need means because most of the means In the form of audio records provided by the Ministry of Education, most of them do not need to produce students, and I am satisfied with the role of the teacher. This result is consistent with what he reached (Al-Sir, 1994).

In the fourth rank, item (34) came with a percentage of (21.5%) stating that "Learning tools are accompanied by explanations and related activities." This result is due to the authors' conviction that there is no need for these explanations, and they are satisfied with providing the students with these means, and the teacher explains and clarifies.

The results of the evaluation field indicate that all the items in this field (37-42) are considered in the book in varying degrees, Item (38) was ranked first with a percentage of (22%) and states " It includes the types of structural (formative) and final evaluation" , and this may be attributed to the interests of the authors by the complementarity between the four educational curriculum elements, which the evaluation is the main component, and even the only one among the curriculum elements that can reveal the extent to which these elements achieve their goals, especially since the matter is related to the skills of the Arabic language that can only be measured Through the clarity of the calendar and its association with public and private goals, this result is consistent with its findings (Faraj Allah, 2011.)

In the second place, item (39) came with a percentage of (22%), but with one frequency less than the first rank stating that "The questions help the student to employ job expression."

Where Item (42) came in the sixth and last rank with a percentage of (0), if it is not observed at all and states that "The calendar provides feedback through typical answers to questions at the end of the unit and the book" , and this may be due to the authors' fear of its negative impact on learners, As it can deprive them of the opportunity to study, research, survey and compare their answers, thus limiting their activity in the learning process in which they hope that their role will be central to what will lead them to achieve the desired goals.

Item (41) ranked fifth before the last, with a percentage of (16%), which states that "Questions develop creative expression and literary appreciation" and agree with what he reached (Al-Sir, 1994).

The results of the field of directing that all items of this field (43-51) are taken into consideration in the book to varying degrees, as the item (43) came in first place with a percentage of (16%) and it states that " The book includes a clear and numbered content index." This result may be due to the interest of the authors in the practical aspects of directing the teacher and the learner, and facilitates the process of using them for special books, and it is a continuous and repeated process throughout the academic year, including returning them to save time and effort, in addition to their

awareness of the importance of accurate topic titles For the head and the sub-branch and to set its numbering in the indexes in a way that is similar to what they are inside the book, due to the negative impact of any of this on the teacher and student.

In the second place, item (49) came with a percentage of (16%), with one frequency less than item (43), which occupied the first position, and it stated: "The first page of the book shows its title, the names of the authors, the publishing house, the place of publication and the year of publication in the Hijri and Gregorian years."

As for the items (50 and 51) were not observed in the book and came in the eighth and ninth rank with a percentage of (0) and stipulated " The book and its units top the list of main and sub contents" and "At the end of the book, it includes a glossary of concepts and terms contained therein." This result is attributed to the authors of the book relied on the existence of a list of contents in the index and they were satisfied with defining concepts and terms in the content, and this result is consistent with what was reached (Faraj Allah, 2011).

4. Recommendations and Suggestions

Considering the results of the study the researcher recommended the following:

- Increasing planning and prior coordination between curriculum authors and book writers so that textbooks are constantly evaluated and developed and are in the process of being prepared and piloted.
- Preparing a list that includes the comprehensive quality standards that should be taken into account in the Arabic language book, so that these standards are taken into account in building curricula for books, and the list of comprehensive quality standards included in this study can be used to develop Arabic language books.
- Reconsidering the programs of qualifying and training teachers during the service, to include introducing them to the characteristics and specifications of good schoolbooks, and the criteria for evaluating them.
- Carrying out more educational studies and researches concerned with evaluating and developing Arabic language books
- Conducting new educational research based on the methodology of analysis and case study, and continuous observation, without relying solely on teacher polls.
- Carrying out similar studies for this study to evaluate other books for the primary and secondary levels.

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