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EVALUATION OF PRIMARY
ONE ARABIC TEXTBOOK
IN EGYPTIAN SCHOOLS

SHAHIRA MAHMOUD YACOUT

1997



THE AMERICAN UNIVERSITY IN CAIRO

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

ARABIC LANGUAGE INSTITUTE
TAFL PROGRAM

EVALUATION OF PRIMARY ONE ARABIC TEXTBOOK
IN EGYPTIAN SCHOOLS

BY

SHAHIRA MAHMOUD YACOUT

A THESIS SUBMITTED
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN
TAFL

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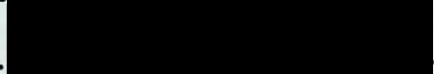
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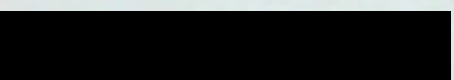
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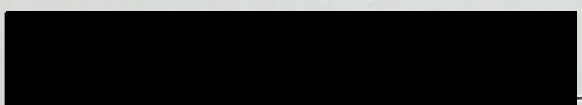
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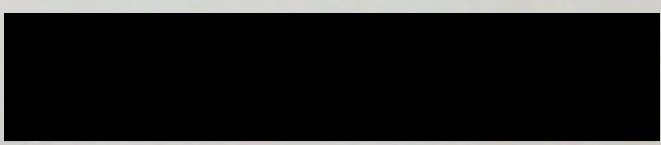
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*To my parents, husband and my sons
Youssef and Khaled*

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Abstract

Textbooks play a major role in schools. Whether we like it or not, they determine to a large extent what happens in the classroom. In Egypt, there are widespread complaints among parents, teachers, children and educational experts that textbooks suffer from poor content, lack of interesting material and inappropriate presentations. The Ministry of Education, however, continues to produce edition after edition of practically the same quality texts.

This study is to evaluate the Primary One Arabic textbook in terms of physical appearance, subject matter, grammar level, vocabulary and the the objectives of teaching Arabic in the Primary One as stated by the Ministry of Education. An evaluation instrument was designed to canvas teachers' opinions regarding Primary One textbook. Four schools were randomly selected representing the following types: **State Public Schools, Private all Arabic Schools, State Experimental Schools and Private Foreign Languages Schools.** The evaluation instrument was administrated to twenty five teachers and supervisors of Arabic. The textbook was evaluated by the researcher herself using the same criteria mentioned above.

The results of the study showed problems in the textbook One. Among the problems identified were lack of colourful meaningful, bright pictures; the poor overall quality of the textbook; lack of adequate reinforcement of both new vocabulary and grammatical structures; the large number of new words introduced in each lesson and the lack of gradation of grammatical structures and new vocabulary. Furthermore, it was established that the objectives of teaching Arabic in Primary One were not formulated with clarity or specificity and did not reflect the content of the textbook. It became clear that more than revision of the text book is needed in order to improve its teachability and effectiveness. The textbook should be rewritten based on current trends in teaching and learning methods.

Chapter One

Preliminaries:

1.1. Background Of The Study:

A school textbook constitutes one of the most important instruments of teaching and learning. Selecting the first textbook is of great importance because it is the first contact between the child and the printed word. It is his first source of reading. In Egypt, there is a strong widespread complaint among parents, teachers and children that textbooks suffer from inappropriate illustrations, poor writing and lack of interesting material that develop a higher order of thinking skills. El Saqar (1995), an educational consultant, comments that educational specialists and students are complaining that millions of pounds are being spent on textbooks, yet they do not accomplish the intended curriculum objectives. He adds that students view the subjects as 'big blocks' that do not encourage them either to read or to study, but only to memorise. Khorshid quoted by El Saqar (1995) mentions that the Ministry of Education textbooks are in very bad condition regarding the print and paper, and thus should be improved. Khorshid points out that the font is very small which might cause confusion to the learner and that the colours are not clear and not given attention. An educational expert added that there should be co-operation and participation among educational experts, authors, curriculum planners

in selecting books and educational material. Furthermore, El Said (1978) states that one of the main reasons of the poor standard of Arabic is the textbooks. He believes that the poor design, the vague language and the incoherent topics do not enhance the level of learning Arabic in Egypt and infact, adversely affect it.

Teachers rely on textbooks as the source of knowledge to be transmitted in the classroom. A textbook provides us with some idea of what students are supposed to learn but not necessarily of what actually they learn. It is the axis around which the learning process revolves. However, there is concern because there seems to be a wide spread feeling among parents, teachers, students, university professors and experts that there is a problem with current textbooks in the Egyptian school system. Because students and teachers are the users of these textbooks, their opinions must be investigated and taken into consideration. Moreover, poor quality textbooks do affect the learning process and may lead to difficulties in the development of a child's linguistic abilities. A good textbook should provide language experiences which encourage the child to listen with interest and growing comprehension and to express his ideas freely and clearly.

In Egypt, the Ministry of Education exercises tight control over textbooks. The education system designed by the curriculum specialists ties the

teacher and the students to the prescribed textbook. Teachers have little freedom to alter, replace or decide which textbook or instructional material they will use. All assessments during the year and the final examination are based on the textbook. Many teachers have no access to any educational aids, slides, tape recorders or computers. Thus, textbooks retain their role as the main tool in the majority of school systems.

Focusing on the teaching and learning of Arabic, in addition to the problems with the textbooks, there are further difficulties encountered. In Arabic there are two forms : classical Arabic which is the standard written form and colloquial Arabic, the spoken language which is used in daily transactions at home and on the streets. This situation leads to many questions about which form of the language is to be used as the medium of instruction and in textbooks.

This discrepancy between the spoken language and the language learned at school begins at the primary stage, when a six year old child enters school with his/her own linguistic system which was acquired from the environment. The child goes to school and is faced in essence with another language (Fusha) which is highly codified and grammatically more complex than colloquial Arabic. The child has to learn (Fusha) which is used for most written and formal spoken purposes through education. This mismatch in languages causes confusion and creates

learning difficulties with the result that Arabic is regarded as a very difficult subject by all children in school.

Recently, there has been a marked change in the nature and the scope of research on textbooks. Researchers and critics have recognised the role of primary textbooks as an important factor in any attempt to improve the quality of education as well as the solid foundation on which to build higher education. Many researchers (Clay, 1979 ; Downing ,1979; McCormick and Mason, 1986) believe that children who are unable to succeed in the primary graders are more likely to fail in school there after.(Adams,1990).

The formulation and the creation of textbooks is a complex task. It requires the efforts of many parties concerned such as teachers, curriculum experts, editors and publishers. An essential step in the development of a textbook is the evaluation stage. All textbooks should be analysed for their effectiveness and to determine whether or not the textbook meets the student's needs and interests.

Therefore, in light of the challenge faced in teaching Arabic in schools, having good quality Arabic language textbooks is essential. Given the complaints of the parents, children, teachers and university professors and the importance of the primary stage and in particular, the impact of the child's experience during his first year in formal education system on

his/her subsequent educational development, there is a pressing need to evaluate the primary one Arabic reading book.

1.2.The purpose and the significance of the study:

The purpose of the study is to analyse and evaluate the primary one Arabic textbook so as :

1.2.1.To decide whether the primary one Arabic textbook meets the standard design of a good quality textbook.

1.2.2.To investigate the teachers' opinions regarding the primary one Arabic textbook.

1.2.3.To decide whether the vocabulary, grammar and subject matter in the textbook are suitable for a six year old child.

1.2.4.To determine the extent to which the four skills, stated in terms of objectives, are achieved in the textbook.

In order to evaluate the textbook, the researcher has designed an evaluation instrument to investigate the above mentioned points. Based on a review of the literature regarding textbook design, the criteria for textbook evaluation used in this study are:

1. Physical appearance.
2. Subject matter
3. Vocabulary
4. Grammar

5. Listening skill

6. Speaking skill

7. Reading skill

8. Writing skill

The significance of the study evaluating primary one Arabic textbook is clearly indicated in the intended outcomes of the research. The intended outcomes are as follows:

- The study will provide writers and authors of children's textbooks and all those concerned with the necessary information for rewriting existing textbooks to improve learning.
- The findings of the research should result in recommendations that would improve the teachability of materials presented in the textbook at this early stage.
- The study would assist teachers and school administrators in improving and developing the stated objectives of teaching Arabic in primary stages.
- The evaluative data can be used in the construction and development of further learning activities or modification of portions of the curriculum.

1.3.1. The goals of learning Arabic in the primary Stage:
as stated in the primary one textbook are as follows: (these goals have been translated as they appear in the textbook).

The student will be able to:

Read and write about everyday activities.

Use simplified fusha to express his feelings, ideas and experiences.

Think , reason and analyse through different language activities.

Read silently and aloud and understand meaning of words.

Use the grammar rules in reading, writing and speaking.

1.3. Literature Review:

1.3.1. Curriculum Planning:

The Curriculum is regarded as a document that specifies what is taught in a specific educational program. It includes the goals and the objectives of the course, identification of the content and learning activities to teach towards the goals and objectives. It also entails the evaluation phase which constitutes the basis of continuing curriculum improvement.

Goals are the basic element in building the curriculum, they are the building blocks of the total program. They are broad and future oriented and are the basis of all curricular decision making (Saylor and Alexander, 1974). The goals are translated into objectives that specify in behavioural terms what the learner is supposed to learn as result of the instruction.

Objectives are the specific goals that one hopes to achieve through the educational program. They must be meaningful and clearly formulated with precision and written in behavioural terms (Eisner, 1985; Saylor and Alexander, 1974; Zais, 1976). General objectives are specified into specific objectives that contribute to the goals of the curriculum.

Remmers and Gage (1995:31) argue that:

" educational objectives can be classified to general and specific. It is a continuum from extreme generality to extreme specificity.

General objectives are those which control the general learning situation. Specific objectives are narrower than day to day goals. Both are important in any clear formulation of objective since the achievement of general objectives depends upon the contribution made by each specific factor in relation to every other."

Thus, curriculum planners have to be aware that specific objectives must be consistent with the general objectives and the stated goals that the students are to attain.

Furthermore, curriculum experts should be concerned with selection of the content and the way it is organised for a language program as it is the heart of curriculum planning and contains information that students are expected to learn through reading. In curriculum planning, experts and developers give major consideration to the aspects of the content by posing the following two questions: (1) What subject matter is desirable and appropriate for attaining the goals and achieving the objectives designated in the curriculum plan? (2) How should this body of content be organised for use by the students ? (Saylor and Alexander, 1974). The objectives of any educational program should be reflected in the content of the textbook, so as to achieve these objectives clearly and easily (Khater, Meiky and Shehata, 1986). Thus, the selection of the content is of major importance in curriculum planning.

Eisner (1985) notes that curriculum planners have to be aware of the sequencing and the organisation of the content. Many theories of intellectual development imply that the sequence of the curriculum content must be carefully co-ordinated with the learners' stages of development. He adds that the content should be related to the aims and goals of the curriculum.

Students cannot be involved in the content unless they are engaged in an activity. In any curriculum, the content and learning activities shape the learner's educational experiences. Taba (1962) states that the content and the learning experience are the channels for carrying out all the objectives besides those of knowledge and understanding (Zais 1976).

The selection and the organisation of learning activities as part of the content is an extremely difficult task. Curriculum planners should not forget the constraints placed on their selection of learning activities to match the objectives and the content of the curriculum. Zais (1976) states that we must engage the students in activities if we want them to learn.

The final stage in curriculum planning is evaluation. Evaluation is of one the basic goals and determining the value of the curriculum itself is a significant function in education. Miller and Seller (1985: 298) defines evaluation as

"Evaluation is considered to be the final step in an overall process. Students are evaluated at the end of a course. Teachers are evaluated..... Curricula are evaluated after they have been implemented, to determine whether their stated goals have been achieved."

Thus, evaluating the goals, objectives and the content is of major importance in the improvement of the program and the curriculum that is being developed. Curriculum planners, experts should evaluate the curriculum to give them insight into the problems that exist and how they might be developed and improved. Eisner (1985) stresses the importance of evaluating the content to which the students will be exposed. He mentions that it is important to determine whether the content and activities of the curriculum is within the developmental stages of the learner and the relevance of the content to the student's background experiences. Saylor and Alexander (1974: 298) suggest several questions that evaluators should ask as follows:

" is the curriculum fulfilling the purposes for which it was designed ?
Are the purposes themselves valid ?
Is the curriculum appropriate for the particular group of students for whom it is being used ?
Are the instructional modes selected, the best choices in the light of the goals sought?
Is the content the best that may be selected ?

Are the materials recommended for instructional purposes appropriate and the best available for the purposes envisioned? "

Ideas about the nature of the learning process always influence the curriculum. Thus, curriculum planners and experts must obtain as much data as possible about the learner's needs and interests and use this data as a pre-requisite for meaningful curriculum development. Ausubel (1967, 1970) states as cited in Biether and Snowman (1993:441) :

" If I had to reduce all of educational psychology to just one principle, I would say this : the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly."

In other words, information should be organised and presented in a way to be related to the student's knowledge scheme. Thus, the process of learning affects the structure and the presentation of the material as well as the types of the students' activities.

A fundamental property of learning a language is the relation of the new material to the student's prior knowledge. A student is encouraged and interested in reading when the material reflects his/her needs and experiences (Shehata, 1992; Younis and El Naka, 1977).

Singer and Donlan (1989) believe that readers learn through the interaction of general knowledge, semantic and conceptual abilities, with information

in the text. Therefore, the presentation of reading materials and the structure of textbooks are of fundamental importance and have great impact on students' learning. Textbook design involves many different elements to be considered.

Factors that affect the quality of textbooks produced and should be carefully studied are: the general format, subject matter, vocabulary and grammar.

1.3.2. The General Format of Textbook Design:

The use of a colourful, appealing and attractive textbook is of crucial importance in the learning process. An attractive design of a textbook creates a good first impression on the student. A colourful layout, pictures and an organised textbook stimulate the students to be interested in further inquiry and exploration through the text.

The general format of textbook design includes several different aspects such as: the organisation of the material, the use of colour, typeface, layout, binding appropriate pictures, diagram and tables.

These aspects that stress the extent of organisation, attractiveness and illustration of textbooks have been mentioned by Romero (1975) and Tucker (1975). A textbook should be attractive and the presentation of the material should be done in a way that facilitates learning. The size and

amount of typography should not be too much on a page. Pictures are important in facilitating the learning process. They add that the lessons should be short and well organised.

On this point Hummel (1988:47) adds :

"layout and typography can add to the attractiveness of the textbook. An uncluttered layout helps the pupil to find his way through the text, whilst clear bold headings attract the interest of the reader. Pages packed full of text run the risk of frightening or boring pupils even before they start reading."

Hartly (1985) remarks that children need to be told why a change in the type of writing has taken place and what such changes are intended to indicate. Writers need to remember that letter-style, size, boldness, colour or position can have no value if they are used excessively. Hartly stresses that one of the most important elements that affects the ease of comprehension and recall from printed text is the use that is made of the space on a page size of known dimensions. Spatial cues play an important role in clarifying texts.

Shehata (1993) stresses the importance of using colourful pictures that illustrate the content to the reader. A colourful and attractive cover is an essential element in encouraging the child to read.

In a study carried out in Singapore, Hummel (1988:44) asserts the importance of pictures in children's textbooks.

"In schools textbooks, they (pictures) serve to interpret and explain the text giving a visual dimension to new terms, to explain processes via pictures, to convey ideas and environments the pupils are unfamiliar with, to add interest, to provoke and stimulate colour. Even a factor as location in text can serve either to enhance or retard the illustration's effectiveness."

On the other hand, some researchers have pointed out that pictures in the textbooks do not always enhance comprehension and are not always effective. Hartly (1985:87) notes that:

" it seems that pictures can hinder comprehension when children are learning the meaning of individual vocabulary items one at a time. However, pictures can help comprehension when children are learning to read meaningful text."

Adams (1990) states that S.Tay Samuels offered the hypothesis that introducing identifying pictures might cause confusion in learning the printed word. After testing the hypothesis, he reached the conclusion that pictures are helpful in learning unfamiliar, isolated words. However, if the goal of learning is to learn about details of the print, accompanying pictures may be diversionary.

Adams (1990) believes that pictures will assist teachers to ask questions such as; "What is going on in the pictures?" and "What do you think will happen?". This will encourage and motivate children to read and promote their interest and motivate them to read.

Levin and Mayer (1993) assert the importance of pictures and note that research conducted within the past 15 years stressed the importance of incorporating pictures into textbooks to improve recall of information. They add that the selection of pictures is of great importance. Pictures have to be evaluated to match the learner characteristics and the desired performance outcomes.

On the importance of the attractiveness of the appearance of a textbook, Hummel (1988) advises publishers and book designers to develop techniques to attract readers utilising colour photographs, exciting layout, eye catching covers..... etc. All these elements stimulate and motivate the learner. He adds that dull and repetitive textbooks switch off the student's motivation. An attractive layout provides the initial motivation on which the learning process is built.

Another essential element in a textbook is the organisation and the internal coherence of the material. A textbook must be organised and divided into

parts in a way to fit the classroom situation and teaching time (Neumann, 1990). Singer and Donlan (1993: 126) add that :

"A text that is better organised places less of a demand upon a reader, such as having to recall background information, perceive relationships among ideas in a text, make inferences or draw conclusions, and take time to process that text."

Lack of coherence in a textbook may lead to students having difficulties with the learning material. Mckewon, Beck and Worthy (1993:560) assert that

"One source of the difficulty students have in constructing meaning is that their textbooks often lack coherence and explanation and assume unrealistic levels of background knowledge features that have been given the label "inconsiderateness". For many students, inconsiderate features of a textbook's content inhibit comprehension and textbook authority causes students to attribute these difficulties to their own inadequacies."

Singer and Donlan (1993) mention that the cohesive element not only makes the text interesting and not boring, but also influences the rate of reading comprehension and recall of information.

1.3.3. Subject matter in the textbook

One of the crucial aspects in textbook design is the selection of subject matter, topics and themes. Authors and textbook writers should bear in mind the importance of selecting subject matter that correspond to the students' needs and stimulate their interest and arouse their curiosity.

William and Fromberg (1992:) mention that " a thematic approach to curriculum planning consists of organising activities around a central topic or idea, such as a food chain from farm to table, or variation in family composition and celebrations. The thematic approach can promote and reflect the cohesiveness of the curriculum, curriculum integration across subject matter and/or developmental domains."

The selection of topics and subject matter seem to be accomplished without a systematic approach in many textbooks. On this issue, Khater, Maiki and Shehata (1986) state that textbook authors and specifically children's textbooks writers do not seem to be concerned with the selection of topics and subject matter. They add that selection should be related to the students' experiences and background. In many textbooks the subject matter is above the students' level and in others the topics are more interesting to adults than children. They assert the importance of selecting

topics from the student's environment such that they are so as to be meaningful, helpful and fulfil their interests.

Arbuthnot (1964:17) mentions that " the first consideration in selecting books for a special child or a group of children must be children themselves. The needs of each child are determined by his background and attitudes, his abilities and interests, and, of course his reading skills."

Instructional material when portraying people should reflect cultural attitudes and beliefs in order to instil in children a sense of awareness and pride of their cultural heritage (Zais, 1985).

1.3.4. Vocabulary in Textbook Design:

Vocabulary has always been seen as an issue connected with reading comprehension. Vocabulary knowledge is an essential element in the reading process. The selection of new words, number of new vocabulary introduced in a text and its relation to the reader's background are factors that should be considered in designing a textbook.

Neumann (1980:25) mentions that

"primary school books inform and form children throughout their most critical learning stages, if we except pre-school education. They deal with young children who lack experiences and sophistication, have a limited ability to read, and a very

short attention span which increases gradually. These children are easily confused as Piaget has shown, they must be taught concepts in progression which parallels their stages of development and maturity."

Romero (1975) and Tucker (1975) mention that a good textbook will provide the learner with function words and limit the number of content words, so as to enable him/her to practice the language and to produce it automatically.

In order to improve comprehension, textbook writers should define new terms by words that are familiar to the students. This will serve as a bridge between the new information and the reader's background knowledge. It is necessary to show students how to relate new information concepts, and ideas in the text to the knowledge they already have(Singer and Donlan, 1989). Fry(1988) supports the previous point and agrees that authors should introduce a new term to the reader in a meaningful and helpful way. Writers must use short, simple and familiar words that enable the reader to see, hear, feel, smell and taste the meaning of each word.

Fry (1988) adds that children's reading books and textbooks must be based on word frequency list and everyday experiences. Using vocabulary

which children are not familiar with, will hinder many children from enjoying the pleasure of reading . He advises writers and authors to be selective in their writings, especially at this initial stage of learning.

In the Egyptian context, the challenge faced by textbook writers is immense because of the diglossia situation. Badawi (1972) describes the problem of a six year old child who enters school with his own linguistic background language Ammiyya, and is faced with a new language, Fusha. Teachers not aware of the importance of the child's language, reject it. Accordingly, the child loses his confidence to express himself and this continuous rejection hinders the growth in the powers of expression. As a result the child memorises phrases and sentences that have no functional use.

Badawi (1986, cited in Kilani 1987: 6) states that" this shock frequently destroys their self confidence and spontaneity for good. Teachers communicate to children the facts that the only language they have known in expressing emotions is not appropriate for school and their perception and categorisation of objects in the world was wrong : Al Raas Kabir, not Kabiira الرأس كبير و ليس كبيرة

Researchers (El Kabani, El Kosi and Abu Hadeed) emphasised the importance of narrowing the gap between Fusha and Ammiyya as a major factor in enhancing the teaching of Arabic (Younis and El Naka, 1977).

Younis and El Naka (1977) mention that research studies on Egyptian child language are unfortunately few. These studies show that the child's language is rich with commonly used words that are common between the Fusha and Ammyia. These words can be the basis on which the language is built and should be incorporated in the textbooks.

Naguib (1982 : 67) directs a question to children's authors:" Isn't it more successful to try to write to children in their early stages of life in a language that is closer to the spoken language, in order to be to their way of thinking and understanding? "

Sharoni (1989) and El Kousi (1980) state that the spoken language of a child is broad enough to cover many of the common words and ideas they will encounter in printed form.

Consultants of the Egyptian Ministry of Education supported this idea as it appeared in the report of the permanent committee for improving methods of teaching Arabic, submitted to the Minister of Education in 1945 which states

" The spoken language of children be adopted as the medium of teaching in kindergartens and elementary schools. Some efforts should be made to purify the colloquial language gradually; the child should be provided from time to time with correct pure Arabic words equivalent to what he uses colloquially on the condition that the two equivalent words should be as similar in form as possible. Correcting the child's pronunciation should be kept to the minimum in order not to hinder fluency of expression ."
(Radwan 1952: 10)

Karam El Din (1990) and Radwan (1975) believe that word frequency lists help in revision of textbooks to see whether they correlates with language development of the child and his oral language ability store. Using children's vocabulary that is related to their background knowledge makes the language functional.

Akl (1953:6) stated that :

"Having these word lists in hand, it becomes easier to write and select the reading books, supplementary readers and textbooks for the different grades and ages. By unifying the vocabulary in the different fields of knowledge for each grade, we make sure that the student masters this vocabulary and understands what he/she reads so that he/she will not be handicapped by ignorance of vocabulary."

Shehata (1992) and El Sharouni (1989) support and recommend that textbooks and children's literature should be based on word frequency lists

and children's spoken language, especially in beginning reading material. Unfortunately, because of the dearth of research in this area, authors and teachers do not have up to date lists of the most common words in children's speech at different ages such as those that exist in other languages.

Karam El Din (1990) and Lutfi (1981) urged writers and authors to use words that are close to the classical, so as to enhance the child's vocabulary and motivate him to enjoy the reading material. Younis (1977) supports previous findings and mentions that the speech of the children is full of Fusha words that we think of as Ammiyya. These words are used in reading material to stimulate the child to be interested and involved in reading. He advises writers to present new material gradually until the children reach the proper standard of Fusha.

The child needs to have the word repeated many times in different contexts or sentences in a book in order to recognise it (Shehata, 1992 ; Younis and El Naka 1977).

One of the most important aspects that might cause difficulty to beginning readers is the abstract words and concepts. "In order to guarantee comprehension we should use concrete words derived from the child's

environment and we should use avoid abstract words as much as possible
....." (Youssef, 1981:71 as cited in El Agroudi 1986:)

Psychology researchers show that a heavy burden of vocabulary, slows down children to the point of disappointment and confusion. The child loses confidence and dislikes reading. All researchers recommend that at this early stage, the number of new words per lesson page should be limited and full provision should be made in his recognition of the words and repetition should be included to allow gradual assimilation of words to take place. Careful grading of reading material ensures success for all pupils of varying intellectual verbal backgrounds (Shehata,1992 and El Sayed ,1978).

1.3.5.Grammar in Textbook Design:

The importance of selecting suitable language structures in children's reading material and textbooks is of major consideration. A textbook should be syntactically structured more like the way children speak so as to help the children relate the language they bring with them to school to the language encountered in their early textbooks.

Younis (1974) states that one of the main aspects that is to be considered in teaching grammar in the primary stages is that the grammar must be of the functional type. The selection of grammatical elements are closely

related to the structures of the child's language. The findings of El Kosi (1980) agree with the notion of controlling sentence patterns until children are able to untangle word relationships of infrequent patterns.

Grading the structures from simple to complex is very important. Romero (1975) and Tucker (1975) believe that careful sequencing of the level of structure helps new structures and patterns to be built on a base of thoroughly learned material that is practised and learned.

Another factor that is of significance and concern is sentence length. Sentence length should be suitable so that a child can read the sentence once and is able to understand it. Lotfi (1981) recommends that sentence length for beginning readers should not be more than 4-5 words. He explains that there is a relation between sentence length and its difficulty.

Tucker (1975: 356) mentions that for a textbook to be easy for a student, it should present simple, self explanatory displays for each new structure. He states that : " These displays are best understood by the student of a beginning text if they make use of boxes, arrows, contrasting colours, typefaces."

Finally, many teachers complained about the complexity of the syntactic structures used at the primary stage, because it was subjective and depended on the authors' views and opinion. Khater, Maiky and Shehata (1986) agree with this point and mention that authors and writers of

children reading material face a major problem in preparing suitable readable material. He attributes this problem to the lack of available vocabulary and syntactical structure lists that assist writers in designing textbooks and supplementary materials. The use of structures and grammatical patterns that are outside the child's command of the language can inhibit comprehension and burden the learner at this early stage.

In a final comment on the status of textbooks in the third world, Altback and Kelly (1988:14) state

" Every Education Ministry should have appropriate staff concerned with all aspects of textbook development having appropriate expertise on the curriculum, learning, production and physical aspects of textbook at the relevant levels of the school system. One of the responsibilities should be on texts that are being used and what suitable change and innovations should be made."

In conclusion, the research has highlighted the central role of textbooks in the learning process and in particular, at the primary stage of education. The problems we have raised with respect to the use of a child's language, experiences, needs and interests as a source of educational material can not be ignored. Thus, an evaluation and an analysis of Primary One Arabic reading book is an essential matter.

Chapter Two

Methodology

2.1.Introduction:

In order to evaluate the Primary One Arabic textbook the following method was applied: An evaluation instrument was designed to elicit teachers' opinions of the textbook in Primary One and to determine whether the textbook design meets the standard design as stated in the literature. The evaluation sheet was administrated to both supervisors and teachers teaching the standard government issue Primary One Arabic textbook. The teachers and the supervisors were randomly selected from ten schools representing the four types of Egyptian schools, governmental, private, language and experimental. All the schools were located in Maadi a suburb in Cairo. The study was carried out in May 1996 after final exams to ensure that the teachers had a comprehensive view about the whole textbook. In order to set the stage for discussion of the design of the evaluation instrument, the object of evaluation, textbook, will be described in details in the following section:

2.2.Description of the textbook:

Primary One Arabic textbook "Read and Write" is written by Hassan Shehata and issued by the Centre of Curriculum Development and

Educational materials, 1995/96. The book starts with a table of contents and an introduction. The book consists of 148 pages. Each lesson ranges from four to six pages. The textbook is made up of six units. Unit One includes sixteen lessons taught over four weeks. Unit Two includes six lessons taught over five weeks. Unit Three includes six lessons taught over six weeks. At the end of Unit Three there are exercises to review Unit One, Two and Three. Both Units Five and Six includes five lessons each. At the end of the book there are exercises to reinforce what has been taught. The book is based on the objectives of learning Arabic in Primary One as issued by the Ministry of Education. The objectives are written in terms of the four skills listening, speaking, reading and writing. Six year old children are the target age group. The book is taught by native Arabic speaking teachers throughout all Egypt. The Primary One Arabic textbook was evaluated in this study from two different perspectives using criteria identified from the literature. A sample of Arabic teachers and the researcher evaluated the book.

Content of the Textbook:

Unit one: Language Preparation, pages 2-17:

The whole unit consists of sixteen specific language tasks involving a number of pictures. The students are required to perform the following different tasks:

Listen and say

Listen and produce the sound

Identify the missing part in each picture

Identify the differences between pictures

Look and express their opinion

Look and describe the picture

Trace different shapes

Going through a maze

Draw the missing parts in a picture

Rearrange the pictures and produce a story

Unit two: My Family. This unit includes five lessons , pages18-43:

Lesson One: I love my mother

Lesson Two: I love my father

Lesson Three: We all work

Lesson Four: I am happy

Lesson Five: Happy family

The unit deals with family relationships and introduces occupations of father and mother and a day spent in the zoo. The unit includes two verses from the Quran about relationship with parents, in addition to one poem about "My mother and father".

Unit Three: My School. The unit includes six lessons, pages 44-77:

Lesson One: In the morning

Lesson Two: To school

Lesson Three: Me and my friends

Lesson Four: We leave Lesson Five: Let's play

Lesson Six: A nice trip

The unit describes a typical student's day from the moment he/she wakes up and the activities during a school day. A trip to the Pyramids is described and the unit includes one verse from the Quran, a Hadith and two poems "My school" and "My ball".

At the end of the three units, there are general exercises on pages 70-77. They include four drills and exercises to review previous lessons. The exercises consist of the following tasks: completion, sentence formation, letters rearrangement of letters, underlining letters and written expression. In addition, there is a poem introduced at the end of the exercises "Long live Egypt" "تحيا مصر".

Unit four: Animals and Birds. There are five lessons, pages 78- 99:

Lesson One: My cat

Lesson Two: The clever rooster

Lesson Three: The butterfly and the bee

Lesson Four: Uncle Zaher

Lesson Five: The reptiles' house

The stories in the lessons concentrate on animals, providing students with information about animals such as reptiles, fish, a bee and a butterfly. The unit includes one verse from the Quran and a poem " My cat".

Unit Five: The Egyptian Countryside. This unit includes five lessons, pages 100- 119.

Lesson One: Welcome

Lesson Two: In my grandfather's house

Lesson Three: A visit to the farm

Lesson Four: In the field

Lesson Five: Our country's products

This unit introduce the Egyptian countryside and presents some information about agriculture and nutrition of plants. The unit includes one verse from the Quran and a poem "My bird".

Unit Six: Our beautiful life. This unit includes five lessons, pages 120- 148:

Lesson One: Know your body

Lesson Two: A birthday party

Lesson Three: A drawing competition

Lesson Four: Laugh and learn

Lesson Five: The fox and the rooster

This unit does not focus on any specific topic but deal with different subject matters such as animals, a birthday party and some information about the human body. The unit also includes a riddle about a rabbit.

The book ends with review exercises, revision drills of the previous lessons and a list of the Arabic alphabet.

A detailed description of Unit Four is included in the following section:

All the lessons in Unit Four follow the same format. Each lesson consists of a reading passage, illustrated by pictures. The target "letter" being taught is highlighted in red and is shown in its various positions in the words. This is followed by a series of language exercises such as completion, matching, rearranging words, describing pictures and producing and tracing words including the target letter. The number of exercises range from seven to ten drills. Lesson one, has a reading passage entitled "my cat" is about a cat chasing a mouse. The (ض) is the target letter. In lesson two, the reading passage is a story about a rooster who warned the animals of a fox. The (ذ) is the target letter. The reading passage of lesson three describes a bee and a butterfly. The (ج) is the target letter. Lesson four, is about a fisherman describing parts of the fish. The (ز) is the target letter. The lesson also introduces a verse from the Quran related to the reading passage. In lesson five, a reading passage

provides information about reptiles such as snakes and turtles. The target letter is (ظ).

2.3.Design of the Evaluation Instrument:

After surveying all the available models used for evaluating textbooks the following criteria were selected to be used by both the teachers and the researcher :

1. Physical appearance & Organisation.
2. Subject matter
3. Vocabulary.
4. Grammar.
5. Listening skill
6. Speaking skill
7. Reading skill
8. Writing skill

The instrument consisted of 53 items under the eight main criteria mentioned above. There were four items related to physical appearance, three items covering the subject matter, seven items dealing with vocabulary, five items under grammar, eight items under the listening skill, six items for each of the reading and speaking skills and thirteen items evaluating the writing skill.

In designing the instrument, both qualitative and quantitative approaches were used. Quantitative researchers depended on statistical methods to analyse the data and draw conclusions. Findings are usually reported in the form of quantitative summaries. On the other hand, qualitative researchers rely on their impressions and judgements in collecting and interpreting data. " Findings are usually reported in the form of verbal descriptions". (Borg and Gall: 392, 1989). This reflects the current trends in educational research where both methodologies are used since each approach yields useful data.

A five - point rating scale was chosen with descriptors for each point as follows: 5 (strongly agree), 4 (agree) 3 (no comment), 2 (disagree), 1 (strongly disagree). Respondents were required to rate each item on the evaluation instrument using the scale and to write comments on each item. The numerical ratings of each respondent on each item were coded and entered manually into a computer file. This data was then analysed using a statistical package (Systatc version 5.0) and the means and standard deviations of the responses on each item were obtained. The first section of the instrument elicited biodata of the respondents. Subjects were required to provide information on their educational qualification, position and work experience.

2.4.Administration Of the Instrument:

Schools where the survey was carried out:

The instrument was carried out in schools representing all the four types of elementary schools in Egypt which are:

2.4.1. State public schools: These schools are owned by the government and tuition is for free. The teachers are employed through the Ministry of Education. All the subjects are taught in Arabic. English is introduced in the fourth primary.

2.4.2.State experimental schools: These schools are owned by the government, however, students pay reasonable tuition fees which are subsidised by the government. The curriculum is similar to that of the private language schools.

2.4.3. Private foreign language schools: They are privately owned, however, they are also supervised by the Ministry of Education. English or French is taught in the kindergarten stage and both math and science are taught in English or French. Tuition fees are higher and thus, teachers are better paid than those in all other schools. Therefore, these schools are better able to attract the most qualified and experienced teachers.

2.4.4. Private all Arabic schools: These schools are privately owned. Tuition fees are higher than experimental but lower than private language schools. The curriculum is the same as that of the governmental schools.

The number of students in each class is less than those of the governmental and experimental.

Ten schools representing the four different school types were randomly selected from all the schools located in Maadi. The researcher approached the Arabic language supervisors in each school to obtain permission to conduct the survey. Two governmental schools refused and permission was granted in the remaining eight schools. The researcher administered the evaluation instrument to teachers and supervisors who were available at that time in each school. The subjects completed the evaluation in about 20-30 minutes and handed the evaluations to the researcher.

2.5. Subjects of the study :

Twenty five Primary One Arabic teachers and supervisors in eight different schools participated in the study: six teachers and two supervisors from three private schools, four teachers and two supervisors from one experimental school, five teachers and one supervisor from two governmental schools, four teachers and one supervisor from two language schools. The Arabic teachers and supervisors surveyed were from four different types of schools. The following table shows the distribution of the subjects across the various categories of the schools:

The subjects included nineteen teachers and six supervisors and the biodata is shown in Table (2). All the teachers were university graduates and less than one third are trained teachers. Twelve teachers had a B.A. in

Type of School	Number of teachers
Private Arabic School	8
Experimental School	6
Governmental School	6
Private language School	5

Table 1: Disribution Of Subjects By School Type

different specialisations such as Law and Arts. Nine teachers had a teaching diploma and one teacher had a master degree. There were three subjects who did not provide biodata. There were six supervisors and nineteen teachers. The working experience ranged from one to twenty eight years of experience. There were five novice teachers (with less than two years of experience) , eight teachers in mid career and ten experienced teachers. The biodata is shown in table (2).

Biodata	Number
Education qualification	
M.A. TAFL	1
B.A.	12
Teaching Diploma	9
Position	
Teacher	19
Supervisor	6
Experience	
0-2 years	5
3-10 years	8
10+years	10

Table 2 : Biodata Of Subjects Of Study.

Chapter Three

Results and Discussion

3.1. Quantitative data:

The means of each item on the questionnaire are shown in Table (3). The results of the quantitative data did not yield much information because all the responses ranged from 3.1 to 4.6 on a five-point scale. Means on items ranging from 3.5 and higher are considered as indicators of agreement: positive opinions. Means on items ranging from 2.5-3.5 are considered as neutral responses. Means less than 2.5 reflect negative opinions. This means that all the subjects responded positively or neutrally. The only aspect of the book that was viewed negatively was the item regarding the use of visual aids. The mean rating for this item (item three) was 2.5 which indicated a negative opinion. All teachers seemed to agree that the textbook is useful in helping students to differentiate between the different sounds. This item received the highest rating of 4.6. The qualitative data was much more useful. The frequency distribution of the scores of each item (shown in Appendix 7) showed a similar pattern as the mean scores.

	X	SD		X	SD
Q 1	3.1	1.26	Q 27	4.1	0.97
Q 2	3.6	1.36	Q 28	4	1.27
Q 3	2.4	0.77	Q 29	4.2	0.8
Q 4	3.3	1.21	Q 30	3.9	0.97
Q 5	3.3	1.4	Q 31	4	1.16
Q 6	3.7	1.06	Q 32	3.5	1.01
Q 7	4.2	0.85	Q 33	4	0.91
Q 8	3.8	1.05	Q 34	3.9	1.19
Q 9	3.2	1.26	Q 35	4.6	0.91
Q 10	3.4	0.87	Q 36	4.2	0.55
Q 11	3.9	0.76	Q 37	3.6	1.08
Q 12	3.4	1.26	Q 38	3.6	1.23
Q 13	3	1.17	Q 39	4.4	0.95
Q 14	4	0.98	Q 40	3.7	1.11
Q 15	3.4	1.08	Q 41	4.1	0.95
Q 16	4	0.79	Q 42	4.2	1
Q 17	3.4	1.44	Q 43	4.2	0.66
Q 18	3.6	1.41	Q 44	4.2	0.76
Q 19	3.7	0.69	Q 45	3.9	1.17
Q 20	3.6	1.44	Q 46	3.6	1.16
Q 21	3.8	1.2	Q 47	4.2	0.83
Q 22	4.1	0.91	Q 48	4.2	1.03
Q 23	3.8	0.71	Q 49	3.8	1.13
Q 24	4.1	0.76	Q 50	3.1	1
Q 25	3.9	0.88	Q 51	4.3	0.69
Q 26	4.6	0.71	Q 52	4.3	0.48
			Q 53	3.3	1.02

Table 3 : Mean and Standard Deviation Of Each

3.2. Qualitative data:

3.2.1. Physical Appearance

The majority of the teachers noted that the physical appearance of the book is not suitable or attractive to the student. The cover of the book is bad and the paper and the print are of very poor quality. Fifteen percent of those who wrote comments mentioned that the appearance of the book is acceptable. As for the pictures of the book, several teachers commented that the pictures were not colourful or attractive. More expressive pictures were needed to be added to the book to make it more appealing and colourful. Forty- seven percent of those who commented consider that the pictures are taken from the student' s environment. All teachers agreed that there were no tapes or audio-visual equipment available in the schools. The teachers have to prepare or buy their own material. Sixty- three of those who commented remarked that the book needed to be rearranged. The lessons were too long and the objectives of each unit needs to be explained. Three teachers noted that there was an introduction for the whole book only. Generally, most of the teachers believed that the book should be re- arranged and rewritten.

3.2.2. Subject matter of the book:

From the comments on the questions , six teachers (thirty- three percent of those who commented) mentioned that some of the topics and subjects of the book were not interesting and above the students' level and therefore did not encourage reading. Two teachers (eleven percent of those who commented) mentioned that verses from the Quran encouraged students to read. Few stated that most of the topics are interesting. Generally, the majority of the teachers felt that the topics were not stimulating to the student. Twelve teachers (67% of those who commented) mentioned that the topics were full of information which is sometimes vague and not clear for the child to understand or grasp. Three teachers (17% of those who commented) stated that the information was presented accurately and clearly. Several teachers agreed that the topics and subjects were related to the students' environment, yet, they felt that more interesting subjects could be presented which are directly related to the child 's experiences. To conclude, teachers seemed to feel that more familiar topics should be added in the textbook to aid comprehension and help the student to be more interested and motivated to read.

3.2.3. Grammar :

Two teachers (fourteen percent of those who commented) remarked that the grammatical structures in the book do not reflect the child' s language.

Six teachers commented that the first part of the book included complex structures that were too difficult for the students to grasp. Two teachers noted that the structures of the book depended on the common structures of Ammayyia and Fusha and that the grammar was suitable for the understanding of the student at this age. Seven teachers (fifty percent of those who commented) agreed that the grammar points were sufficiently repeated in the book. Also, most of the teachers felt that the number of drills were not enough and more exercises are needed to help the students to understand the new rules. Overall, teachers seemed to respond positively regarding grammar and the main criticism was that the textbook required more exercises and drills.

3.2.4. Vocabulary:

Twelve teachers (sixty percent of those who commented) noted that some of the vocabulary items used in the book do not express the child's needs. The words are not related to the student's everyday life. They believe that more suitable vocabulary may be used to express the child's experiences. Few teachers felt that the vocabulary used was suitable for the student's level. Many teachers stated that most of the vocabulary was presented in suitable situations. Eight teachers (fourty percent of those who commented) remarked that there was no gradual presentation of vocabulary in the book. They commented that there were many difficult ,unfamiliar words

introduced at the beginning of the book which could be delayed towards the end for example: بوق، وجوه، وسادة، منزل، موقد

Thirteen teacher (sixty-five percent of those who commented) believed that in some lessons there was a large number of new vocabulary introduced especially in the second part of the book. Furthermore, they considered the lessons to be too long and needed to be divided to suit the child's cognitive development. Most of the teachers commented that easier vocabulary could be substituted for the difficult new words especially in the final lessons and that some Fusha words were too difficult for the students to understand for example: خياشيمها، غليظ، نعم،

رحيق، ناتج، الود

In conclusion, data collected from teachers found that the vocabulary was not gradually presented and that there were too many new and difficult words presented.

3.2.5. Speaking skill:

Eight teachers (fourty-four percent of those who commented) stated that the students had acquired the ability to tell a short story as there are many stories included in the book which enable the students to achieve this objective. Six teachers (thirty-three percent of those who commented) noted that only a few students could tell their address and their father's profession because there are not enough drills to achieve this

objective. Nine teachers (fifty percent of those who commented) stated that the phrases of congratulations and occasions are introduced by the teacher throughout the year. In addition, the vowel markers (التشكيل) with the teacher's help encourage the students to pronounce proper Arabic. All teachers acknowledged that the book includes lessons that teach students information from the surrounding environment. On the whole, the teachers regarded the book as an aid to help students develop their speaking skill.

3.2.6. Listening Skill:

Eight teachers (forty-four of those who commented) noted that there were very few exercises in the book that help students develop their listening skill. The book lacks a co-ordinated set of listening drills. The teachers substitute through tapes and storytelling to enhance this skill. Generally, all teachers suggested that the book required more listening exercises and more interesting topics to stimulate the students and encourage them to listen.

3.2.7. Writing skill:

Ten teachers (sixty-five percent of those who commented) noted that the students learned how to write their names from the names in the book and that it is a skill taught mainly by the teacher and does not depend on the book. Five teachers (twenty-eight of those who commented) commented

that more drills and exercises were needed to practice writing the letters of the alphabet in the different positions. Also, the majority of the teachers added that the book is full of exercises that help the students form words and re-arrange sentences, write words with *AL sun and moon* letters. All teachers agreed that there were no penmanship exercises in the book because there are special classes for this kind of work. Some teachers stated that the book did not help the student to practice putting the dots on the letters and the book lacked exercises that help the child to practice and write the *shadda, sukuun, tanween*. Through monthly tests, the students are dictated short sentences to write. Three teachers remarked that in the second half of the year some students can write a sentence of five words describing their experiences depending on the abilities of the child. Generally, the teachers felt that the book needed more writing material to help the student develop his/her writing skills. Many teachers stated that in the past years the students were more ready to read and write because they were well prepared from the kindergarten stage.

Reading Skill:

Five teachers (twenty-eight percent of those who commented) stated that the students can form words from different letters and identify a word in a sentence. Most of the teachers noted that students can identify the long vowels but not the *shadda* and the *sukuun*. Six teachers (thirty-five percent

of those who commented) remarked that some of the students can recognise similar letters in pronunciation more than in writing. All teachers agree that all students can identify words with *AL "sun and moon"* because it is practised in many lessons. Generally, teachers thought that the book did improve reading through the lessons and the stories presented. They added that in previous years students were quicker in learning reading and writing because they were introduced to these basics in the kindergarten stage.

In spite of the fact that few teachers wrote comments on specific items in the questionnaire, however, they were found to be of significance. Some of the comments were very perceptive and matched the results of the researcher's own analysis of the textbook as presented in the following section. Some areas of similarity were those concerning vocabulary and grammar.

3.3. The Researcher Analysis of Primary One Arabic Textbook:

The approach used for analysing the textbook is summarised below: In the analysis the researcher focused on the methodology used in the presentation of information:

3.3.1. Physical Appearance of the Textbook:

This includes: the size and the layout of the book, the quality of paper and print, the role of the pictures in illustrating the lessons and the organisation of the content in the book.

3.3.2. Content of the textbook:

The following list shows the topics of each unit of the textbook:

Unit One : Language preparation.

Unit Two : My Family.

Unit Three : My School.

Unit Four : Animals and Birds

Unit Five : The Egyptian Countryside.

Unit Six : Our Beautiful Life.

At the end of unit three and six there are review exercises.

The researcher investigated the extent to which the subjects are related to the student's environment and experiences, and whether they encouraged reading or not.

3.3.3. Vocabulary:

In analysis the of the textbook the researcher considered certain criteria to achieve the goal of the study:

3.3.3.1. Number of new words introduced per lesson / unit and the gradation of the new words in the book.

3.3.3.2. The repetition and recycling of vocabulary from lesson to lesson.

3.3.3.3. The relationship of the new vocabulary to the student's environment and the level of difficulty.

3.3.3.4. The Fusha and common Ammaiyya words in the textbook.

New words are identified as:

3.3.3.4.a) Those that are identified in the teacher's book as new vocabulary. However, this identification of novelty of words was not based on any research conducted or any systematic data collection.

3.3.3.4.b) Those that occur in the student's textbook and are not mentioned in the teacher's manual (based on the researcher's analysis). This identification was not based on any other documentation or research.

In analysing the vocabulary the researcher counted all the actual words printed in each lesson in the textbook including prepositions, demonstratives, relative pronouns and pronouns. The researcher indicated the new words and the recycling of these new words.

The words were then listed in alphabetical order and a computer application was used to sort out the number of new words per lesson and the recycling of words in the lessons.

3.3.4. Grammar:

The same procedure used to analyse the vocabulary in the textbook was applied to grammar. The researcher identified the target structures that occur in each lesson and the frequency of recycling. The target structures were listed in the teacher's manual.

3.4. Comments on the Analysis:

3.4.1. Physical appearance:

The size of the book is 26.6 x 20.6 cm.. It is not heavy, easy to carry yet not durable. The layout is not appealing. The paper and the print are not of high quality. The pictures are hand drawn and no photographs or cartoon strips are used. The colours used are faint and not clear. Many of the pictures are ambiguous and do not illustrate the purpose of the lesson. The following examples illustrate this problem. In Unit four: lesson, one the pictures of a cat and a mouse story do not reflect the sequence and the content of the story. Thus, pictures of the story are not meaningful to the child. In Unit four: lesson four, there is a description of a fish, yet there is no pictures to illustrate this meaning to the students. Also, in Unit Five: lesson two there are very poor pictures of a tractor and a plough; whereas it is important for students who live in the city to see a clear picture of these tools that are not usually found in the city. As for the organisation of the book, it consists of six units. Each unit includes five to six lessons. At

the end of Unit three and six there are review exercises. There is one general introduction and a table of contents at the beginning of the book.

3.4.2. Subject matter of the Textbook:

Most of the subjects included in the textbook are from the students' environment. The topics deal with the family, school, friends, animals, birds and the surroundings of the child. However, some of the information presented is above the students' age. It seems that the author's concern is to provide the students with information rather than stimulate their interest. For example in Unit five, lesson four, the details presented about the wheat plant absorbing nutrition from its roots.....etc. is quite difficult. Another example can be found in Unit six, lesson four, where a dialogue between a teacher and a student focuses on arithmetic concepts which are confusing to the student at this age. Some of the lessons are about the Egyptian countryside which presents information that might be ambiguous to the city or urban child. These topics need more explanation and illustration. Most of the texts are in the narrative form and the textbook lacks dialogues that encourage the students to read. Finally, the lessons of the textbook are not related to each other. Each unit is an entity on its own. There are no connecting events or characters to relate the units. It would have been interesting in the researcher's opinion if the textbook was designed around a story line or common characters which the students

could form a bond or familiarity with . The characters in the lessons are from real life , except for one story which consisted of a dialogue between a fox and a rooster. The dialogue technique and the animals being the characters encourage the students to read. Such stories are definitely more interesting for children than characters that are not relevant to their interest such as Uncle Zaher. Cunningsworth (1984 : 47) states that:" dialogues are certainly useful for presenting new items of language and for practising them in a mechanical fashion -----"

3.4.3.Vocabulary:

Table (4) shows the distribution of new vocabulary in each unit and each lesson.

Unit	Total No. of new words	No. of new words /lesson					
		1	2	3	4	5	6
1	0	0	0	0	0	0	0
2	54	12	7	20	9	6	0
3	57	16	10	9	4	11	7
4	71	16	14	11	16	14	0
5	64	11	11	10	19	13	0
6	73	13	11	11	11	27	0

Table 4 Distribution of New Vocabulary

Although, there is an increase in the number of new vocabulary from unit one to unit six yet, this increase does not reflect a scheme or a plan in the presentation of the vocabulary in the textbook. It can be seen from Table (4) that in some lessons the number of new vocabulary introduced is large and in other lessons the number of new vocabulary is few. For example in unit two, lesson three, twenty new words were introduced while in lesson five only six new words were presented. There is no consistency in the presentation of new words and some new words are introduced in exercises. Furthermore, it was found that in some exercises the number of new words presented is more than those presented in the actual lesson itself. A clear example was seen in unit two: lesson two, where one new word was found in the lesson and seven new vocabulary words in the exercise. It is not recommended to introduce new words in an exercise. Exercises should reinforce what has been taught in the lesson. Table (5) show the number of recycled vocabulary in the textbook.

Table 5 Recycling Of New Vocabulary

Number of new words in the textbook	Number of times recycled
254	1
50	2
13	3
7	4
5	5
1	7

The table shows that 254 of the new words were introduced once in the textbook and not recycled in other lessons. Examples of such words are:

شرح، أجزاء، الساق، السنابل، الحبوب، كائن، حي، جسر، يوزع،
الدم، راعي الغنم، ناتج، أثاث، محراث، شراع، مخيف، غليظ، زواحف،
زير، يجر، خياشيمها، رحيق، السياح، بريق

Fifty new words were recycled twice. Examples are : هدهد، تلميذ،

ملابس، نبات،

Thirteen new words were recycled more than three times for example : ديك،

هذا. One word was recycled seven times. غيط، ضابط، سمكة، غذاء

On the importance of recycled vocabulary, Cunningsworth (1984)
mentions that introducing new vocabulary only once is not sufficient. New

vocabulary needs to be recycled three, four, five or six times so as to be learned adequately. Khater(1954) states that it is essential to concentrate on the distribution of vocabulary throughout the entire textbook. He adds that new words should be recycled not less than 20-50 times and in different contexts so as to be easily recognised.

Many of the new words used in the book were abstract words that are difficult for the students to understand or grasp and are not relevant to them Examples are: الخلود الكرم الوجود The students will memorise

these words, yet they will not be added to their active vocabulary and students will not be able to use them in real life. In the textbook, there are some new vocabulary that are not easily pronounced; for example:

in addition to five verses
أحفظهما، رزقنا، أجزاءه، تأكلني

from the Quran which the children have to memorise. Thus, the students are confronted with several problems: difficulty in hearing the word, difficulty in understanding the meaning, difficulty in reading as well as writing the word. Words of more than one syllable constitute difficulty to the child. The textbook used names that are not common or known to children such as : شاكراً، زاهراً، غالياً، سمر، فاتن :

There are easier and more familiar names that could be used such as Mohamed, Ahmed , Mona----etc.

In addition, the poem in the textbook introduce new words that are difficult for the child to grasp for example الوجود، الخلود، الألحان the poem seems to be above the student's level. For example the poem "تحيا مصر" is not an interesting or stimulating poem to the child at this age. The concept of patriotism and sacrificing one self for the country are inappropriate for the children of this age group.

Hadly(1992:6) states that "Poetry for children should, above all else, give pleasure. It should open doors to imagination, and at the same time be relevant and understandable to children. It should stimulate their thinking and give expression to their feelings, but, most importantly, it should be fun". This is hardly applicable to any of the poems included in the textbook.

The book presented some words with letters that are not pronounced which might lead to confusion for the students at this stage of learning. For example : some letters that are written and not pronounced such as يتغذى ، حلوى ، جرى and letters that are pronounced and not written as in the nunation بنت ، باب ، بوق ، تامر

It would be more useful at this initial stage of learning to introduce three letter vocabulary words and then gradually increase the number of letters. Also, some of the vocabulary which is culturally based should be dealt with carefully such as جرار ، محراث ، حظيرة The children at this age

have limited knowledge and experience to understand the new vocabulary.

Pictures are useful and helpful aids in such cases.

3.4.4. Grammar :

Table (6) shows the distribution of new grammatical structures introduced in each unit.

Table 6 Distribution of New Grammatical Structures

Unit	No of New Structures
1	0
2	6
3	4
4	2
5	1
6	2

In Unit Two, six new grammatical structures were introduced. In Unit Three, four new grammatical structures were presented, in addition to the review of some previous forms. In Unit Four, two new forms were introduced including some new adverbs مع عند، and some of the previous structures were revised. In Unit Five, one grammatical structure was presented and the revision of old structures. In Unit Six some of the

structures were revised and reinforced. In the review exercises, the long vowel is introduced. Thus, the number of new structures introduced decrease from unit one to unit six and there was no consistency in the rate of presentation of the structures. The largest number of grammatical structures are introduced in unit two. Of the thirteen new grammatical structures, six are presented in Unit Two and four in Unit Three leaving few structures to be introduced in the later units. The large number of structures presented to the students at the beginning of the year might cause confusion to the children at this age. The sequence of the presentation of grammatical structures is as follows :

Unit One: no grammatical concepts are introduced.

Unit Two: pronouns, I, he, she , وهى , وهو , أنا adverbs of place in front and behind أمام وراء . Demonstrative this هذا and then الياء و

التاء for the present tense and adjectives.

Unit Three: Moon and sun article "AL" القمرية والشمسية ,
pronoun I and we نحن و أنا .

Unit Four: demonstrative here and there هنا وهناك , singular/ plural and new adverbs on and at .

Unit five: Edafa, some forms of questions and ياء المتكلم .

Unit Six: form of questions and كاف الخطاب .

According to Dr. El Kholy the "Al" article is the most frequent structure that should be first introduced in teaching nouns. This should be followed

by the Idafa, pronouns and at the end of the list, the demonstratives are presented. The presentation of the structures in the textbook contradict this sequence of how the structures should be presented. In the presentation of the pronouns, the book was successful in the introducing the most frequent structures in the list of pronouns. Furthermore, table (7) shows that a large number of grammatical structures is presented to the students at the beginning of the year, which might cause confusion to the children at this age.

Table 7 Recycling Of New Grammatical Structures

Target Structures	No of Recycled Structures
Pronouns I, he, she	3
Adverb of place in front , behind	2
Demonstratives this	3
for the present tense in the fem. & masculine forms	1
Adding the for feminine adjectives	2
Adjectives and opposites	
Al " moon / sun "	2
Pronouns I - we	2
Introducing ياء الخطاب	3
Plural / Singular	3
Demonstrative here / there	1
Introducing some forms of questions من هذا؟ ماذا-----؟	2
Introducing ياء المتكلم	2
Idafa	1
Long vowelizing	1

Table (7) shows the recycling of new grammatical structures in the textbook. Most of the structures are recycled more than once. Four

structures are recycled, three times and four structures are repeated only once in the book.

3.4.5. The language in the textbook:

The language in the textbook is simple and clear. The structures used are the simple nominal and verbal sentences. There are 146 nominal sentences which consists of the subject and predicate and there are 93 verbal sentences. According to El Kholi (1984) the verbal sentence is more common than the nominal sentence, and 63.21 % of the sentences used in Arabic are verbal sentences and 35.71% are nominal sentence. Younis (1974) supports El Kholy and states that the percentage of verbal sentences in childrens' oral language is 84% while the nominal sentence is 16%. On the other hand, Shehata (1992) and Radwan (1953) contradict El Kholy and Younis. They note that the child at school age uses nominal sentences more than verbal sentences because the nature of the verbs are more complex than the nouns. On analyzing the sentence structure of the textbook, it was found that 61% of the sentences are nominal and 39% are verbal sentences. Thus, the language used in the textbook corresponds to the child's oral language language.

The length of the sentence is suitable and sentences ranged from 4- 13 words per sentence (Lotfi, 1981). The shorter sentences of four words

were presented early in the textbook and the length gradually increased in the later units.

3.4.6. The objectives of teaching Arabic in Primary One, as listed in the teacher's book are as follows :

Listening Skill:

A student will be able to:

1. Imitates birds, animals and machine sounds in the environment.
2. Pay attention to the speaker while listening and understand the spoken language.
3. Given a group of words that rhyme, differentiate the word that is different and does not rhyme with the others.
4. Follow a sequence of oral instructions (three).
5. Distinguish a word that is different in sound in the beginning and ending from a group of words.
6. Differentiate between the sounds of letters when listening to them.
7. Differentiate between letters that are similar in sounds.
8. Distinguish between short and long vowels.

Speaking Skill :

A student will be able to:

1. Use correct Arabic language in short sentences.
2. Tell a story.

3. Introduce him/herself to others mentioning full name, address and the job of the father.
4. Use proper greeting phrases for various situations and occasions.
5. Get acquainted with correct Arabic pronunciation.
6. Describe objects at home or in class or some activities.

Reading Skill:

A student will be able to:

1. Form words from different letters.
2. Recognise a word within a simple sentence.
3. Identify the 'shaddah', 'sukuun' and the long vowel.
4. Identify words with 'moon and 'sun' AL and their pronunciation.
5. Differentiate between letters that are similar in pronunciation.
6. Enjoy reading based on the material presented.

Writing Skill:

A student will be able to:

1. Write his / her name.
2. Form the letters properly according to their positions in words.
3. Form words from separate letters and sentences from separate words.
4. Complete missing letters in given words.
5. Be familiar with writing clear printed handwriting
6. Write words with AL 'sun' and 'moon'.

7. Place the dots over or under the letters.
8. Differentiate between letters that are similar in writing and pronunciation.
9. Write words with letters that have 'shaddah', 'sukuun' and 'nunation'.
10. Copy words or short sentences.
11. Write a dictation.
12. Write short sentences (five words maximum) expressing their experiences and their environment.

3.4.7. Analyses of the objectives in Primary One Arabic reading textbook as stated in the teacher's book:

Listening Skill:

Although the skill of listening is one of the most important skills it has not been properly considered in the textbook. Most of the objectives are not related to listening skill. In objective number one, the students are required to imitate the sounds of animal, birds and machines, an objective which is not related to language learning. In order to comply with the instructions visa-a-vis objective number one, the writer of textbook provide on one page pictures of a telephone, face of a clock , kitten, sheep and a bird of no distinct type. The child is instructed to listen and imitate sounds of these objects. How is this achieved no body knows. The objective is vague and catered for the textbook in vague way. Objective

two(a student will be able to pay attention to the speaker while listening and understand the spoken language) is not considered an objective because it is not specific and not measurable. Objective three (given a group of words that rhyme, a student will be able to differentiate the word that is different and does not rhyme with others) and objective five(a student will be able to distinguish a word that is different in sound in the beginning and ending from a group of words) are nearly the same and these are achieved in unit one in one drill. Objective six(differentiate between the sounds of letters when listening to them) and objective seven(differentiate between letters that are similar in sounds) can be seen in some drills in the book : Unit Three lesson three; Unit Four lesson four and Unit Six lesson one. Objective eight (distinguish between short and long vowels)short vowels are introduced in all the lessons while the long vowels are presented at the end of the book in a review exercise. Finally, the book lacks listening material which is very important at this initial stage of the learning. Listening activities are not given importance, though children spend more time listening than doing anything else, especially in Primary One. Speaking and listening are complementary aspects of communication and, therefore the role of the listener is as important as the role of the speaker. To learn listening children must learn what is said. (The Ginn Reading Programme, 1981)

Speaking Skill:

Speaking and listening are related activities. However, in the Arabic textbook the listening skill does not reflect the speaking skill. The second objective (the student will be able to tell a story) is not clear and does not identify what is a "simple story" and thus, it is not a measurable objective. Objective three (the student will be able to introduce one self to others mentioning full name, address and the father's profession) is not introduced in the textbook in any forms of activities or drills and thus the objective is not achieved. In objective four (a student will be able to use greeting phrases in situations and occasions) the textbook introduces some expressions used in celebrations and occasions such as good morning and happy birthday. Objective five(the student will be able to get used to correct Arabic pronunciation) is an ambiguous objective as it does not define what is meant by 'correct Arabic language'. It is even difficult for teachers to asses this in the oral mode as written in the objectives, and thus it can not be measurable. Objective six(a student will be able to describe objects at home or in class or some activities) is achieved in one exercise at the end of the book. The textbook did not make any use of communicative activities so as to encourage the students to express themselves and to be interested in the language.

Reading Skill:

Objective number one (a student will be able to form words from different letters)is achieved in many exercises in the textbook and is well covered. The objective however, should specify the number of letters from which the student will form the words. Objective two(a student will be able to recognise a word within a simple sentence) is vague as there is no identification of what constitutes a "simple sentence" (is it in terms of length, number of words -----). Objective three (a student will be able to identify the '*shaddah*', '*sukuun*' and long vowel) is not achieved nor are there any exercises or drills to practice *shadda* ,*sukuun* . The long vowels are introduced at the end of the textbook in the review exercise . Objective four(a student will be able to identify words with' moon and 'sun' AL article and their pronunciation) is presented clearly in unit four lesson four and unit six lesson one . However , more practice is needed on other letters. Objective five(a student is able to differentiate between letters that are similar in pronunciation) is achieved and objective six (a student will enjoy reading based on the materials presented) is not a measurable observable objective. In presenting reading materials to the students the length, complexity, structures and vocabulary should be carefully controlled.

Writing Skill:

The author of the textbook did not show any kind of plan or rules in helping the students to develop their writing skills. The book includes very few exercises that are related to writing such as :write a simple story.

Objectives two (a student will be able to form the letters in their positions in words), five (a student will be able to get used to writing clear printed handwriting), seven (a student will be able to place the dots over or under the letters) and eight (a student will be able to differentiate between letters that are similar in writing and pronunciation) are achieved in the majority of the lessons of the textbook. Objective three (a student will be able to write words from separate letters and sentences from separate words) is achieved in Unit Two and in Unit Three in lessons 2,3,4 and in Unit Six in lessons 1,3,4. Thus, these objectives are achieved in most of the textbook.

The fourth objective(a student is able to complete missing letters in given words) is achieved in Unit Three: lesson 1 and in unit Four lesson Four.

Objective nine (a student will be able to write words that have '*shaddah*','*sukuun*' and *nunation*) and Ten (a student is able to get used to writing clear printed handwriting) are not achieved in the textbook as this objective is pursued in a separate penmanship lessons. Objective nine is a repeated objective already discussed in reading skill objective four. Objective eleven (copy words or short sentences)and objective

twelve(write a dictation) are measurable objectives that can be assessed by the teacher. Objective thirteen (a student will be able to write sentences 'five words maximum expressing their experiences and their environment) is not achieved, there are no exercises in the textbook to aid the students to write sentences of five words. The objectives of writing do not prepare the children for producing coherent texts following the conventions of writing. The objectives mainly concentrate on formulation of words , copying, and dictation. There is insufficient focus on the sentence level of the language.

Finally, the textbook concentrates heavily on teaching reading and writing neglecting the other two skills: listening and speaking. The two skills need to be taken into account in material preparation and curriculum planning . Also, emphasis should be placed not only on each skill but also integrating the skills so as the book is comprehensive. To sum up, Zias (1971) comments that any weakness in curriculum planning will hinder the proper use of textbook in relation to the stated objectives of the instructional program.

3.5. Conclusion and Recommendations for further studies

The study highlights many problems regarding the Primary One Arabic textbook. The results of the research reveals that the textbook needs improvement and re-evaluation in many aspects. The cover needs to be more colourful and attractively designed to create a good impression on the child. The use of bright photographs, cartoon strips and well drawn pictures that appeal to the taste of children at this initial stage should be introduced. The textbook needs to be clearly structured through the use of summaries, keywords, important titles by using colour coding.

The content and subject matter although related to some extent to students' environment and surroundings, lacked the element of interest, stimulation and surprise. Some of the topics provided students with information that was not meaningful or interesting to them at this primary stage. Not only is it essential to select themes and topics that arouse students' interest, but also textbooks need to include situations that students might encounter in the present and future which are relevant to their age and cultural background. The language of the textbook was simple and suitable. The nominal sentence structures used correspond to the structures used in the child's oral language. However, learning could be increased by using more common words and decreasing the number of new vocabulary items

introduced which impose a burden on the student at this stage. The textbook did not reflect a plan in the presentation of the vocabulary. A large number of new words were clustered in one lesson and not even recycled in later lessons. Writers and authors should select vocabulary words and distribute them among the lessons in different contexts so as to facilitate learning and comprehension. Furthermore, new grammatical concepts need to be introduced in a limited number and continually recycled all throughout the lessons.

The objectives of teaching Arabic at the primary stage were not clearly or specifically formulated. Many of the objectives were ambiguous and vague. They should be worded in terms of observable behaviours. The objectives formulated under the four skills need to be integrated and mapped on to the content of the textbook. The link between the content and the objectives would facilitate planning the lessons and achieving the intended objectives of the curriculum. The listening and speaking skills were not focused on in the textbook. Drills and tasks focused on writing and reading skills. The textbook could have created opportunities for students to listen and talk on selected subjects, learning activities such as role play and language games to develop listening and speaking skills. The textbook should be designed to help children to listen, speak, read, and write. All the tasks have to be meaningful and have a specific purpose.

In addition, the results of the study show confusion among teachers' opinions regarding the textbook and specifically the objectives. Many of the teachers' numerical responses were neutral or positive, while the comments were negative. Teachers seem not to understand many of the stated objectives and thus, did not comment on them. Thus, teachers need to have an active role in the process of curriculum planning. Teachers should participate in formulating objectives, selecting suitable textbooks and reading materials and to be fully acquainted with the implications of new techniques in the teaching of reading, writing, listening and speaking. William (1983:254) states "the teacher takes over where the textbook leaves off, and he or she must be able to assess its strengths and weakness-- They can be given practice in analysing textbooks in order to find whether the organisation of materials is consistent with the objectives---." William (1983) adds that the textbook is a "tool" that the teacher should know how to use and how to make the best out of it. A teacher should adapt the textual material to suit the students' needs and interests "The textbook will continue to play an important role, but will not be a tyrant." (William:254, 1983)

Recommendations for further studies:

- 1- Research on pre-school children's language (vocabulary and syntactic structures) is urgently needed so as to be a reference for authors and children's textbooks writers.
- 2- Evaluating the textbooks of the four primary stages would be useful to investigate whether there is gradation and continuity in the vocabulary, structures and language skills taught.
- 3- Further studies should be conducted on children's acquisition of vocabulary and syntactic structures of colloquial Arabic in order to produce lists of common words used and grammatical structures. These lists would be very useful for textbook writers and authors.
- 4- More research is required in reading comprehension. Some criteria and formulae are required in order to evaluate the reading ease or difficulty of Arabic texts. Having such quantifiable measures on reading would be invaluable for teachers, test designers and educational experts.

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APPENDICES

Appendix (1)
Ministry of Education objectives of teaching Arabic in Primary One

أهداف تعلم اللغة العربية في الصف الأول الابتدائي

أولاً: الاستماع

- ١- يقلد أصوات الطيور و الحيوانات و الآلات في بيئته.
- ٢- يلتفت إلى المتكلم أثناء الاستماع و يفهم ما يقوله.
- ٣- يميز كلمة مختلفة في أصواتها من بين عدة كلمات على وزن واحد.
- ٤- ينفذ تعليمات مرتبة حسب استماعه إليها (ثلاث) .
- ٥- يميز كلمة مختلفة في أصواتها من بين عدة كلمات مختلفة معها في البداية و النهاية.
- ٦- يميز بين أصوات الحروف حين يسمعها .
- ٧- يميز الحروف المتقاربة في الصوت.
- ٨- يميز بين الحركات القصار و الطوال المسموعة.

ثانياً: التحدث

- ١- يستخدم اللغة العربية الصحيحة في جمل قصيرة.
- ٢- يكتسب القدرة على حكاية القصة المبسطة.
- ٣- يقدم التلميذ نفسه للآخرين (الاسم كاملاً و العنوان و صناعة الوالد).
- ٤- يستخدم العبارات المناسبة في مواقف و مناسبات (الأعياد- زيارة المرضى.....).
- ٥- يتعود النطق العربي السليم.
- ٦- يصف شيئاً في منزله أو فصله أو يصف بعض أنشطته.

ثالثاً: القراءة

- ١- يكون كلمات من حروف سبق تجريبها.
- ٢- يتعرف الكلمة من خلال الجملة البسيطة.
- ٣- يتعرف الحرف الساكن و الحرف الشدد و المدة.
- ٤- يميز بين الحروف المتشابهة في النطق و الكتابة.
- ٥- يتعرف كلمات بها اللام القمرية و اللام الشمسية وينطقها للأطفال.
- ٦- يميل إلى القراءة من خلال ما يقدم له.

رابعاً: الكتابة

- ١- يكتب اسمه
- ٢- يرسم الحروف بأشكالها و مواقعها المختلفة.
- ٣- يكتب كلمات من الحروف ، و من الكلمات جملاً.
- ٤- تكملة الحرف الناقص فى الكلمة.
- ٥- يكتب حرفاً مشتركاً فى عدة كلمات فى مواقع مختلفة.
- ٦- يتعود الكتابة بخط واضح (النسخ).
- ٧- يكتب الكلمات التى بها (أل) القمرية أو الشمسية.
- ٨- يتعود وضع النقاط فوق أو تحت الحروف المنقوطة.
- ٩- يميز بين الحروف المتشابهة فى النطق و الكتابة.
- ١٠- يكتب كلمات بها حروف عليها سكون أو شدة أو تنوين بأنواعه.
- ١١- يكتب كلمات و جملاً قصيرة (منقولة) بطريقة الإملاء المنقول و المنظور.
- ١٢- يكتب كلمات و جملاً قصيرة مما درسه إملاء اختبارياً.
- ١٣- يكتب كلمات و جملاً قصيرة فى حدود خمس كلمات فى التعبير عن مشاهداته و خبراته بعالم الطفل و بيئته.

APPENDIX (2)

*List of " new vocabulary" supplied by the Ministry of Education for inclusion in Primary One textbook

Unit	lesson	New words	Unit	lesson	New words	Unit	lesson	New words
3	النشيد	إخواني	2	النشيد	باركهما	2	lesson 1	أسرتي
3	Lesson 2	*فائق	2	النشيد	احفظهما	2	lesson 1	*أحب
3	Lesson 2	*تامر	2	النشيد	دوما	2	lesson 1	*أسمع
3	Lesson 2	*ترتيب	2	Lesson 4	*فرحان	2	lesson 1	*كلام
3	Lesson 2	*تحية	2	Lesson 4	*حديقة	2	Exercises	مسجد
3	Lesson 2	تلميذة	2	Lesson 4	الحيوان	2	Exercises	منزل
3	Lesson 2	مجتهدة	2	Lesson 4	*أجرى	2	Exercises	عامل
3	Lesson 2	تحيا	2	Lesson 4	*الفراشة	2	Exercises	أمام
3	Exercises	تمر	2	Lesson 4	*الفيل	2	Exercises	وراء
3	Exercises	كتف	2	Lesson 4	*زرافة	2	Exercises	معلم
3	Exercises	توت	2	Lesson 4	صفراء	2	Lesson 2	*بسمه
3	Lesson 3	*الحائط	2	Lesson 4	خضراء	2	Lesson 2	برتقالة
3	Lesson 3	*خريطة	2	Lesson 5	*أحب	2	Lesson 2	إبريق
3	Lesson 3	*تعطى	2	Lesson 5	*سمر	2	Lesson 2	غراب
3	Lesson 3	*نجيب	2	Lesson 5	*حسن	2	Lesson 2	بوق
3	Lesson 3	أجلس	2	Lesson 5	*بسمه	2	Lesson 2	هذا
3	Lesson 3	كثيرة	2	Lesson 5	*سعيدة	2	Lesson 2	هذه
3	Lesson 3	طيور	2	Exercises	سيارة	2	Lesson 3	*يعمل
3	Lesson 3	وطني	3	lesson 1	*الساعة	3	Lesson 3	معلمة
3	Lesson 3	الجواب	3	lesson 1	*أصحو	3	Lesson 3	ضابط شرطة
3	Lesson 4	*تنظف	3	lesson 1	*الخير	3	Lesson 3	كل
3	Lesson 4	*نزينه	3	lesson 1	*أشكر	3	Lesson 3	يخدم
3	Lesson 4	*الموسيقى	3	lesson 1	*أتوضأ	3	Lesson 3	نفسه
3	Lesson 4	*الاناشيد	3	lesson 1	*أصلى	3	Exercises	ثوب
3	Lesson 5	الملابس	3	lesson 1	مبكرا	3	Exercises	موقد
3	Lesson 5	*الرياضة	3	lesson 1	تدق	3	Exercises	وسادة
3	Lesson 5	*المباراة	3	Exercises	صندوق	3	Exercises	وجوه
3	Lesson 5	*الفريق	3	Exercises	نحن	3	النشيد	ذا
3	Exercises"	*فاز	3	النشيد	*ما أحلاك	3	النشيد	الكرم
3	Exercises"	لوف	3	النشيد	*الوقت	3	النشيد	واهبا
3	النشيد	*ما أحلاها	3	النشيد	*بين	3	النشيد	النعم
3	النشيد	*ما أحسنها	3	النشيد	*الالعب	3	النشيد	كم

Unit	lesson	New words	Unit	lesson	New words	Unit	lesson	New words
3	النشيد	* ما أبهاها	3	النشيد	أقصى	3	النشيد	تتعب
4	Lesson 5	الزواحف	4	Lesson 3	* جناح	4	النشيد	تعلو
4	Lesson 5	يبتلع	4	Lesson 3	* نحلة	4	Lesson 6	* السياح
4	Lesson 5	ظهر	4	Lesson 3	* العسل	4	Lesson 6	* الاهرام
4	Lesson 5	أرجل	4	Lesson 3	* شفاء	4	Lesson 6	* الجمال
4	Exercises	ظل	4	Lesson 3	رقيق	4	Lesson 6	* عجائب
4	Exercises	ظفر	4	Lesson 3	تمص	4	Lesson 6	مشاهدة
5	lesson 1	* شاكر	4	Lesson 3	رحيق	4	Lesson 6	قابلت
5	lesson 1	* نشيط	4	Lesson 3	غذاء	4	النشيد	الوجود
5	lesson 1	* يعيش	4	Lesson 3	مفيدة	4	النشيد	الخلود
5	lesson 1	* شجرة	4	Lesson 3	مثل	4	Lesson 1	* بيضاء
5	lesson 1	* مشمش	4	Lesson 4	* زاهر	4	Lesson 1	* سمك
5	lesson 1	* اهلا وسهلا	4	Lesson 4	* الشبكة	4	Lesson 1	* الفار
5	lesson 1	الريف	4	Lesson 4	* يرمى	4	Lesson 1	رأت
5	lesson 1	الحقل	4	Lesson 4	* السمك	4	Lesson 1	قفز
5	lesson 1	المساء	4	Lesson 4	* الشاطئ	4	Lesson 1	سقط
5	lesson 1	غدا	4	Lesson 4	* خياشيمها	4	Lesson 1	أين
5	Exercises	شراع	4	Lesson 4	* رزقنا	4	Exercises	ضفدع
5	Lesson 2	* الثالثة	4	Lesson 4	* تتنفس	4	Exercises	ضلوع
5	Lesson 2	* يا مرحبا	4	Lesson 4	* سخر	4	النشيد	* يسلى
5	Lesson 2	* أثاث	4	Lesson 4	* هيا	4	النشيد	* ظلى
5	Lesson 2	* قديم	4	Lesson 4	ماهر	4	النشيد	* المهارة
5	Lesson 2	* حديث	4	Lesson 4	نحو	4	النشيد	* فارة
5	Lesson 2	* محراث	4	Lesson 4	كيف	4	النشيد	تصيد
5	Lesson 2	* حظيرة	4	Lesson 4	زعانف	4	Lesson2	* الديك
5	Lesson 2	حجرات	4	Lesson 4	وزن	4	Lesson2	* صاح
5	Lesson 2	جرار	4	Exercises	زير	4	Lesson2	* البطة
5	Lesson 2	خلف	4	Exercises	زجاجة	4	Lesson2	* الثعلب
5	Exercises	ثقاب	4	Lesson 5	* الثعلبن	4	Lesson2	جرت
5	Lesson 3	* آذان	4	Lesson 5	* مخيف	4	Lesson2	جاعت
5	Lesson 3	* أيقظ	4	Lesson 5	* السلحفاة	4	Lesson2	نطت
5	Lesson 3	* أفطرنا	4	Lesson 5	* التمساح	4	Lesson2	حذر
5	Lesson 3	* سألت	4	Lesson 5	* ضخم	4	Lesson2	الدار
5	Lesson 3	* أجاب	4	Lesson 5	* جلد	4	Lesson2	نبح

Unit	lesson	New words	Unit	lesson	New words	Unit	lesson	New words
5	Lesson 3	* أشجار	4	Lesson 5	* غريبة	4	Exercises'	ذرة
5	Lesson 3	* الفجر	4	Lesson 5	* الغليظ	4	Exercises'	ذنب
6	Lesson 5	* الثعلب	6	Lesson 1	* نقرأ		Lesson 3	صلينا
6	Lesson 5	* الديك	6	Lesson 1	* تكتب		Exercises	إناء
6	Lesson 5	* تعجب	6	Lesson 1	* جسمي		Exercises	أذن
6	Lesson 5	* الجميع	6	Lesson 1	* تبصر		Lesson 4	الحقل
6	Lesson 5	* السلام	6	Lesson 1	* يوزع		Lesson 4	نبات
6	Lesson 5	* عليك	6	Lesson 1	* السليم		Lesson 4	شرح
6	Lesson 5	* سمع	6	Exercise	* النقود		Lesson 4	أجزاءه
6	Lesson 5	* بعيدا	6	Lesson 2	* حفلة		Lesson 4	الساق
6	Lesson 5	* يعرف	6	Lesson 2	* عيد ميلاد		Lesson 4	تحمل
6	Lesson 5	* سطح	6	Lesson 2	* الخميس		Lesson 4	السنايل
6	Lesson 5	* ليس	6	Lesson 2	* خيوط		Lesson 4	الحبوب
6	Lesson 5	* ثم	6	Lesson 2	* خضراء		Lesson 4	كانن
6	Lesson 5	* أمر	6	Lesson 2	* الشمع		Lesson 4	حي
6	Lesson 5	* ماكر	6	Lesson 2	* علقنا		Lesson 4	الإنسان
6	Exercises	* كيف حالك	6	Lesson 2	* الحلوى		Lesson 4	أبو فصادة
6	Exercises	* إلى اللقاء	6	Lesson 2	* أوقفنا		Lesson 4	الهدهد
6	Exercises	* فايز	6	Exercises	* حبر		Lesson 4	أبو قردان
6	Exercises	* يوسفى	6	Lesson 3	* الراعى		Exercises	حجرة
6	النشيد	* غزير	6	Lesson 3	* الغنم		Exercises	هلال
6	النشيد	* فروى	6	Lesson 3	* الغروب		Lesson 5	* طازجة
6	النشيد	* شعير	6	Lesson 3	* تقفز		Lesson 5	* لذيذة
6	النشيد	* فكر	6	Lesson 3	* الغيط		Lesson 5	* خيرات
6	النشيد	* عبر	6	Lesson 3	* فن		Lesson 5	أيديكم
6	النشيد	* أصير	6	Exercises	* غمام		Lesson 5	دجاج
6	Lesson 4	* حل	6	Lesson 4	* ناتج		Lesson 5	غيظ
6	Lesson 4	* بجوار	6	Lesson 4	* مرتين		Exercises	جسر
6	Lesson 4	* ذلك	6	Lesson 4	* مسألة		Exercises	جندى
	Lesson 1	* يذق	6	Lesson 4	* المعلم		النشيد	غرد
	Lesson 1	* العقل	6	Lesson 4	* الجمع		النشيد	البستان
	Lesson 1	* نفكر	6	Lesson 4	* شجاع		النشيد	بالألحان
			6	Lesson 4	* الغابة		Lesson 1	* خلق
			6	Lesson 4	* نجيب		Lesson 1	* القلب

Appendix (3)

List of total words in Primary One textbook

المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس
قلم	1	1	الحديقة	2	4	الطيور	3	3	هنا	3	6
منزل	2	2	صغير	2	4	القمر	3	3	هناك	3	6
أمام	2	2	صغيرة	2	4	بعيدة	3	3	الوجود	3	6
موز	2	2	صفراء	2	4	تسأل	3	3	الثامنة	3	6
أحب	2	2	كبيرة	2	4	تطلب	3	3	الخيال	3	6
مسجد	2	2	فوق	2	4	تعطى	3	3	السياح	3	6
مشط	2	2	أسرة	2	5	طائر	3	3	تدل	3	6
معلم	2	2	أسرتى	2	5	طريق	3	3	دب	3	6
مفتاح	2	2	سيارة	2	5	كثيرة	3	3	عجائب	3	6
هو	2	2	عروس	2	5	فطيرة	3	3	قابلت	3	6
هذه	2	2	قصير	2	5	تلعب	3	4	لى	4	1
هى	2	2	نذهب	3	1	تنظف	3	4	هرب	4	1
وراء	2	2	نحن	3	1	نتعلم	3	4	الفأر	4	1
ابريق	2	2	نصحو	3	1	نستمع	3	4	القطة	4	1
بوق	2	2	نقول	3	1	نزينه	3	4	بيضاء	4	1
بيضة	2	2	ما	3	1	نكتب	3	4	تأكل	4	1
برتقالة	2	2	أذهب	3	1	نغنى	3	4	تشرّب	4	1
تحب	2	2	مبكرا	3	1	نقرأ	3	4	تصيد	4	1
نعم	3	2	أصلى	3	1	ونكتب	3	4	سقط	4	1
موقد	3	2	أصحو	3	1	الكرة	3	4	ضفدع	4	1
أبى	3	2	أقول	3	1	حول	3	4	عندها	4	1
معلمة	3	2	أقضى	3	1	ضحك	3	4	عينها	4	1
والدتى	3	2	مقص	3	1	عند	3	4	فاين	4	1
والدى	3	2	وجهى	3	1	قال	3	4	قفز	4	1
واهيا	3	2	النوم	3	1	ملابس	3	5	الثعلب	5	2
واحفظهما	3	2	السادسة	3	1	ماأحلاها	3	5	الدار	5	2
وجوة	3	2	الصباح	3	1	أبهاها	3	5	الديك	5	2
ورق	3	2	بين	3	1	أحسنها	3	5	الدجاجة	5	2
وسادة	3	2	تدق	3	1	هيا	3	5	نذب	5	2
الفواكة	3	2	صندوق	3	1	الآخر	3	5	ذيل	5	2
ذا	3	2	نقف	3	2	اليوم	3	5	يقف	5	2
باركهما	3	2	مجتهدة	3	2	السقف	3	5	جاء	5	2
تلعب	3	2	إلى	3	2	الفريق	3	5	جاعت	5	2
تتعب	3	2	هذا	3	2	القدم	3	5	خلف	5	2
تعمل	3	2	السابعة	3	2	تجرى	3	5	ألوانه	5	3
ثوب	3	2	تلمبة	3	2	تعلو	3	5	مثل	5	3
يخدم	3	2	كتف	3	2	حتى	3	5	الذهب	5	3
يقرأ	3	2	نجيب	3	3	لمشاهدة	3	6	الرحيق	6	3
دوما	3	2	ندخل	3	3	نموت	3	6	تمص	6	3
شرطة	3	2	نشاط	3	3	نعيش	3	6	تطير	6	3

المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس
ضابط	2	3	أجلس	3	3	مخلوق	3	6	رأس	4	3
كلنا	2	3	الحائط	3	3	أصدقائي	3	6	رقيق	4	3
نحو	4	4	الصيف	4	5	تسمع	3	1	يسلم	6	5
ماهر	4	4	توضاً	4	5	يدرك	3	1	عليكم	6	5
ويجر	4	4	كلها	4	5	خلق	3	1	عبر	6	5
الشاطئ	4	4	قمح	4	5	ملونة	3	2	غزير	6	5
العم	4	4	أصدقاء	4	5	أوقدنا	4	2			
بخياشيمها	4	4	والماء	4	5	أحضرننا	4	2			
تنتفس	4	4	البقرة	4	5	أطفانا	4	2			
زجاجة	4	4	الجزر	4	5	الحلوى	4	2			
كثير	4	4	الساق	4	5	حلوى	4	2			
نظيف	4	5	الغذاء	5	5	حمراء	4	2			
أرجل	4	5	القمح	5	5	خبز	4	2			
وقت	4	5	بها	5	5	دائرة	4	2			
البحيرة	4	5	تحمل	5	5	علقنا	4	2			
الثعبان	4	5	يتغذى	5	5	مسابقة	4	3			
السحفاة	4	5	حجرة	5	5	الراعى	4	3			
الظهر	4	5	حظيرة	5	5	الغنم	4	3			
الغليظ	4	5	كانن	5	5	تلعب	4	3			
بيت	4	5	أينكم	5	5	تقفز	5	3			
يبتلع	4	5	أرز	5	5	يلمع	5	3			
قصيرة	4	5	الأثنين	5	5	ضفيرة	5	3			
أسرته	5	1	الأسبوع	5	5	علقت	5	3			
المساء	5	1	البستان	5	5	ناتج	5	4			
البرتقال	5	1	الثلاثاء	5	5	أنت	5	4			
الحقل	5	1	الخميس	5	5	أين	5	4			
الريف	5	1	بلدنا	5	5	مرتين	5	4			
الغيظ	5	1	بالألحان	5	5	أكثر	5	4			
أب	5	2	جندى	5	5	هل	5	4			
أثاث	5	2	جبن	5	5	إصبع	5	4			
وقفت	5	2	خيرات	5	5	وضعنا	5	4			
الثالثة	5	2	طازجة	5	5	التلميذ	5	4			
تقاب	5	2	غرد	5	5	اضحك	5	4			
حجرات	5	2	قبل	5	5	ذلك	5	4			
حديث	5	2	نفكر	6	1	ليس	6	5			
قديم	5	2	نقود	6	1	أنظر	6	5			
ملا	5	3	أنظف	6	1	ماذا	6	5			
أذن	5	3	أحافظ	6	1	ماكر	6	5			
أيقظ	5	3	أسناني	6	1	أصير	6	5			
أجاب	5	3	العين	6	1	اللقاء	6	5			
إناء	5	3	العقل	6	1	اليك	6	5			
النرة	5	3	باليد	6	1	بيننا	6	5			
الخضر	5	3	بالفرشاة	6	1	تريد	6	5			
الشتاء	5	3	تبصر	6	1	تعجب	6	5			

Appendix (4)

List of words common to both Fusha and Ammiyya in Primary One

المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس
للمزرعة	5	3	نزرع	5	3	مدرستي	3	1	واسعة	5	2
لله	4	4	نظت	4	2	مرحبا	4	1	ورحة	6	5
للخلود	3	6	نظام	3	2	أرض	3	3	ورد	1	1
لأخي	6	3	ألوان	6	3	مركب	6	2	ورده	1	1
لمصر	3	6	أليس	3	1	مسألة	3	4	وزن	4	4
لون	4	3	ملك	4	5	أسمع	4	2	وصل	5	1
لوحة	6	3	ملعب	6	5	مساء الخير	6	1	الذكي	4	2
لوف	3	5	ألعب	3	5	أسد	3	3	البطة	4	2
لاعب	6	4	ألف	6	3	أسرع	6	2	التليفون	5	1
لذيذ	5	5	منشار	5	2	أزرق	5	3	التمساح	4	5
لبن	3	5	منظر	3	5	مشمش	3	2	الحبوب	5	4
لسان	3	5	أمر	3	5	أشجار	3	3	الحيوان	2	4
لعب	1	1	أهلا وسهلا	1	6	أشكر	1	3	الحيوانات	5	4
لعينا	3	6	أولاد	3	2	مضرب	3	1	الحساب	3	4
لعبها	4	1	مباراة	4	5	أصحاب	4	2	الجاموسة	5	4
لعبة	3	5	مبروك	3	3	أصحابي	3	1	الجلد	4	5
الغاية	6	5	ميلاد	6	2	مع	6	1	الجلد	4	5
نلبس	3	1	أحلى	3	6	أعوم	3	1	الجمال	5	4
نار	3	4	أحمر	3	3	أغنية	3	3	الجمع	6	4
نبات	5	4	أيام	5	5	مفيدة	5	3	الجمعة	5	1
نبح	4	2	محراث	4	2	أفطر	4	1	الرجير	5	5
نحلة	4	3	أجمل	4	4	هلال	4	3	الجرس	3	2
نحافظ	3	4	أجرى	3	4	هدية	3	2	الجزر	5	5
نحب	3	4	أخت	3	2	هرم	3	4	الدنيا	3	6
نرسم	3	4	أختي	3	3	ولد	3	1	الدم	6	1

المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس	المفردات	وحده	درس
نسمع	3	4	مخيف	4	5	واحد	2	3	الدرس	3	1
نساعد	2	3	أخي	2	3	واسع	3	5	الرياضة	3	5
الرسم	6	3	الفصول	3	5	جرس	5	1	كتب	3	4
السليم	6	1	اخ	1	1	جسر	5	5	على	3	2
المنابل	5	4	اعرف	6	1	خالي	6	2	عامل	2	2
السمك	4	1	اغسلوا	5	5	خيار	6	2	عيد	6	2
السمكة	4	4	افرح	5	5	خير	5	3	عروسة	2	5
الساعة	3	1	بنات	3	2	خيطة	3	3	عسل	4	3
الزواحف	4	5	بنت	2	2	خروف	6	2	غراب	2	2
الزينة	6	2	باب	2	2	خريطة	3	3	غزال	4	4
الزرع	4	3	بخيوط	6	2	رحلة	3	6	فن	6	3
الشمس	3	3	برج	2	2	ريشة	4	3	فول	5	3
الشمع	6	2	برسيم	5	3	رغيف	6	3	فيل	2	4
الشبكة	4	4	بطاطس	2	2	سهلة	6	4	فيها	6	3
الشجر	4	3	تمر	3	2	ستارة	2	5	في	2	4
الشجرة	2	2	توت	3	2	سيف	2	4	فراولة	2	4
الصور	6	3	حل	6	4	سطح	6	5	فرحان	2	4
الصورة	6	3	حمام	2	2	سعيد	2	5	فكر	6	5
الصابون	3	1	حمامة	5	4	سعيدة	2	5	قوى	4	5
الكل	6	2	يوسفى	6	5	زار	3	4	قصص	6	2

Appendix (5)

The evaluation instrument

		Strongly Agree	Agree	Disagree	Strongly Disagree
	Physical appearance of the textbook				
1	The textbook is attractive. Comments:				
2	Pictures help students to comprehend. Comments:				
3	Ancillary material such as tapes and visual aids are available. Comments:				
4	Introduction to the book and each chapter explain their purposes. Subject matter in the textbook				
5	Interesting and encourages the child to read. Comment: Comments:				
6	The subject matter introduces the information accurately. Comments:				
7	The subject matter are related to the child's experiences and environment. Comments:				
	Vocabulary				
8	The vocabulary is selected on the basis of word frequency. Comments:				
9	The vocabulary in the textbook enable the child to express him/herself. Comments:				
10	The vocabulary in the textbook is related to the child's background knowledge. Comments:				
11	The vocabulary is introduced in appropriate situations. Comments:				
12	The vocabulary gradation system is appropriate Comments:				
13	The number of new vocabulary items to be learned in a lesson is appropriate. Comments:				
14	The vocabulary in the textbook depends on the common words in Ammyyia and Fusha. Comments:				
	Grammar				
15	The grammatical structures reflect the child's language.				

		Strongly	Agree	Disagree	Strongly
	Comments:				
16	Grammatical items are sufficiently recycled for the students. Comments:				
17	Exercises are sufficient for practicing the new grammatical concepts. Comments:				
18	The grading system in the grammatical presentation is systematic. Comments:				
19	the grammatical structures depends on the common structures of Ammyyia and Fusha. Comments:				
	Listening Skill				
20	The textbook suggests ways of practicing listening drills. Comments:				
21	The textbook helps the student to: Imitate birds, animals and machine sounds in the environment. Comments:				
22	Pay attention to the speaker while listening and understands the spoken speech. Comments:				
23	Distinguish a different word from many words on the same rythem Comments:				
24	ow a sequence of oral instruction (three times). Comments:				
25	Distinguish a word that is different in sound in the beginning and ending from a group of words. Comments:				
26	Differentiate between the sounds of letters when listening to them. Comments:				
27	Differentiate between letters that are similar in sounds. Comments:				
28	Distinguish between short and long vowels. Comments:				
	Speaking Skill				
29	A student will be able to: Use "correct Arabic language" in short sentences. Comments:				
30	Tell a "simple story". Comment: Comments:				
31	Introduce him/herself to others mentioning full name, address and job of the father. Comment: Comments:				

		Strongly	Agree	Disagree	Strongly
32	Use greeting phrases in situations and occasions. Comments.				
	Comments:				
33	Get used to "correct Arabic pronunciation". Comments.				
	Comments:				
34	Describe objects at home or in class or some activities. Comments				
	Comments:				
	Reading Skill				
35	A student is able to: form sentences from different letters. Comments				
	Comments:				
36	Recognize a word within a simple sentence.				
	Comments:				
37	Identify the 'shaddah, 'sukuun' and the long vowels.				
	Comments:				
38	Identify words with 'moon and sun' Al article and their pronunciation				
	Comments:				
39	Differentiate between letters that are similar in pronunciation.				
	Comments:				
40	Enjoy reading based on the material presented.				
	Comments:				
	Writing Skill				
41	A student will be able to: write his/her name.				
	Comments:				
42	Form the letters in their positions in words.				
	Comments:				
43	Form words from separate letters and sentences from separate words.				
	Comments:				
44	Complete missing letters in given words.				
	Comments:				
45	Get used to writing clear printed and handwriting.				
	Comments:				
46	Write words with Al sun and moon.				
	Comments:				
47	Place the dots over or under the letters.				
	Comments:				
48	Differentiate between letters that are similar in writing and pronunciation.				
	Comments:				
49	Write words with letters that have 'shaddah', 'sukuun' and nunation.				
	Comments:				

50	Copy words or short sentences. Comments:	Strongly	Agree	Disagree	Strongly
52	Write a dictation. Comments:				
53	Write short sentences (five words maximum) expressing their experiences and their environment.. Comments:				

Appendix (5)

السادة / الأفاضل مدرسي و مدرسات اللغة العربية

تحية طيبة و بعد ،

أقوم بإعداد رسالة ماجستير بالجامعة الأمريكية - القاهرة و موضوعها تقييم لكتاب اللغة العربية للصف الأول الابتدائي وحيث أن الرسالة تتطلب إجراء بحث عملي للتعرف على رؤية السادة و السيدات مدرسي و مدرسات اللغة العربية لذلك الكتاب موضوع البحث لذا أرجو التكرم بمساعدتي في ملء أستمارة إستطلاع الرأي المرفقه (بوضع علامة (✓) في الخانة المخصصة للإجابة). كما يهمني أن أوضح أن المعلومات المذكوره في هذا البحث لن تستخدم إلا في استخراج النتائج الإحصائية ولن تعود بأى ضرر على المدرسين أو المدرسات ، وتحقيقا لذلك يمكنكم عدم ذكر أسمائكم أو اسم المدرسة والاكتفاء فقط بكتابة المؤهل و الدرجة الوظيفية وسنوات الخبرة .

شكرا لكم على حسن تعاونكم

الباحثه شهيره ياقوت.

استمارة تقييم لكتاب اللغة العربية للصف الاول الابتدائي

الدرجة الوظيفية :

المؤهل :

الخبرة :

الشكل العام للكتاب	أوافق بشده	أوافق	لا تعليق	لا أوافق	لا أوافق بشده
١ الكتاب جذاب . تعليق :					
٢ الصور تساعد التلاميذ على الفهم . تعليق :					
٣ الوسائل السمعية والبصرية (الشرائط) في متناول المدرس . تعليق :					
٤ مقدمة الكتاب و كل الوحدات تضم شرحا لأهدافها . تعليق :					
موضوعات الكتاب :					
٥ شيقه و تشجع الطفل على القراءة . تعليق :					
٦ الموضوعات تعرض المعلومات بدقة . تعليق :					
٧ الموضوعات متصله بخبرات الطفل و بيئته . تعليق :					
المفردات :					
٨ مفردات الكتاب مختارة على أساس الشيع في المجتمع . تعليق :					
٩ مفردات الكتاب من النوع الذى يمكن أن يستخدمه الطفل للتعبير عن احتياجاته . تعليق :					
١٠ المفردات مرتبطة بخبرات الطفل السابقه . تعليق :					
١١ المفردات مقدمة فى مواقف مناسبة . تعليق :					
١٢ التدرج اللغوى فى المفردات مناسب (بداية بالمألوف الى غير المألوف) . تعليق :					

أوافق بشده	أوافق	لا تعليق	لا أوافق بشده	
				١٣ عدد المفردات المقدمة فى الدرس الواحد مناسبة . تعليق :
				١٤ تعتمد مفردات الكتاب على الرصيد اللغوى المشترك بين الفصحى والعامية لتيسير عملية التزاوج بين لغة الكلام واللغة الفصحى . تعليق :
				التراكيب النحويه :
				١٥ التراكيب تعكس لغة الطفل أى : لغة الخطاب اليومى . تعليق :
				١٦ التراكيب النحوية تتكرر عددا كافيا من المرات . تعليق :
				١٧ يوجد عدد كاف من التدريبات على التراكيب النحوية الجديدة . تعليق :
				١٨ التدرج فى التراكيب النحوية مناسب (من البسيط الى المعقد) . تعليق :
				١٩ تعتمد تراكمات الكتاب على الرصيد اللغوى المشترك بين الفصحى والعامية . تعليق :
				مهارة الاستماع :
				٢٠ الكتاب يسهل التدريب على مهارة الاستماع . تعليق :
				الكتاب يساعد التلميذ على أن :
				٢١ يقلد أصوات الطيور و الحيوانات و الآلات فى بيئته . تعليق :
				٢٢ يلتفت الى المتكلم أثناء الاستماع و يفهم ما يقوله . تعليق :
				٢٣ يميز كلمة مختلفة فى أصواتها من بين عدة كلمات على وزن واحد . تعليق :
				٢٤ ينفذ تعليمات مرتبة حسب استماعه اليها (ثلاث) . تعليق :

		أوافق بشده	أوافق	لا تعليق	لا أوافق	لا أوافق بشده
٢٥	يميز كلمة مختلفة في اصواتها من بين عدة كلمات مختلفه معها في البداية و النهاية. تعليق:					
٢٦	يميز بين أصوات الحروف حين يسمعها. تعليق:					
٢٧	يميز الحروف المتقاربة في الصوت. تعليق:					
٢٨	يميز بين الحركات القصار و الطوال المسموعة. تعليق:					
مهارة التحدث :						
٢٩	<u>الكتاب يساعد التلميذ على أن:</u> يستخدم اللغة العربية الصحيحة في جمل قصيرة. تعليق:					
٣٠	يكتسب القدرة على حكاية القصة المبسطة. تعليق:					
٣١	يقدم التلميذ نفسه للآخرين (الاسم كاملا والعنوان وصناعة الوالد) تعليق:					
٣٢	يستخدم العبارات المناسبة في المواقف و مناسبات (الأعياد-زيارة المرضى...) تعليق:					
٣٣	يتعود النطق العربي السليم . تعليق:					
٣٤	يصف شيئا في منزله أو فصله أو يصف بعض الأنشطة. تعليق:					
مهارة القراءة:						
٣٥	<u>الكتاب يساعد التلميذ على أن:</u> يكون كلمات من حروف سبق تجريدها. تعليق:					

	أوافق بشده	أوافق	لا تعليق	لا أوافق	لا أوافق بشده
٣٦					يتعرف الكلمه من خلال الجمله البسيطة. تعليق:
٣٧					يتعرف الحرف الساكن و الحرف المشدد و المده. تعليق:
٣٨					يمييز بين الحروف المتشابهه فى النطق و الكتابة. تعليق:
٣٩					يتعرف كلمات بها اللام القمرية و اللام الشمسية و ينطقها للأطفال. تعليق:
٤٠					يميل الى القراءة من خلال ما يقدم له. تعليق:
مهارة الكتابة:					
الكتاب يساعد التلميذ على أن:					
٤١					يكتب اسمه. تعليق:
٤٢					يرسم الحروف بأشكالها و مواقعها المختلفة. تعليق:
٤٣					يكتب كلمات من الحروف و من الكلمات جملا. تعليق:
٤٤					تكلمة الحرف الناقص فى الكلمة. تعليق:
٤٥					يكتب حرفا مشتركا فى عدة كلمات فى مواقع مختلفة. تعليق:
٤٦					يتعود الكتابه بخط واضح (النسخ). تعليق:
٤٧					يكتب الكلمات التى بها (أل) القمرية أو الشمسية . تعليق:
٤٨					يتعود وضع النقاط فوق أو تحت الحروف المنقوطة. تعليق:

أوافق بشده	أوافق	لا تعليق	لا أوافق	لا أوافق بشده	
					٤٩ يميز بين الحروف المتشابهة في النطق و الكتابة. تعليق:
					٥٠ يكتب كلمات بها حروف عليها سكون أو شدة أو تنوين بأنواعه. تعليق:
					٥١ يكتب كلمات و جملا قصيرة (منقولة) بطريقة الاملاء المنقول و المنظور. تعليق:
					٥٢ يكتب كلمات و جملا قصيرة مما درسه اختباريا. تعليق:
					٥٣ يكتب كلمات و جملا قصيرة في حدود خمس كلمات في التعبير عن مشاهداته و خبراته بعالم الطفل و بيئته. تعليق:

The Teachers' Comments On The Qualitative Data

Appendix (6)

Physical Appearance		
	Q 1	Q 2
1		
2	The cover of the book is bad and the paper and print are of poor quality	The pictures are vague and not clear.
3		
4		
5	1	
6	Pictures help the students to learn.	
7	Not all parts of the book are attractive.	Some of the pictures aid the students to understand and others not.
8		
9		
10		
11		
12	Acceptable.	To some extent.
13		
14	Acceptable	
15	Acceptable	
16	The pictures of the book are expressive and the book is very attractive.	The pictures are from the environment.
17	Pictures are colorful	Attractive pictures from environment.
18		
19	The physical appearance of the book is not suitable to the child at this stage.	The pictures are not clear but colorful.
20	The physical appearance of the book is not suitable to the student at this stage.	The pictures aid the student but it needs to be more colorful and expressive.
21	The print is very bad .In addition to the bad quality of colors and pictures.	The pictures are not enough.
22	The physical appearance of the book is not suitable.	The pictures are not colorful and are few.
23	It is not attractive because the book does not include attractive pictures or paper of good quality.	The pictures are few and not attractive.
24		More pictures need to be added to the textbook.
25	The book is not appropriate to the student at this stage.	

[illegible]

	General
1	
2	Compared to the English books, the textbook is not attractive. The pictures ,cover are not colorful and of bad quality.
3	The book needs to be more colorful, appealing.
4	
5	The worst thing in the Arabic textbook is the quality of paper and print.
6	
7	The book is organized to some extent but the distribution the curriculum over the year is large. The physical appearance is acceptable and reasonable.
8	
9	
10	
11	The physical appearance of the book is good but it could be better to attract the student s attention.
12	
13	The organization is good but the physical appearance of the textbook is not attractive.
14	
15	
16	The topics are gradually represented from environment.
17	
18	
19	The book is not organized and big in size. It needs to be more colorful.
20	I do not approve the organization of the book .It should be more arranged, attractive and organized. The book must be re-arranged internally and externally.
21	The book needs to be more colorful , printed properly, using expressive pictures to attract the student s attention.
22	The physical appearance must be more attractive ,appealing, and colorful.
23	In comparison with the English books, the textbook is not attractive and the quality of paper is bad and the pictures are not colorful. Also some of the lessons are long which hinders the understanding of the student.
24	The textbook needs to be re- arranged. The physical appearance of the book must be more colorful and attractive so as to attract the child attention.
25	The textbook has to be attractive and colorful, includes pictures that show the content of the story. Also the book needs to more organized because some lessons are long and some are short.

Subjects matter in the Textbook

Q 5		Q 6
1	The textbook 'encourage the student to look at the pictures not to read.	
2	The topics and subjects are silly and not attractive to the students interest.	The information is shallow.
3		
4	The textbook do not encourage reading.	
5	There are some lessons which have no importance and I can not see the objective of it in the curriculum. Ex. songs,poetry and some lessons العم زاهر	Some of the lessons shows some information while others are full of things that the child can not understand.
6	The words are simple and encourage the student to read.	The objectives of the lessons are similar to that of the child.
7	Not all lessons encourage the child to read.	Just a simple information.
8		
9		
10		
11		
12	Most of the subjects of the lessons are interesting.	
13		
14		
15		The information is presented accurately in some topics.
16	The lessons contain verses from the Quran which aid the student to read.	
17	The lessons contain verses from the Quran encourage the student to read.	
18		
19	The illustrations on some of the lessons are not enough.	
20	The topics of the book are above the student's age some of the lessons are complex and do not encourage the child to read.	The topics and lessons provide information but some of it is vague to the student
21	I hope that the lessons deals with animals so as to attract the student interest.	Not enough.
22	The lessons are too long.	Yes gives information.
23	The topics are above the child level of understanding and less attractive to the child.	The topics are'difficult for the child to grasp.
24	Some of the topics are interesting but they are few	Yes because every subject explains information clearly and helps the student to understand.
25	The subjects are higher than the student level, it does not aid the child to understand easily and does not encourage reading.	Some topics are vague at this stage.

Q 7

General

1		
2		
3		
4		
5	Songs are very bad and some of the topics are not related the child environment or experience.	
6	The topics deals with the environment.	
7		
8		
9		
10		
11		
12		
13		
14		
15		
16	The lessons are related to the child life.	
17		
18		
19	Related to the student s environment.	
20	The lessons are related to the child environment ex. family,friends	
21	More topics that are related to the child could be presented.	
22	Yes it includes topics related to the student interest.	
23	Yes but there are more topics related to the child.	
24	Yes the lessons are related to the child.ex. بيت جدی و حفلة عيد ميلاد	
25	Topics are related to the child's environment.	

Vocabulary

Q 8		Q 9
1		To some extent. I hope that more vocabulary that express the child s needs is included in the book
2		
3		
4		
5		Vocabulary is not of high frequency
6	The voabulary is suitable to the student under standing.	the subjects meet the student needs.
7	There are many vocabulary words that are very difficult for a child	The mostly used vocabulary are in the first part of the book
8		
9		
10		
11		Some of the vocabulary are in fusha and the child s vocabulary is in Ammyia.
12	The vocabulary is from the child language.	
13		
14		
15		
16	The vocabulary express the society.	
17	Words are from the child s society	Som of the topics suitable to express child s needs
18		
19		Some of the vocabulary is not from the child environment because the topics are very specified.
20		Vocabulary is not related to the child s everyday life.
21		
22		The vocabulary is not related to the child because lessons are not related to things that helps him to express himself.
23		The vocabulary presented is not used by the child in his daily because the wordsare difficult and not related to his needs.
24	Some of the vocabulary words are not easy for the children to understand.	There are some words that could be easier for the students to use than the one in the book.
25		The book is not related to things that express the student s daily life

	Q 10	Q 11
1		
2		
3		
4		
5	That depends on the background of the student.	Generally there are topics that are related to the child everyday life and is suitable for him
6	The student previous experience are different from the intended objectives.	No gradual presentation from simple to complex.
7		The vocabulary is presented in suitable situations to some extent.
8		
9		
10		
11		
12		Vocabulary develop the child abilities and talents.
13		
14		
15		
16	Not all the vocabulary words are related to child s previous experience.	
17	Vocabulary is related to child s experience.	Vocabulary is associated to situations. The vocabulary is suitable in some situations
18		
19		Some vocabulary is presented in suitable situations but needs to be more simple to be understood by the child.
20		In some situations.
21		
22		Yes the vocabulary is presented in suitable situations
23		
24	To some extent.	Vocabulary is presented in good situations
25		

Q 12	Q 13
1	The number of vocabulary is from 3-13.
2 Ibelive that the authers didnt think of this point	
3	
4	
5 Ididnt notice that there is gradual presentation in the vocabulary	
6	
7	
8	In the second part of the book the vocabulary is too many.
9	
10	
11	Too many vocabulary for the child at this stage.
12 This is true , to stimulate the child s interest.	Not all.
13	
14	
15	In some lessons the vocabulary is higher than
16 Vocabulary selected from the child s language.	the student abilities.
17	
18	In some lessons the vocabulary is more than the student's ability
19 There are some difficult vocabulary words at the beginning of the book ex. songs	There is difficulty in some vocabulary.
20 There are some unfamilier and difficult words at the beginning of the book.	There are many difficult words especially at the last lessons.
21	Too many words which arenot suitable to
22 There are some difficult words at the at the beginning of the book ex. songs	The child's cognitive development. Second half of the book is full of new words.
23 There are some lessons that must be delayed to the end of the book ex. نشيد أمي و أبي	To many words in one lesson.
24 There is no gradual presentation of vocabulary ex. نشيد أمي و أبي	The lessons need to be divided because of the big numbers of vocabulary words.
25 Some difficult words are introduced at the beginning of the book.	There are too many words especially in the last lessons. The level of the book is higher than the child s age ,there are long lessons with a big number of vocabulary words.

Q 14

1		
2		
3		
4		
5		
6		
7	To some extent.	
8		
9		
10		
11		
12		
13		
14		
15	In some lessons.	
16		
17	In some lessons.	
18		
19		
20		
21		
22		
23		
24		
25		

	comments
1	
2	The selection of some vocabulary words are unsuitable especially in poetry verses. Also selection of some names was not good.
3	Some of the vocabulary words are difficult and are not gradually presented from simple to complex
4	The vocabulary is easily under stood because they are from Ammyia
5	Some of the vocabulary words are very strange, and some of suitations and topics in the lessons deals with matters not of the students interest.
6	The vocabulary suitable to the evironment that the child lives in.
7	
8 & 9	
10	
11	The vocabulary is good but too much for the child to grasp at this primary stage.
12	Vocabulary is suitable and graduals from simple to complex.
13	Suitable.
14	Simple needs to be more deep.
15	This year the students find difficulty in learning vocabulary because they were not prepared at the kindergarten stage.
16	
17	This year students find difficulty in learning vocabulary because they were not prepared at the kindergarten stage.
18	
19	At the end of the book the lessons contain vocabulary words that are not easily pronounced or understood.
20	There are some difficult words. Also the use of fusha words is difficult for the child to use in his daily life.
21	In the second part of the book there is too many new words.
22	There are some difficult words.
23	There are some difficult vocabulary that are used in the language. The children hates the language and use the Ammyia or English instead.
24	There are some vocabulary words that are difficult for the child to grasp or understand. Also there are some fusha words that could be replaced with easier ones . There must be a glossery.
25	There are some vocabulary that are very difficult at this age. Also the use of fusha words hinders the student

Grammar

	Q 15
1	
2	Not always
3	
4	
5	
6	Most of the structures are easy for the student to handle.
7	Some of the grammatical structures do not reflect the child's language.
8	
9	
10	
11	
12	
13	
14	
15	The child must have learned some basics of reading at kindergarten.
16	
17	
18	
19	
20	
21	
22	The book does not reflect structures in the child's everyday language.
23	
24	
25	

	Q 16	Q 17
1		
2		
3		
4		
5		The textbook needs more drills.
6	There is enough repetition.	Exercises enable the student to understand the lessons.
7	Yes	There are a good number of exercises in each lesson.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19	Yes	The number of exercises are not enough.
20		
21		Needs more drills as they are not enough
22	Yes, the grammatical structures are sufficiently repeated.	There are not enough drills.
23		
24		
25		

	Q 18	Q 19
1		
2	There is no gradual presentation in grammatical structures.	Sometimes.
3		
4		
5		
6	The grammatical structures are gradually presented from from simple to complex.	
7	The graduation is more in the first part of the book.	To some extent.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19	There are some concepts that are not clear.	
20		
21		
22	There are some complex structures at the beginning of the book.	
23		
24		
25		

	comment
1	Need more of grammatical structures.
2	The quality and quantity of grammar is sufficient. But some concepts as negation should be introduced.
	Negation was introduced without emphasis in the lesson, ex. fox and cock.
3	Grammatical structures are difficult, they need more drills or to be transferred to a higher grade.
4	Needs more of them.
5	
6	The grammar is suitable for the understanding of the child ex. verbs, nouns.
7	
8	
9	
10	
11	The grammatical structures are good but needs more drills.
12	
13	There is no grammatical structures only some concepts.ex. الشمسية و ال القمرية.
14	They are few and the students need more of grammar.
15	When practiced daily the student understand the concepts.
16	The book addresses both feminine and masculine, singular and plural.
17	Practicing the concepts every help the students to understand the concepts easily.
18	The book addresses both the feminine and the masculine, singular and plural.
19	There some grammar points that are difficult for the child. It needs some arrangement
20	
21	
22	
23	
24	
25	

Listening skill

Q 20		Q 21
1		With the teacher help
2		
3		
4	With the teacher's help.	
5		
6	The students prefer listening than writing.	
7	Especially in the lessons that deals with birds and animals.	In some of the lessons.
8		
9		
10		
11		
12		In few lessons.
13		
14		
15		
16		
17		
18		
19	The vocabulary is not enough.	Especially in the first lessons
20	The lessons do not help the student to develop the listening skills because there are no lessons for listening and speaking.	At the begining of the book
	no lessons for listening and speaking.	
21	The topics are not intersting thus the student is not stimulated to listen.	Not enough.
22	The book does not develop the listening skill because there are no listening lessons.	In the first lesson.
23	Other methods are used not the book.	
24	The stories are few and the teacher uses their own methods.	
25		

	Q22	Q23
1		I do not understand this sentence.
2	I think the student do that but not because of the book.	
3		
4		Not clear
5		
6	This happens in a certain persentage.	
7		There are many drills of this type.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		Through the lessons of تجريد
20		
21		Depends on the teacher.
22		
23	Through تجريد	
24		
25		

	Q24	Q25
1		
2		
3		
4		
5		
6		
7	There are many drills of this type.	There are many drills of this kind.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20	Through orders.	Through تجريد
21		
22		
23	Through orders.	Through تجريد
24		Through تجريد الحروف
25		

	Q26	Q27
1		
2		
3		
4		
5		
6		
7	Few drills	Nearly no drills.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		Needs more drills.
22		Through grammar lessons.
23	Through تجريد	
24		
25		

	Q28	General
1		
2		Listening and speaking skills depend on the teacher's presentation of the lessons it would not affect the the book. There are no speaking or listening drills. it would not affect the the book. There are no speaking or listening drills.
3		Suitable
4		
5		
6		The repetition of the words help the students to listen and understand.
7		Suitable for the students but at the end of the book many drills and no enough time.
8		
9		
10		
11		Good
12		The book helps in developing the student's listening skills but the lessons are not interesting.
13	The teacher must have a role in this drill.	Nearly the book develops the listening skill but the subjects and the topics are not interesting.
14		The book depends mainly on the teacher.
15		Good.
16		The listening skill is developed through story telling and interesting topics that stimulate the student during listening lessons.
17		Good.
18		The listening skill is developed through story telling and interesting topics that stimulate the students.
19		There are few lessons that help the student to develop the listening skills.
20		The stories help to develop the student's listening skills.
21	Needs more drills.	Listening skill needs more drills.
22		
23		The book lacks listening drills which we have to make through tapes and story telling . The book needs more of stories to develop this skill.
24		The book lacks listening drills ,this is substituted through media.
25		Story telling and interesting topics encourage the student to listen ,speak, imagine and re-tell stories.

Speaking skill

	Q 29	Q 30
1		
2		
3		
4		
5		
6	Yes, because the topics of the book includes language structures.	Yes the topics are short and suits the student' s level.
7	Thewoveling تشكيل helps the student to use the Arabic language correctly.	There are songs and stories.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		Yes, becuse there are stories in the book.
20		Because there are many stories in the book.
21		
22		Yes, through story telling in the book .
23		Yes, because there are many stories in the textbook.
24		Through lessons of listening and speaking
25		There are many stories in the book.ex. والديك الثعلب.

	Q 31	Q 32
1	The drills are not enough to achieve the intended objective.	This is achieved only in one lesson . We need more practice
2		
3		
4	The drills are not enough to achieve this objective.	The drills are not enough to achieve the intended objective.
5		
6	No because few of the children understand this concept.	These phrases are used at the beginning of the year and then the teacher introduces the rest.
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19	A child can not tell his address.	
20		Through occasions that occur through out the year.
21		The book does not consider this objective.
22		Through occasions that occur during the year.
23		Through occasions that occur during the year.
24		Through occasions that occur during the year.
25	In the second term of the year.	Through occasions that occur during the year

	Q 33	Q 34
1		
2	I think this depends more on the presentation of the teacher more than that of the book	
3		
4		
5	This depends more on the teacher.	
6	The book is full of correct language sentences.	Yes, because there are topics that deal with student's environment.
7		To some extent.
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19	There is vowelingshaping in the book.	There are lessons which include this discription in the book.
20	Yes through vowelingshapingthe words while they read	Yes there are lessons that discrib these lessons.
21	This depends on the teacher.	
22		Yes because there are lessons which describ these things.
23		Yes.
24	Through the vowelings	It is clear in some lessons
25	Through vowelings in the words.	Yes because some there are some lessons which discrib these things

	COMMENT	
1	The book helps in achieving the speaking skill.	
2		
3	Suitable.	
4		
5		
6		
7	The book helps in developing this skill	
8		
9		
10		
11	Good and helps the child to express himself.	
12	All the lessons depend individual speaking not choral.	
13		
14	The book needs more lessons that have dialogues so as to be more interactive.	
15	The students enjoy speaking through re- telling the stories.	
16	It is developed through stories.	
17	Good through story telling.	
18	The skill is developed through story telling.	
19	The book helps to develop this skill through many lessons and vocabulary used.	
20	The book helps to develop the speaking skill through the use of sentences, adjectives .	
21	The book needs more material to serve this skill.	
22	The book helps the students to develop the speaking skill through the usage of adjectives ,verbs and pronouns.	
23	The book helps the students to develop the speaking skill.	
24	The skill helps the child to express himself.	
25	The book helps the student to develop the speaking skill through the use of adjectives, pronouns and verbs.	

Reading Skills

1	Q 35	Q 36
2		
3		
4		
5	I do not understand this objective.	What is the definition of a simple sentence.
6	Yes, because the student was taught the alphabet , so it was easy to form words.	
7	There are enough drills in the book on this point.	
8		Through repetition.
9		
10		
11		
12		
13		
14		
15	I noticed that the children who can read ,are those who thier parents had taught them the alphabet in the kindergarten.	
16		
17		
18		
19		
20	Through تجريد الحروف and giving examples.	Students can identify a word in a simple sentence.
21		
22	through تجريد الحروف	Students can identify a word in a sentence.
23	Through تجريد الحروف	A student can identify a word in a sentence.
24	Through تجريد الحروف	
25	Through تجريد الحروف	Can identify a word in a sentence.

Q 37		Q 38
1	Student can identify long vowels only.	Sometimes.
2		
3		
4	Can identify only the long vowels.	Sometimes.
5		
6	Yes because the letters are clearly written in the book.	
7	The students can't identify these concepts in the first term.	Through repetition.
8		
9		
10		
11		
12		
13	The teacher has a role.	
14		
15		
16		
17		
18		Not enough especially in pronunciation.
19		A student can identify this concept in pronunciation
20		but not in writing.
21		Needs more drills.
22		Identify this concept more in pronunciation than writing.
23		Identify this concept more in pronunciation than in writing.
24		Depends on the child abilities.
25		Depends on the child s abilities.

1	
2	Q 39 This depends on the teacher not not only the book.
3	
4	
5	
6	
7	Students like to read stories about animals and birds
8	
9	
10	
11	
12	
13	
14	
15	Not enough as it should be.
16	
17	
18	Yes because of the big numbers of words.
19	There are many drills on this point.
20	
21	
22	Practiced in all lessons
23	Practiced in all lessons
24	Practiced in all lessons with the teacher's help.
25	Practiced in all lessons with the teacher's help.

Q 40		COMMENT
1		The book does not help to develop the reading skill, it depends on the whole reading method not the decoding method.
2		The book concentrates on both reading and writing, neglecting the other two skills.
3		
4		
5		Less than the suitable level.
6	The students learn about their environment.	
7	There are some difficult vocabulary words.	The students learn the different words through learning the alphabet.
8		
9		
10		
11		Excellent.
12		
13		Good but depends more on the teacher.
14		The book is good.
15		More importance should be given to topics and subjects that deals with the child's simple life.
16		In the previous years children were easily taught how to read because they learned the basics of reading at the kindergarten.
17		The students like reading stories presented to them.
18		In the previous years students were quicker in learning how to read because they took the basics of reading and writing in the kindergarten stage.
19		The children like reading stories presented to them.
20	Students' like reading from what is presented to them.	The book is an aid in developing the reading skill through many lessons presented and the use of vocabulary.
21		
22		The book is good it helps a lot.
23	Likes reading	Students read because of the big number of lesson and vocabulary.
24	I agree but also with the help of other stories.	The lessons are useful and encourage the students to develop their reading skill.
25	I agree but also with the help of other stories.	The lessons are useful and encourage the students to develop their reading skill.

Writing

Q41		Q42
1	Writing his name is a skill done by the teacher.	
2		
3		
4	The book does not emphasize this point and it is a skill done by the teacher .	
5		
6		
7		
8		The book helps a lot
9		
10		
11		
12	Most of the children know how to write their names.	
13	Kindergarten has a role in the learning of the letters	
14		
15		
16		
17		
18		
19	There are lessons that help them to write their names.	No enough drills in the book.
20	In the book there are lessons that include writing the student's name.	The drills are not enough.
21		Needs more drills
22	Through names mentioned in the book.	
23	From names in the book.	Drills are not enough.
24	From the first lesson	Yes beside penmanship class.
25	Through names mentioned in the book	The drills are not enough.

Q43		Q44	
1			
2			
3			
4			
5			
6			
7	To some extent there are drills.		
8			
9			
10			
11			
12			
13			
14	But not to much.		
15			
16			
17			
18			
19	They are practiced to to do this concept.		
20	Through re-arranging words and sentences.	In the drills .	
21			
22			
23	Through drills.		
24			
25	Through drills.	Through drills.	

Q45		Q46
1		
2		
3		
4		
5		
6		There is no importance is given to penmanship in the book.
7	After practicing.	
8		No because some letters are written in رقة
9		
10		
11		
12		
13		The book helps the student to write clearly.
14	Not enough.	
15		
16		
17		
18		
19	Not enough in the book.	There are no lessons for penmanship.
20		There are no rules for writing in the book only in the lessons of penmanship.
21		
22		No penmanship rules are in the book.
23		No penmanship rules in the book.
24	No penmanship exercises in the book.	Through drills
25		No penmanship exercises are in the book

Q47		Q48
1		Not in the book.
2		
3		
4		Not in the book.
5		
6		
7	Can write the letters but can not differentiate them in pr	With practice and repetition the students get used to th
8		
9		
10		
11		
12		
13		
14	Are not enough.	
15		
16		
17		
18		
19		
20	In all lessons.	
21		
22		
23		
24		
25		

Q49		Q50
1		
2		
3		
4		
5		
6		
7	through drills	
8		
9		
10		
11		
12		
13		Depends on the teacher.
14	Have to be put into words to be meaningfull.	Very few and might not be there at all.
15		It is irritating to the children.
16		
17		Difficult for the student.
18		
19	No enough drills and needs the teacher's effort.	Few in the book.
20	In pronunciation more than writing.	
21		Needs more drills.
22	No because it is more noticeable in pronunciation than	Depends on the student's ability.
23	Distinguish between similar letters in pronunciation and not writing.	
24	It differs from a student to another.	
25	Can distinguish in pronunciation only not in writing.	Depends on the student's abilities

Q51		Q52
1		
2		
3		
4		
5		
6		
7	Through practice	
8		Through practice.
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19	The children like to copy.	Through monthly tests.
20		Through dictations and monthly tests.
21		
22		Through dictation and monthly tests.
23		Through dictation and monthly tests.
24		Depends on the child.
25	They copy what they are ordered to do.	Through dictation and monthly tests

Q53

Q53		Comments
1	This happens in the second term.	
2		
3		What is written on reading is applied to writing.
4	This happens in the second term.	
5		
6		Through imitation and repetition the students know how to write.
7		Reasonable for the child's age.
8		
9		
10		
11		Very good.
12		Good but the writing skill depends mainly on the teacher and his way of dealing with the book.
13		Good
14		The book needs more writing material at the end of each lesson
15		In previous years children wrote better at this stage because they were prepared at the kindergarten .
16		
17		In previous years the learning of writing and reading was much easier because the students were prepared at the kindergarten.
18		The students practice re-arranging words to form sentences, and re-arranging sentences to make a story.
19	Depends on the student s ability.	The book helps the students to write through the long lessons at the end of the book .
20	Depends on the ability of the child.	Good writing many lessons helps the students to practice the writing skills.
		Through dictation and monthly tests.
21		The lessons in the second part of the book are too long which is tiring to the child.
22	Depends on the child.	Good through writing different lessons.
23	It is difficult for a child to write five sentences on his own but can answer questions	The writing skill is developed through new words and lessons.
24		good the book helps to write in a proper way.
25	It is difficult to write five sentences on the student s own.	Good the book helps to write in a proper way.

Appendix (7)
Frequency Of Distribution

	1	2	3	4	5
Q 1	8	36	8	36	12
Q 2	4	32	0	32	32
Q 3	12	32	52	4	0
Q 4	4	32	12	63	16
Q 5	8	36	0	32	24
Q 6	0	24	0	56	20
Q 7	0	8	4	52	36
Q 8	4	12	8	56	20
Q 9	8	32	4	44	12
Q 10	0	16	36	40	8
Q 11	0	8	8	18	16
Q 12	0	36	12	24	28
Q 13	0	52	4	32	12
Q 14	0	12	12	44	32
Q 15	0	32	4	52	12
Q 16	0	8	8	64	20
Q 17	8	32	4	24	32
Q 18	12	16	4	3	32
Q 19	0	4	32	5	8
Q 20	4	32	4	16	44
Q 21	4	20	0	48	28
Q 22	0	8	12	44	36
Q 23	0	8	12	72	8
Q 24	0	4	12	56	28
Q 25	0	4	32	36	28
Q 26	0	4	0	32	64
Q 27	0	12	4	44	40
Q 28	4	16	8	24	48
Q 29	0	8	0	60	32
Q 30	4	8	4	64	20
Q 31	4	12	4	40	40
Q 32	4	20	4	68	4
Q 33	4	4	4	64	24
Q 34	4	16	0	44	36
Q 35	4	0	4	16	76
Q 36	0	0	8	68	24
Q 37	0	24	8	48	20
Q 38	0	32	4	36	28
Q 39	4	0	8	36	52
Q 40	4	16	8	52	20

	1	2	3	4	5
Q 41	0	12	4	48	36
Q 42	0	12	4	36	48
Q 43	0	4	0	64	32
Q 44	0	4	8	52	36
Q 45	4	16	0	48	32
Q 46	0	32	0	48	20
Q 47	0	8	0	52	40
Q 48	0	12	8	32	48
Q 49	0	24	4	44	28
Q 50	4	28	28	36	4
Q 51	0	4	0	56	40
Q 52	0	0	0	68	32
Q 53	0	32	16	44	8

