

Evaluating The Book On Methods Of Teaching Art Education In Light Of Quality Standards

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Abstract:

The current research aims at highlighting to what extent the comprehensive quality standards of curriculum are found in the scope of objectives for 'Technical Writing' curriculum. The researcher has adopted a descriptive method for the study. As for the research tool, the researcher compares the quality of Technical Writing curriculum to comprehensive quality standards of syllabus. Technical Writing book (101), which is one of the subjects in technical colleges that belong to Technical and Vocational Training Corporation, was used as a sample for the research.

The research has reached a number of results, the most important of which are: The overall quality standards were available in the general textbook of technical writing with a total of (385) repetitions, and a general average (38.4), and at the field level; first came the field: the language of the book with a total of 113 repetitions and an average of 11.3 out of 38.4 and 29.35% followed by artistic output with a total of 104 repetitions and an average of 10.3 out of 38.4 and 27%, followed by scientific content with 79 repetitions, an average of 7.9 out of 38.4 and 20.51%; all with a verbal assessment (large), and fourth came the field of assessment methods with a total of 65 repetitions and an average of 6.5 out of 38.4 and 16.88%, verbal evaluation (medium), and fifth came the field; the goals with a total of 19 repetitions and an average of 1.9 out of 38.4 and 4.93%, and finally the field of activities with a total of 5 repetitions, and an average of 0.5 out of 38.4 and 1.29%, both are verbal estimate (weak), It is recommended to reconsider the comprehensive quality standards for Technical Writing syllabus from General Administration for Curriculum in Technical and Vocational Training Corporation, particularly in areas of objectives and exercises.

Keywords: Assessment, Standards, Comprehensive quality, curriculum, syllabus.

Introduction

Scientific and practical developments have appeared recently in all fields, making countries that aspire for growth and progress interested in keeping pace with these developments, especially in the field of education. Since the curriculum with all its elements is a main focus of the educational process, it is considered the basis for raising a child who is keen on productivity, possesses higher thinking skills, can pay attention to the rest of the fields, and strives to develop them under international quality standards .

The textbook has great importance and a pivotal and effective role in achieving the objectives of the curriculum. It provides great educational material by providing high-level experience in the content. It also provides teachers and students with some security through its clarification of the educational material that is taught during the school year. Previously (Al-Faha, 2013).

Given the above, the importance of taking care of the textbook and achieving the highest standards of comprehensive quality is apparent due to the need for these standards in light of the information revolution and the massive explosion of knowledge in the academic and educational fields. Therefore, textbooks should be subject to specific standards approved by experts and scholars to achieve the objectives of the curriculum. Attia, 2015).

Evaluation is a necessary process for every textbook, and even for every book, and it is a continuous process that goes with the entire book. Evaluating the textbook leads to judging the degree of students' growth through using the book in light of the observed goals, in other words, to what extent the impact of the textbook was on the study. In transferring knowledge and motivating students to become attached to it, to learn more of it, to touch it, to carry it in the record of human heritage, and to employ it socially (Abu Sarhan, 2000).

Among the most important books whose quality and continuous improvement should be taken care of are books on the Arabic language in general, and books on the grammar of the Arabic language in particular, as it is unique in their quality from other textbooks, as they are not just a specialized textbook, but rather a tool that the learner needs, regardless of his level of expertise and at any stage so that he can Of coexisting with everything around him successfully and adequately (Al-Amiri, 2006).

The General Corporation for Technical and Vocational Training, represented by the General Administration of Curricula, prepares and modernizes the contents of textbooks, including the technical writing course book (Arab 101), by the goal it adopts, which is to prepare appropriate mechanisms for nationalizing and developing the curricula and implementing them in a way that is consistent with the institution's policies and future goals. The administration should Also pay attention to the need to evaluate these curricula according to comprehensive quality standards in education and the quality of the content of the textbook

Research problem:

Al-Issawi (2005) states that one of the most prominent problems of learners' weakness in grammar or the Arabic language is due to several reasons, including the weakness of writing the school book, and thus the learners' aversion to it due to the lack of care in terms of the quality of the cover, paper, and printing, and the lack of its titles in a clear font, as well as its absence. Of the beautiful drawings and shapes, its weak artistic production, and the lack of appropriate means of explanation

Many previous studies also addressed some of the problems in Arabic grammar books in the Kingdom of Saudi Arabia, such as the study of Al-Shammari (2005), which concluded that there was a weakness in the evaluation methods available in the books "Recitation and Nous" and "Arabic Grammar," as both books were devoid of structure-level questions. The higher levels of thinking were reduced to small percentages, and the study of Al-Harishi (2009), indicated that the standard of scientific material, the standard of activities, and the standard of artistic direction came to a moderate degree and recommended paying more attention to these aspects, and the study of Al-Roumi (2012), which indicated the presence of The book "My Eternal Language" was lacking in ethical, moral, aesthetic, and artistic values. It also showed a weak balance between cognitive and emotional goals, weak suitability of the weight of the content compared to the time allotted for the study session, and the study of Al-Nawar and Al-Maliki (2018), which indicated the presence of some deficiencies in the content of the "My Eternal Language" course .

The researcher also noticed, through her experience in teaching the technical writing course, the presence of educational difficulties for female learners in

terms of knowledge and skills. She also sensed the need for some improvement and improvement in the course book by comprehensive quality standards, to help achieve the goals of the curriculum and raise the learners' level of transformational and skills .

Despite the availability of studies and research that evaluated Arabic language books in the Kingdom of Saudi Arabia, - to the best of the researcher's knowledge - no study has been conducted on evaluating the book of the technical writing course (Arabs 101) according to comprehensive quality standards.

Research questions:

Based on the above, the research problem is determined in the following main question:

To what extent are comprehensive quality standards available for textbooks in the Technical Writing course book (Arabs 101)? The following questions arise from it:

- 1To what extent are comprehensive quality standards available for textbooks in the field of objectives for the technical writing course book?
- 2To what extent are comprehensive quality standards available for textbooks in the field of technical writing course book content?
- 3To what extent are comprehensive quality standards available for textbooks in the field of technical writing course book activities?
- 4To what extent are comprehensive quality standards available for textbooks in the field of evaluation methods in the technical writing course book?
- 5To what extent are comprehensive quality standards available for textbooks in the field of technical writing course language?
- 6To what extent are comprehensive quality standards available for textbooks in the field of artistic direction for the technical writing course book?

research aims:

The research aims to achieve the following objectives:

- 1Determine the availability of comprehensive quality standards for textbooks in the field of objectives for the technical writing course book.
- 2Determine the availability of comprehensive quality standards for textbooks in the field of technical writing coursebook content.
- 3Determine the availability of comprehensive quality standards for textbooks in the field of technical writing course book activities.

-4Determine the availability of comprehensive quality standards for textbooks in the field of evaluation methods in the technical writing course book.

-5Determine the availability of comprehensive quality standards for textbooks in the field of technical writing course language.

-6Determine the availability of comprehensive quality standards for textbooks in the field of artistic production for the technical writing course book.

research importance:

The importance of the research lies in the fact that it may be useful as follows:

-1Providing a list of the most important comprehensive quality standards for textbooks.

-2Providing a questionnaire that may be useful to circumcisers in determining the most important specifications that should be available in textbooks.

-3The possibility of developing a technical textbook according to comprehensive quality standards for textbooks.

-4Developing the course book would develop the trainees' performance and enable them to raise their translational and skill levels.

-5This research will provide other researchers with other areas that can be studied and researched . search limits:

The current research is limited to the following limits: 1

Objective limits:

.1Content of the technical writing course (Arab 101) that is taught in the technical colleges affiliated with the General Corporation for Technical and Vocational Training, first edition, issued by the General Administration for Modernization and Curriculum Development, consisting of 30 pages.

.2The areas of comprehensive quality standards for the following textbooks: the area of objectives, the area of content, the area of activities, the area of evaluation methods, the area of the language of the book, and the area of the artistic direction of the book.

Spatial boundaries: Technical colleges in the Kingdom of Saudi Arabia .

Time limits: The first training session for the year 1441 AH.

○ Search terms:

○ The research included the following terms:

- -Evaluation: (Attiya, 2015: 111) defines evaluation as: “An organized process that determines the method in which the data available through measurement are used as a basis for making judgments about the people or things examined or measured to determine the extent to which educational goals have been achieved”.
- (Al-Abdullah, 2015: 138) also defines educational evaluation as the process by which the success of the educational process is judged in achieving the desired goals, or it is knowing the extent to which the desired changes have been achieved in a particular process, or knowing the extent of student’s progress towards the educational goals to be achieved .
- o The researcher defines it procedurally as the process of issuing a judgment on a technical writing course book (Arab 101) to determine the extent to which comprehensive quality standards for textbooks are available in it in light of the tool prepared for this study.
- -Comprehensive quality standards: (Al-Fatlawi, 2007: 53) defines comprehensive quality in education as: “an integrated system of a set of standards, procedures, activities and guidelines set by the entity responsible for education or the educational institution itself, to guide it in organizing its work and providing its services in an effective manner to the beneficiaries ”.
- Attia (2015: 25) defines comprehensive quality in education as: “bringing to mind the needs and desires of learners, society, and all beneficiaries of the education service inside and outside educational institutions, and developing educational programs according to standards that guarantee to respond to those needs and desires to a degree that is compatible with the expectations of the beneficiaries and obtains their satisfaction.” These programs are subject to continuous improvement and development according to the requirements and evolving needs of the beneficiaries and by the developments and changes that occur in various areas of life”.

- o The researcher defines it procedurally in this research as providing the important specifications and standards required in the technical writing course book offered in technical colleges to achieve the greatest amount of educational goals for learners .
- -Technical Writing Course: The researcher defines it theoretically as a course taught in technical colleges in the Kingdom of Saudi Arabia at the diploma level. It is a course that represents teaching the Arabic language in three basic units: the grammatical skills unit, the spelling skills unit, and the writing skills unit .
- -Technical colleges: The researcher defines them procedurally as colleges established by the General Organization for Technical and Vocational Training in the Kingdom of Saudi Arabia with various branches that graduate trainees who possess many technical and technical skills in various technical fields.
- 2The theoretical framework and previous studies:
- In this part of the research, the theoretical framework of previous research and studies will be discussed as follows:
- Theoretical framework:
- First - Calendar:
- In light of the scientific and educational developments witnessed by societies, education has become an important role in the renaissance and advancement of society, and the curriculum is considered the main axis around which educational developments revolve because of its great importance for the present and the future. Hence the a need to build strength and power into the new curricula, through a process of Continuous evaluation by applicable educational standards, to demonstrate the efficiency of the curricula in all its elements and work to improve them continuously (Adwan, 2009). Moleh (2010) states that evaluation is considered a standard diagnostic, preventive, and remedial process whose goal is to reveal the sources of weakness and the sources of strength to lead to the development of learning and teaching...

Objectives of the educational evaluation process:

Abu Shawish (2012) points out several objectives of the educational evaluation process, which are: 1

-1Enabling the teacher to modify his teaching and develop it for the better in light of the results achieved.

-2Enabling the teacher to know the extent to which he has achieved the desired goals.

-3Enabling the student to know his strengths and weaknesses and address them.

-4Giving curriculum developers a clear and reliable picture of the basic issues on which the curriculum should be based, as a reference for them in the process of nationalizing and developing the curriculum, and knowing the suitability of the curriculum for students.

School book evaluation:

The textbook plays an important role in the educational process, and is considered one of the basic pillars on which the curriculum is based, as it constitutes the official written document of the curriculum with all its components, the container that contains the scientific material in written form, and the experiences through which the curriculum seeks to impart to the learners (Osailan, 2011)...

Based on the importance of the textbook, it should be evaluated, modified, and amended on an ongoing basis by specialists in the Ministry of Education, and reviewed from time to time to ensure that its quality standards are met and thus ensure that it achieves the desired curriculum objectives .

(Toolly & Far) pointed out that there are no specific agreed-upon standards for evaluating the textbook, as the questionnaires for evaluating the textbooks differ greatly among themselves, and the number of their paragraphs may range from 42 items to 180 items. (Osailan, 2011)

Questionnaires are usually used to evaluate the textbook after it is written, but nothing is preventing their use during the writing process or before the final format of the book manuscript is approved and before it is submitted to the printing press. In this case, modifications can be made to the book before it is released for use. (Salamah, and Al-Harthy, 2005).

Since the comprehensive quality standards have been extended to include the curriculum with all its components; Therefore, the comprehensive quality standards will be discussed below with some elaboration, especially in the field of the curriculum and its elements .

Second - Comprehensive quality standards:

Total quality expresses a new global culture of dealing with globally agreed standards and seeks the effective use of human resources to satisfy comprehensive development needs and achieve customer expectations. Because society today is experiencing a set of changes and transformations, it has become necessary for education to develop. To keep pace with developments through multiple means, and among these means is the comprehensive quality of education through the overall improvement of the educational system by improving educational inputs and processes to improve outputs and achieve comprehensive quality. (Leube, et al., 2011).

There have been many fields of total quality and its aspects, and each field has its distinct concepts and characteristics. Accordingly, many definitions of the concept of total quality have emerged. Among the general definitions of total quality are what was mentioned by (Attiya, 2015), such as Johnson's definition of total quality as the ability to achieve The requirements of the public in a way that matches their expectations and achieves their complete satisfaction with the service provided to them. David Cares also defined it as achieving the beneficiaries' goals, desires, and needs continuously. Palmer also defined it as a continuous process and an organized activity to measure quality regularly. According to standard standards to analyze the deficiencies discovered, take the necessary measures to improve and develop performance, and then measure quality again to determine the improvement achieved

As for comprehensive quality in education, many definitions of its concept have been given, including the definition (Ali, 2011,

(256 where he defined it as a method of administrative practice that requires a major transformation in the method of managing the educational institution's inputs to achieve continuous improvement of the outputs and services provided by the educational institution in a way that ensures the satisfaction of the beneficiaries of the educational process. He also defined it (Yassin, 2008, 15) as a strategy Administrative is based on a set of values and derives its movement from information through which it is possible to invest and employ the talents and intellectual capabilities of employees, at various stages of the organization, to achieve continuous improvement of the educational institution

Standards is a term related to quality, (Attiya, 2015, 24) defined as those characteristics and conditions that must be present in education systems at their various stages, and address the quality of teaching, the quality of the evaluation, the quality of the outputs, and their meeting the needs of the beneficiaries of the educational system.

The importance of comprehensive quality in education:

Both (Al-Badi, 2009; and Damas, 2008; Attree, 1996, and Al-Kasji, 2012)

The following points summarized as a summary of the importance of comprehensive quality in education:

.1Controlling and developing the administrative system in educational institutions.

.2Raising the level of students in all fields.

.3Controlling and reducing the complaints of students and their parents and developing appropriate solutions.

.4Increasing educational efficiency and raising the performance level of employees.

.5Fulfilling the demands of students, their parents, and the community, achieving their satisfaction under the general system of the educational institution, and developing many values related to collective work and teamwork.

.6Reducing the failure rate and improving the level of student satisfaction.

.7Achieving good cohesion and effective coordination between the various departments and units in the organization.

.8Developing the spirit of competition between different educational institutions.

.9Achieving effective and continuous monitoring of the teaching and learning process.

.10Achieving material gains and qualitative options for workers in the educational institution, individuals, and society, and using them in the right way to achieve comprehensive societal development.

.11Developing education through evaluating the educational system and diagnosing deficiencies in inputs, processes, and outputs. So that the evaluation turns into real development and actual control of the quality of educational service.

Comprehensive quality standards in the curriculum:

The comprehensive quality system addresses all aspects of the educational system, and this includes the academic curriculum, which is an important element of the elements that are at the heart of the educational system, including its inputs, processes, and outputs, and the evaluation, control, and improvement that accompany them. (Asaylan, 2011).

(Attiya, 2015) states that the elements of the traditional curriculum differ from the elements of the modern curriculum depending on their different concepts and the educational philosophy on which each of them is built. The elements of the traditional curriculum are determined by the taught subjects, and care is directed towards mastering the subjects, as their mastery is the ultimate goal of the educational process. As for the curriculum, It consists of four main elements: objectives, content, activities, teaching methods and methods, and evaluation

Naturally, the comprehensive quality standards address each element of the educational curriculum separately, as the objectives of the curriculum have special standards, as well as its content and the rest of its elements. Based on the direction of this research, the criteria for the content of the curriculum will be relied upon as it is concerned with measurement and evaluation, which can be modified in what was mentioned (Attiya, 2015) as follows:

-1The connection between the content of the curriculum and its objectives: When choosing the content, curriculum developers must be guided by the objectives of the curriculum and choose the content that provides the best opportunity to achieve those objectives.

-2The veracity and modernity of the content: The content should be accurate and free of errors and include the latest contemporary scientific knowledge whose veracity and validity have been verified by research and experimentation.

-3Taking into account the needs and inclinations of learners: Content authors must take into account the extent to which they respond to the needs, requirements, and inclinations of learners.

-4Taking into account individual differences between learners: The content should take into account that it responds to the mental, cultural, social, ethical, and other circumstances of the learners.

-5The connection of the content to the social and cultural reality of learners: each society has its environment that distinguishes it from other societies.

-6Balance between content comprehensiveness and depth: It should contain a group of areas related to the content material and not be limited to one aspect of experience. It should also include the basics on which the academic material is based, including concepts, relationships, generalizations, laws, and theories without distraction. Students' effort with unimportant details.

-7Suitability of the content to the conditions of its application: While preparing the content, the number of students, the time allotted for it, the extent of administrative and organizational facilities, the level of qualification of teachers, and financial capabilities should be taken into account.

-8When organizing the content, it should be taken into account that it should be unified, as it brings together common materials in one field, that it should be continuous over different educational stages, and that it should be sequential so that each experience in it builds on the experiences that preceded it, and that it should be integrated in the sense of providing Learners' knowledge is deeply interconnected within a single subject, and across thousands of different subjects.

Textbook Content Standards Areas:

Because the textbook is an actual translation of the content of the curriculum, its most important standards will be mentioned, which are as follows: (Loveridge, 1999) mentions four areas of standards for the content of the textbook, which are as follows:

-1Competence of the author: the author of the book must have scientific and educational competence and experience in the field, must be precise, impartial, and scientifically honest, and must be fully aware of the reality of society and its circumstances, and have a clear understanding of the objectives of the course.

-2The writing material and its content: Here the book material should have a clear relationship with the objectives and vocabulary of the curriculum, and the material should be modern, deep, and comprehensive, and be appropriate to the mental and age level of the learners, and be appropriate to the reality of their society, and take into account their needs and inclinations, and contain various means of clarification. Modern, such as graphics, drawings, maps, and tables, help simplify the scientific material, and to integrate the scientific material with the rest of the academic subjects.

-3The language of the book and the style of its presentation: so that the book as a whole is easy in style, interesting in presentation, appropriate to the level of students, diverse in purpose and direction, and that it is well organized, and that concepts and terms are simplified.

-4The shape and layout of the book: so that the book is elegant in appearance, attractive in form, appropriate in size, good in paper, light in weight, neat and clear in letters, consistent in spacing between lines and words, free of linguistic and typographical errors, beautiful cover, clear titles, and solid binding.

Asian (2011) also refers to another list of standards for school book quality, which are:

-1Standards for the quality of book production: These include determining the size and dimension of the textbook so that it is appropriate for learners, and the standards for the book cover so that it relates to the content of the book and is appropriate in terms of shape and color, and standards for the book's pages such as choosing the appropriate font, letter size, appropriate titles and page colors, and styles. Display, specifications of shapes and graphics, formatting of margins, etc.

-2Standards for the quality of the objectives in the book: These include that the objectives must be linked to the reality of the learners and their mental and age levels and that the objectives must take into account the surrounding material conditions, be applicable, and be flexible and meaningful to the students.

-3Quality standards in content and scientific material: including that the basic concepts be clarified, that the content be distributed in a balanced manner, that the material be integrated with the rest of the academic courses, that the content takes into account the experiences, skills, level, and desires of the learners, and that the content be linked to society and its circumstances.

-4Quality standards in evaluation methods: including that they measure the actual performance of learners, that they are honest and consistent, that take into account individual differences, that they provide the opportunity for students to practice various thinking skills, that they are diverse, objective and comprehensive, and that they are appropriate to the age and mental level of teachers .

- Second - Previous studies:

- Many Arab and foreign studies have dealt with evaluating language books in general and the Arabic language in particular in light of...
- Various standards and opinions, including:
 - A study (Ulum, 2014) aimed to evaluate the book “Yes You Can”, which is an English language book for ninth-grade public schools, which was implemented in 2014 by the Ministry of Education in Turkey. The study used the descriptive analytical approach, and a questionnaire was prepared and distributed to 31 English language teachers in secondary schools that were randomly selected from the Seyhan district in Adana. After analyzing the data, the study concluded that the book “Yes You Can” achieved a high percentage, which means that it has good learning elements
 - And the study of Al-Labban (2016), aimed to evaluate the book of Arabic grammar for the first intermediate level according to comprehensive quality standards from the point of view of male and female teachers of the Arabic language. The study sample consisted of (137) male and female teachers of the Arabic language in middle schools in Babylon Governorate Center, and the researcher adopted the descriptive approach through a questionnaire that included (78) items distributed over five areas, distributed to members of the research sample. The study reached several results, including that quality standards were not available in the Arabic grammar book for the first intermediate grade; In light of the findings of the research, the researcher recommended reconsidering writing a book on Arabic grammar to comply with quality standards
 - And Atiq’s study (2017), aimed to evaluate Arabic language books for the lower basic stage according to the modified curriculum from the point of view of teachers. To achieve the objectives of the study, the researcher used the descriptive analytical method and distributed a questionnaire to (150) of the total Arabic language teachers for the lower grades from first to second. The fourth basic level in the Jenin District of Education. The study resulted in a high percentage of areas for evaluating Arabic language books according to the modified curricula from the point of view of male and female teachers in the Jenin District. The researcher recommended the necessity of involving teachers in preparing and developing curricula.

- As well as the study (Al-Nassar and Al-Maliki, 2018), which aimed to analyze the My Eternal Language curriculum for the first intermediate grade in light of the general standards and foundations of the Arabic language curricula. The researchers used the descriptive analytical approach, and the research sample consisted of the content of the book My Eternal Language for the first intermediate grade for the year 1432-1433. The results of the research showed that the educational applications of the standards and scientific foundations for building Arabic language curricula were included in this curriculum, starting with the components and ending with activities and exercises and that the My Eternal Language curriculum developed for the first intermediate level depends primarily on the strategies that the teacher uses and targets the learner. At the same time, the study demonstrated the weakness of The educational outcomes for the learner despite the quality of the objectives and content. This is due to the weakness of some aspects of the educational system, which are poor teaching and evaluation, and the teacher's apparent lack of a fixed standard upon which to base the learner's evaluation. The study recommended activating the activity book in a way that helps achieve the educational skills that are to be achieved .
- As well as the study (Yang, 2018), aimed to evaluate the content of the materials of the CLIL content-integrated learning program in Taiwan, as well as to evaluate the practices of the program teachers, the English teacher collaboratively with the English language learner who has professional industrial training experience, to produce educational materials from the program. It has an educational context for higher education, and the evaluation is by comprehensive quality standards. The researcher used the descriptive analytical approach, and a questionnaire was prepared and distributed to 47 students in their first year of English studying at the Welsh Polytechnic University in Taiwan. The results of the study revealed that the content and materials of the program are of High quality. Moreover, the gender of the learners, the extent of their proficiency in the language, and their specialization in the previous secondary stage were among the factors that influenced the results of the study

-The study (Özisler & Cesur, 2019) aimed to conduct an in-depth evaluation of the book teaching English at the first level in universities in Turkey in terms of methodology, language content, language skills, practical application, subject matter, and social and cultural values through the point of view of first-year fathers in The university and the teachers' opinions, observations, and beliefs on the textbook. The researchers used the descriptive analytical method and distributed a questionnaire to several first-year students (380) and conducted interviews with their teachers. The results revealed that the textbook is effective to some extent in terms of Methodology, language content, language skills, practical application, subject matter, and social and cultural values. However, teachers find that some parts of the textbook are weak, especially some aspects of language skills, practical application, and social and cultural values. As a result, the textbook is not fully adequate for learners' understanding of All skills at the end of the study

Finally, Attiya's study (2019) aimed to determine the degree of availability of comprehensive quality standards in the Arabic language textbook for the twelfth grade in the State of Kuwait from the point of view of teachers and department heads and to reveal significant differences in their evaluation scores for the book according to the variables: gender, job title, The researcher adopted the descriptive approach and prepared a questionnaire that was administered to (132) teachers and department heads of the Arabic language subject in secondary schools in the Hawalli Educational District. The results of the study resulted in the availability of quality standards.

comprehensive in the book with an average overall score, with a relative weight equivalent to (64.2%). It also resulted in no significant differences between the average scores of the sample members attributable to the variables: gender, job title, and academic qualification, while there were significant differences attributable to the variable Years of experience, and boards with years of experience (10 years or more).

Comment on previous studies:

It is noted by extrapolating the studies presented previously that they share with the current research their focus on evaluating language books according to several trends, including comprehensive quality standards, as in the current research. All studies also share with the current research the use of evaluation standards (questionnaires) to evaluate multiple fields. In books, these studies differ from the current research in the academic level at which the book in question is studied, as most studies focused on the intermediate stage, except two studies that dealt with language books at the university level. The current research also differs from the rest of the studies in that it deals with the evaluation of a writing course book. Technical research in six fields according to comprehensive quality standards, which distinguishes the current research

-3Research methodology and procedures

In this part of the research, the following will be addressed:

First - Research Methodology:

The descriptive approach was used due to its suitability to the topic and objectives of the current research in determining the availability of comprehensive quality standards for textbooks in the content of the technical writing course (Arabs 101).

Second: The research community and its sample:

The research community is represented by the technical writing course book (Arabs 101) called the Arabic Language Book, Edition 1, issued by the General Administration of Curricula at the General Corporation for Technical and Vocational Training. It is taught to the first level in the technical colleges affiliated with the General Corporation for Technical and Vocational Training, and it consists of (30 (pages), and the researcher took all the units that make up the research community as a sample for the research, and they numbered (3) units: the grammatical skills unit, the spelling skills unit, and the writing skills unit, as a sample for the research.

Third - Search tool:

The research tool consists of a scale for evaluating the technical writing course book (Arab 101) in light of comprehensive quality standards. The preparation of the tool went through the following steps:

-1Determine the goal of the research tool:

It consists of measuring the availability of comprehensive quality standards in the technical writing course book (Arab 101).

-2Preparing a list of comprehensive quality standards for textbooks:

The researcher prepared a list of comprehensive quality standards for textbooks based on the following:

A- Review of educational literature that deals with comprehensive quality standards in the curriculum .

B- Focus on previous research and studies that dealt with evaluating content or textbooks in light of comprehensive quality standards .

C- Review samples of questionnaires and standards for evaluating textbooks in light of comprehensive quality standards .

-3Preparing the research tool in its initial form:

After a list of comprehensive quality standards for textbooks was prepared, the researcher prepared a scale for evaluating the technical writing course book in light of the previous list in its initial form, which consisted of six basic areas. Table (1) shows the tool in its initial form:

Table -1- The research tool in its initial form

M	The field	Number of standards
1	Objectives	12
2	Scientific content	11
3	Activities	11
4	Calendar methods	10
5	The language of the book	10
6	Artistic direction	10
	Total	73

4- Scientific control of the research tool:

The search tool was set as follows:

A- Validity of the tool:

The validity of the tool was verified by relying on the structural validity of the tool. It was presented in its initial form to several (6) arbitrators who are experts in curricula and teaching papers, to take their opinions on the scale. The judging list consisted of the extent of the scale's comprehensiveness, and its scientific and linguistic accuracy. , its scientific validity, and its suitability to the research sample. The modification was made based on the opinions of the arbitrators, whereby four criteria from the scale criteria were deleted to indicate the number of criteria (60) criteria for the comprehensive quality of textbooks, and thus the tool was built in its final form and Table - 2 - He explains:

Table-2-The research tool in its final form

M	the field	Number of criteria
1	Objectives	10
2	Scientific content	12
3	Activities	12
4	Calendar methods	11
5	The language of the book	11
6	Artistic direction	11
م	Total	66

B- Stability of the tool:

The researcher verified the stability of the scale by using the stability of the analysis over time, which was done using the researcher analyzing the technical writing course book twice, with a time interval of approximately two weeks between them, and then the percentage of agreement between the results of the two analysis processes was calculated.

The number of times the first and second agreement occurred using the Holisti equation, which states the following: Percentage of agreement %. The results were as follows:

Number of times agreement between the two analyses = 55 Total number of categories = 60 Percentage of agreement = 91.66

This is a high percentage that indicates the stability of the analysis .

Fourth - Statistical methods:

The researcher used several containment methods and techniques based on the Instrumental Software Package for the Social Sciences (SPSS) to analyze and process the collected data. The following is a summary of these methods and methods:

- .1 Calculate duplicates.
- .2 Calculate percentages .
- .3 Calculating arithmetic averages.

4- Display search results:

• Results related to answering the main research question, which states, “To what extent are comprehensive quality standards available for textbooks in the technical writing course book (Arab 101)”?

To answer this question, the researcher analyzed all units of the technical writing course book in all areas of the scale as a whole, according to comprehensive quality standards, and arrived at the general results represented by Table:(3)

Table -3- Results of the analysis of the units of the technical writing course book in all areas of the scale

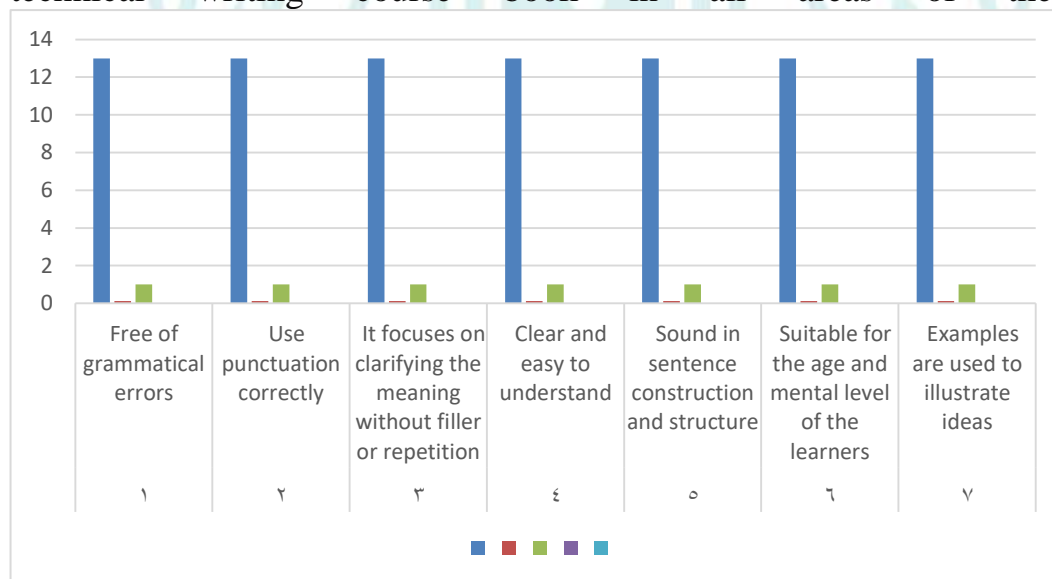
M	the field	Total iterations	SM A	The ratio Centenary	ranking Importance	Verbal assessment
1	The language of the book	113	11.3			Big

2	Artistic direction	104	10.3	29.35%	1	big
3	Scientific content	79	7.9	27%	2	big
4	Calendar methods	65	6.5	20.51%	3	Average
5	Objectives	19	1.9	16.88%	4	Weak
6	Activities	5	0.5	4.93%	5	Weak
	Total and general average	385	38.4	1.29%	6	/

Table No. (3) shows the variation in the areas of the technical course book quality scale according to the comprehensive quality standards in terms of the total frequencies, the average frequencies, and the percentage to which each area was transformed in relation to the scale as a whole, where the field (language of the book) was transferred to a greater average than the rest of the areas by an amount (11.3), with a percentage equivalent to (29.35%) of the total percentage of the scale, which indicates that the field of (book language) had the highest percentage of comprehensive quality standards in the book, followed by the field of (artistic direction), where it was averaged by (10.3) , with a percentage equivalent to (27%) of the total percentage of the scale, which indicates the availability of most of the comprehensive quality standards in the field of (artistic direction), followed by the field of (scientific content), where it was shifted to an average of (7.9), and with a percentage equivalent to (20.51). %) of the total percentage of the scale, which indicates the availability of the most comprehensive quality standards in the field of

(scientific content), followed by the field of (evaluation methods), where the average was (6.5), and a percentage equivalent to (16.88%) of the total percentage of the scale. This indicates the availability of comprehensive quality standards in it at a lower rate than the previous fields, followed by the field of (objectives), where the average was reduced by (1.9), and by a percentage equivalent to (4.93%) of the total percentage of the scale, which indicates the availability of comprehensive quality standards at a small rate. In the field of (objectives), and last place comes the field of (activities), where the average was changed by (0.5), and by a percentage equivalent to (1.29%) of the total percentage of the scale, which indicates that the field of (activities) has met the lowest percentage of quality standards. The comprehensiveness of the book also indicates the poor quality of the activities in the book compared to the rest of the fields .

See Figure No. -2- The results of the analysis of the units of the technical writing course book in all areas of the scale



□ Results related to answering the first research question, which states: “To what extent are comprehensive quality standards available for textbooks in the field of objectives of the technical writing course”?

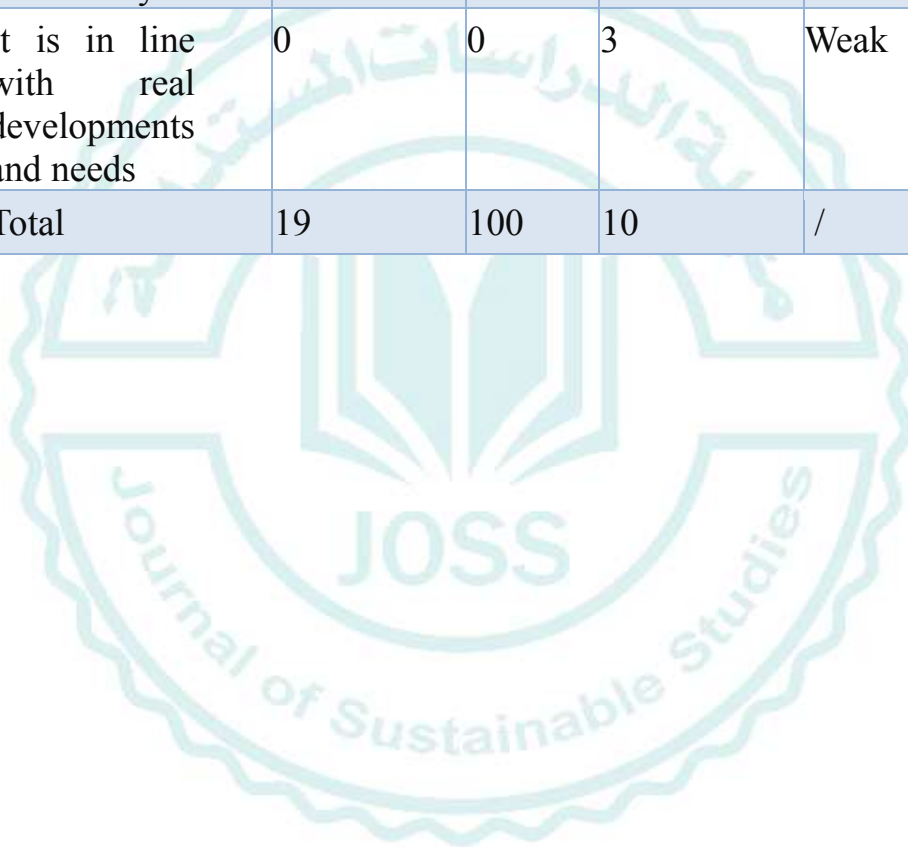
To answer this question, the researcher analyzed all units of the technical writing course book in the field of objectives according to comprehensive

quality standards and arrived at the general results represented by Table (4)

Table (4): Results of the analysis of the scope of objectives in the technical writing course book according to comprehensive quality standards

M	Standard	Duplicates	The ratio %	ranking Importance	Verbal assessment
1	The course contains general objectives	3	15.78	1	Big
2	Communicate in a measurable way	3	15.78	1	big
3	evasive in an observable way	3	15.78	1	big
4	Conversation in a realistic, actionable way	3	15.78	1	big
5	Suitable for the age and mental level of the learners	3	15.78	1	big
6	Suit the needs and requirements of learners	3	15.78	1	big
7	It is considered comprehensive of all the outcomes expected of the learner	1	5.26	2	Medium

8	The course has a special objective format	0	0	3	Weak
9	It is linked to the learners' environment and society	0	0	3	Weak
10	It is in line with real developments and needs	0	0	3	Weak
M	Total	19	100	10	/



It appears from Table No. (4) that the following criteria achieved an equal percentage of the total percentage of the field (15.78), which are: the criterion of the availability of general objectives, the measurability of the objectives, their ability to be observed, their ability to be implemented, their suitability to the age and mental level of the learners, and their suitability to their needs and requirements, while The criterion of comprehensiveness of objectives for all outcomes expected of the learner was at a rate of (5.26). As for the following criteria, it is clear from the table that they were not at any rate compared to the rest of the standards in the field, which are: the availability of objectives for each lesson, the relevance of objectives to the learners' environment, and the consistency of objectives with developments and needs. The absence of these standards is evident in the technical writing course book, as they are among the international standards required by comprehensive quality

•Results related to answering the second research question, which states, “To what extent are comprehensive quality standards available for textbooks in the field of technical writing course book content”?

To answer this question, the researcher analyzed all units of the technical writing course book in the field of scientific content according to comprehensive quality standards and arrived at the general results represented by Table:(5)

Table (5): Results of the analysis of the content area in the art education writing course book according to comprehensive quality standards

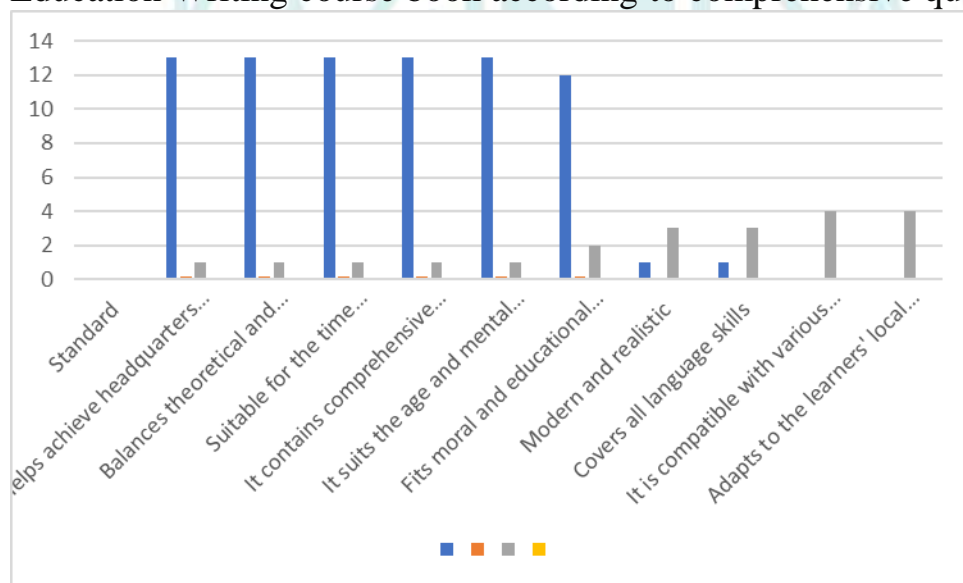
M	Standard	Duplicates	Order of importance	percentage	Verbal assessment
1	Helps achieve headquarters objectives	13	16.45%	1	big
2	Balances theoretical and applied aspects	13	16.45%	1	big
3	Suitable for the time	13	16.45%	1	big

	allotted for the lecture				
4	It contains comprehensive and sufficient scientific material	13	16.45%	1	big
5	It suits the age and mental level of the learners	13	16.45%	1	big
6	Fits moral and educational values	12	15.18%	2	big
7	Modern and realistic	1	1.26%	3	Weak
8	Covers all language skills	1	%1.26	3	Weak
9	It is compatible with various teaching methods	0	0%	4	Weak
10	Adapts to the learners' local environment	0	0%	4	Weak
	the total	79	100%	10	/

It appears from Table No. (5) that the following criteria achieved an equal percentage of the total percentage of the field (16.45%), which are: the criterion of helping to achieve the course objectives, balancing between theoretical and applied aspects, the appropriateness of the time allotted for the lecture, comprehensiveness, and adequacy, and its suitability to the age and mental level. For learners, and its suitability to their needs and requirements,

the criterion of appropriateness of moral and educational values was set at (15.18%), which is considered an acceptable percentage compared to the rest of the standards' percentages. As for the criteria of modernity keeping pace with reality, and covering all linguistic skills, they were set at (1.26%), which is a low percentage. Compared to the percentages of the rest of the standards in the field of scientific content, as for the following two standards, it is clear from the table that they did not receive any percentage compared to the rest of the standards in the field, which are: compatibility with the diverse teaching materials, and compatibility with the local environment of learners. The lack of these standards is considered significant in the technical writing course book. As it is one of the international standards required for comprehensive quality

Figure No. - Results of the analysis of the content area in the Art Education Writing course book according to comprehensive quality standards



□ Results related to answering the third research question, which states: “To what extent are comprehensive quality standards available for textbooks in the field of technical writing course book activities”?

To answer this question, the researcher analyzed all units of the technical writing course book in the field of activities according to comprehensive quality standards and arrived at the general results represented by Table :(6)

Table (6): Results of the analysis of the field of activities in the technical writing course book according to comprehensive quality standards

M	Standard	Duplicates	The ratio Centenary	ranking Importance	Verbal assessments
1	A variety of academic and extracurricular activities	1	20%	1	s weak
2	Pushes learners to use various thinking skills	1	20%	1	Weak
3	With clear and precise instructions	1	20%	1	Weak
4	It suits the mental and age levels of the learners	1	20%	1	Weak
5	Helps achieve course objectives	1	20%	1	Weak
6	Comprehensive of all aspects of learning	0	0%	2	Weak
7	It varies between individual and group activities	0	0%	2	Weak
8	Motivates learners to use modern	0	0%	2	Weak

	technology				
9	Suitable for lesson time	0	0%	2	Weak
10	It takes into account individual differences among learner	0	%0	2	Weak
			100%	10	

It appears from Table No. (6) that the following criteria achieved an equal percentage of the total percentage of the field (20%), which are: the criterion of diversity between curricular and extracurricular activities, pushing learners to use diverse thinking skills, clarity and accuracy of instructions, and helping them achieve the course objectives, And its suitability to the age and mental level of the learners, while the following standards did not rank in any way compared to the rest of the standards in the field, which are: its comprehensiveness for all aspects of learning, the diversity between individual and group activities, motivating learners to use modern technological means, appropriate lesson time, and taking into account individual differences among learners. The lack of these standards is significant in the technical writing course book, as they are among the international standards that require them

Overall quality. In addition, the small number of repetitions in all standards in the field of activities indicates the strength of the technical writing course book in this field .

•Results related to answering the fourth research question, which states, “To what extent are comprehensive quality standards available for textbooks in the field of evaluation methods in the technical writing course book”?

To answer this question, the researcher analyzed all units of the technical writing course book in the field of evaluation methods according to comprehensive quality standards and arrived at the general results represented by Table:(7)

Table (7) Results of the analysis of the field of evaluation methods in the technical writing course book according to comprehensive quality standards

M	It measures various thinking skills	It measures various thinking skills	Duplicates	percentage	Order of importance
1	Variety contains many styles	Variety contains many styles	12	18.46%	1
2	Measures all aspects of learning	Measures all aspects of learning	12	%18.46	1
3	Increases learners' motivation learn	Increases learners' motivation to learn	12	18.46%	1
4	Sufficiently available	Sufficiently available	12	18.46%	1
5	total	total	11	16.92%	2

It measures various thinking skills	It measures various thinking skills	Evaluation Verbal	Order of importance	percentage	Duplicates
6	Variety contains many styles		3	3.07%	2
7	Measures all aspects of learning		3	3.07%	2

8	Increases learners' motivation to learn		4	1.53%	1
9	Sufficiently available		4	1.53%	1
10	the total		5	0%	0
6	Measures various thinking skills		10	100%	65



It appears from Table No. (7) that the following criteria achieved an equal percentage of the total percentage of the field (18.46%), which are: the criterion of its suitability to the course objectives, clarity and accuracy, compatibility with the content of the subject, its suitability to the age and mental level of the learners, and its suitability to their needs and requirements, as for The criterion for taking into account individual differences is a percentage of (16.92%), and the percentage of the above criteria is considered acceptable and the number of repetitions is good compared to the rest of the criteria in the scale. As for the following criteria, their percentage compared to the rest of the standards in the field is considered low, such as the criteria of diversity and measuring diverse areas of thinking have been converted to a percentage (3.07%), as well as the criteria for measuring all aspects of learning and arousing learners' motivation to learn were reduced to a percentage of (1.53%), and the competency criterion was not transferred to any percentage compared to the rest of the standards in the field. The decline of these criteria is considered significant in the technical writing course book as it is one of the International standards required for comprehensive quality

•Results related to answering the fifth question of the research questions, which states: “To what extent are comprehensive quality standards available for textbooks in the field of technical writing course book language”?

To answer this question, the researcher analyzed all units of the technical writing course book in the field of book language according to comprehensive quality standards and arrived at the general results represented by Table:(8)

Table (8): Results of the analysis of the field of book language in the technical writing course book according to comprehensive quality standards

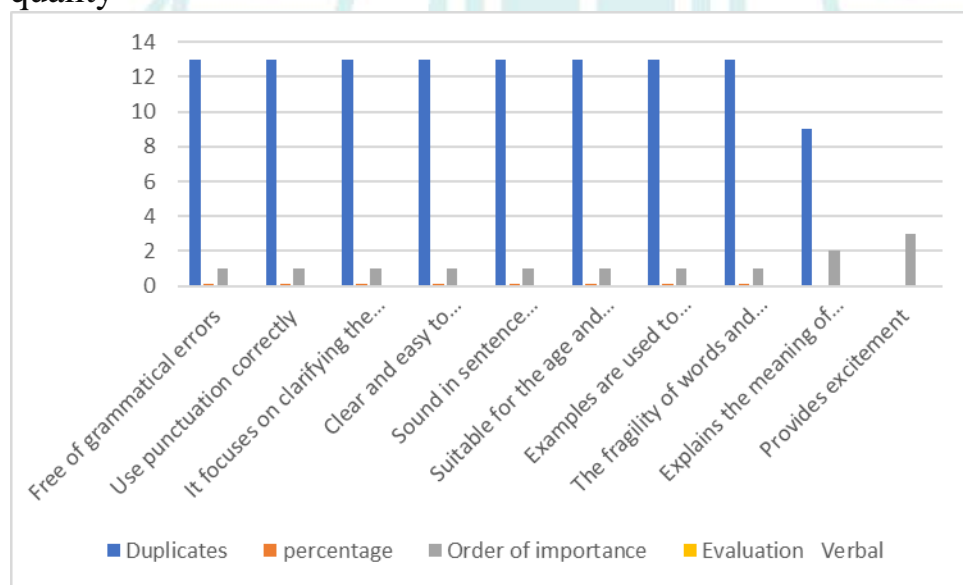
M	Standard	Duplicates	percentage	Order of importance	of Evaluation Verbal
1	Free of grammatical errors	13	11.50%	1	big
2	Use punctuation	13	11.50%	1	big

	correctly					
3	It focuses on clarifying the meaning without filler or repetition	13	11.50%	1	big	
4	Clear and easy to understand	13	11.50%	1	big	
5	Sound in sentence construction and structure	13	11.50%	1	big	
6	Suitable for the age and mental level of the learners	13	11.50%	1	big	
7	Examples are used to illustrate ideas	13	11.50%	1	big	
8	The fragility of words and structures	13	%11.50	1	big	
9	Explains the meaning of new and difficult vocabulary	9	7.96%	2	Medium	
10	Provides excitement	0	0%	3	Weak	
	the total	113	100%	10	/	

It appears from Table No. (8) that the following criteria achieved an equal percentage of the total percentage of the field (11.50%), which are: the criterion of being free of linguistic errors, using punctuation marks correctly,

focusing on clarifying the meaning without filler or repetition, clarity and ease of understanding, And the correct construction of sentences and structures, their suitability to the age and mental level of the learners, the use of examples to clarify ideas, and the fragrantness of words and structures. As for the criterion of clarifying the meanings of new and difficult vocabulary at a rate of (96.7%), and as for the criterion of the presence of the light of suspense, it is clear from the table that it did not affect any A percentage compared to the rest of the standards in the field. The lack of this standard is considered a deficiency in the technical writing course book, as it is considered one of the important standards for stimulating the learner and arousing his motivation. Overall, the field of book language is one of the fields in which quality standards are largely available in terms of the results that have been reached .

Figure No. -8 - of the results of the analysis of the field of book language in the technical writing course book according to comprehensive quality standards



□ Results related to answering the sixth research question, which states: “To what extent are comprehensive quality standards available for textbooks in the field of artistic direction for artistic writing course textbooks?” To answer this question, the researcher analyzed all units of the technical writing course

book in the field of artistic direction according to comprehensive quality standards and arrived at the general results represented by Table:(9)

Table (9): Results of the analysis of the field of artistic direction for the technical writing course book according to comprehensive quality standards

M	Standard	Duplicates	percentage	Order of importance	Evaluation
1	Its sellers take into account the age and mental level of the learners	13	12.5%	1	Verbal
2	Its size is suitable for learners	13	12.5%	1	big
3	The handwriting is clear and easy to read	13	12.5%	1	big
4	The number of lines is appropriate for one page	13	12.5%	1	big
5	Its main and sub-headings are written in bold script	13	12.5%	1	big

6	It is sold without errors	13	12.5%	1	big
7	Its beans are organized and consistent	13	12.5%	1	big
8	The unit numbers are clear	13	%12.5	1	big
9	Its colors are appropriate and attractive	0	0%	2	big
10	All units in it contain a summary	0	0%	2	Weak
	the total	104	100%	10	ضعيفة

5- It appears from Table No. (9) that the following criteria achieved equal percentages of the total percentage of the field (12.5%), which are: appropriate size for learners, clarity of font and ease of reading, appropriate number of lines for one page, prominent writing of titles, and taking into consideration the age level. And the mental level of the learners, and that the sellers are free of errors, and the organization and consistency of the beans, and the clarity of the page numbers. As for the following two standards, it is clear from the table that they were not in any percentage compared to the rest of the standards in the field, and they are: the attractiveness and suitability of colors, and that all units contain a summary. The lack of these standards is considered a weakness. In the technical writing course book, they are among the international standards for the quality of textbooks, and in general, the field of artistic direction is

one of the fields in which quality standards are largely met, as a result of the results that have been reached

- 6- -6Discussing and interpreting the research results:
- 7- It is noted from the research results that:
- 8- -1Some comprehensive quality standards were widely available in the technical writing course book in some areas, while their availability was low in other areas. This indicates that comprehensive quality standards were available on an average basis in the book, which differs from some previous studies in which quality standards were available in a moderate manner. High as studying all of the:
- 9- Yang, 2018, Ulum, 2014, Atiq, 2017, Al-Nawar and Al-Maliki, 2018, and it also differs from studies in which quality standards were weak, such as the study of Al-Lubban, 2016; While it is consistent with the study of Cesur, 2019 & Özisler and the study of Atiya, 2019.
- 10- -2In the field of objectives, it is noted that the number of repetitions of standards in general has decreased, which indicates a low rate of availability of these standards in the field. This is consistent with the study of Al-Labban, 2016. The researcher believes that the authors of the book were not careful enough to define the objectives of the book, even though they were written as titles only. It contains no purpose, and this may be because the book has not been developed for several years, which needs to be reviewed by them.
- 11- -3In the field of scientific content, it is noted that the number of repetitions of standards in general has increased, which indicates a high rate of availability of these standards in the field, which is consistent with the studies of Yang, 2018, Ulum, 2014, Atiq, 2017, Al-Nawar and Al-Maliki, 2018, and others. From the researcher's point of view, the interest in this aspect was due to the focus on the skills and knowledge that trainees should acquire.
- 12- -4In the field of activities, it is noted that the number of repetitions of standards in general has decreased, which indicates a low rate of availability of these standards in the field. This is consistent with the study of Al-Labban, 2016. The researcher believes that the reason for the decrease in the standards of activities in the book is due to the General

Organization for Technical and Vocational Training's tendency to Adopt electronic books and use the electronic training platform (blackboard) as a basic resource for learning, in addition to the fact that the targeted learners are considered to be at a level equivalent to the university stage, which relies heavily on self-learning and referring to various materials.

- 13- -5In the field of evaluation methods, it is noted that the number of repetitions of standards in general is considered average among the rest of the fields, which indicates that these standards have been available at an average rate in the field, which is consistent with the study of Cesur, 2019 & Özisler, and the study of Attia, 2019, and the researcher believes that the reason This may be due to the usual repetition in Arabic language assessment methods, which rely on questions that measure the lower levels of thinking.
- 14- -6In the field of book language, it is noted that the number of repetitions of standards in general has increased, which indicates a high rate of availability of these standards in the field, which is consistent with the studies of Yang, 2018, Ulum, 2014, Atiq, 2017, Al-Nawar and Al-Maliki, 2018.
- 15- -7In the field of artistic direction, it is noted that the number of repetitions of standards in general and beyond is high, which indicates a high rate of availability of these standards in the field, which is consistent with the studies of Yang, 2018, Ulum, 2014, Atiq, 2017, Al-Nawar and Al-Maliki, 2018...

-16Research recommendations:

Through the research results presented above, and through their discussion and interpretation, the researcher recommends the following:

-1The necessity of reconsidering the technical textbook curriculum by the General Administration of Curricula at the General Institution for Technical and Vocational Training, especially in the areas of goals and activities, as the textbook in the educational institution constitutes an important educational resource and is considered an essential element in the educational process that cannot be dispensed with.

-2Preparing a list of comprehensive quality standards in textbooks in general by a specialized committee in the curriculum management of the General

Corporation for Technical and Vocational Training, and applying these standards to all textbooks for all courses.

-3It is necessary to include in the technical writing course book specific objectives for each lesson of the course, as the special objectives serve as a complete plan for the lesson and make the learner more focused on achieving the lesson objectives.

-4The need to support the technical writing course writers with various effective activities that serve the course objectives.

-5The necessity of providing the course with various methods of assessment that measure thinking skills at different levels, whether they are basic, complex, or advanced skills.

-6It is necessary to increase the level of suspense and attraction in the book through the inclusion of appropriate words, drawings, and colors.

-7The necessity of taking into account the opinions of male and female trainers and male and female trainees in improving the level of the book. List of references and sources:

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