



Analyzing Active Tasks in Jordanian Primary Arabic Textbooks: Teaching Strategies and Skill Development Implications

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This study aims to investigate the active tasks incorporated in Arabic language books for primary school students in Jordan. The focus was on the content, questions, and tasks within the books. A rubric consisting of 34 tasks and applications was used for data collection. By utilizing a descriptive analytical approach, content analysis was executed using sentences and paragraphs as units of analysis. The results demonstrate that Arabic language books for 4th, 5th, and 6th-grade students contain 28 linguistic tasks and questions. Of these, 14 tasks are found within the paragraphs of the text, with a concentration rate of less than 1%. Meanwhile, 18 tasks are located within the questions, with a concentration rate of less than 3%. Conversation, dialogue, and description were identified as the most common types of tasks. It was also observed that there is a similarity between the paragraphs of the text and its questions concerning the total number of repetitions. The findings of this study bear significant implications for enhancing the development of active tasks in classrooms. They provide valuable insights for educational decision-makers about the quality of tasks within Arabic language books for primary students. Moreover, they pave the way for improving student skills in critical reading, creative writing, dialogue communication, reading, and drawing by promoting interactive teaching strategies that cater to the developmental needs of students. As a result, the study proposes several recommendations for enhancing these active tasks.

Keywords: Arabic language books, active tasks, primary school students, analysis, book

INTRODUCTION

The development of a formal language curriculum and textbooks grounded in scientific studies and systematic research is of significant interest to linguists and educators (Chanpradit, 2022; Majeed & Memosn, 2022). Moreover, the academic literature

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primarily focuses on the demands of society and the needs of students regarding communication skills, as well as related functional outcomes related to applying language abilities and integrating knowledge into everyday life (Fayyoumi, 2021; Siegllová, Stejskalova, & Kocurová-Giurgiu, 2017; Ayasrah et al., 2023). Further, it is imperative that Arabic language textbooks be developed based on a formal language curriculum that is based on scientific studies and systematic research to achieve the above goals. The curriculum must take into account the needs of society and the needs of students when addressing effective communication and language application. Arabic language textbooks should facilitate students' adaptation to society's demands and provide them with language values and skills in addition to promoting their openness to other cultures and fostering cooperative relationships. In order to develop practical language curricula, it is essential to establish criteria such as speaking for effective communication, reading for comprehension, improving vocal abilities, and writing for creative expression (Mousa, 2000; Hanandeh, Abdullah, & Harun, 2022). Additionally, this set of books will provide students with an opportunity to develop citizenship and peace discourse while also considering their mental and linguistic development abilities and assisting them in adjusting both linguistically and academically to the ramifications of reality (Anne & Michael, 2012). A variety of research has been conducted in the field of language teaching, ranging from studying the causes of speech (Allard & Williams, 2008) to common words used by students or the effect of communication on social development (Braure, 2000). Furthermore, various researchers have examined the extent to which children's linguistic lexicon impacts their development of tastes and emotions (Rosario, 2001). Moreover, academics have emphasized the importance of functional linguistics as a means of improving students' performance and teaching Arabic (Siddiqi, 2011). Therefore, understanding the various aspects of language teaching is crucial in developing a practical and effective curriculum that can promote the students' linguistic and mental development, and ultimately facilitate their integration into society. As Rosario's research highlights, language is more than just a means of communication, it is also a fundamental tool for students to effectively engage with their surroundings and emotions, which is crucial to enhancing language learning and societal integration.

It is important for students to integrate themselves into the requirements of their society in order to refine their personalities and achieve harmony with themselves. Considering that language is a core component of this field, along with listening, reading, writing, and expression, integration is considered to be the key to understanding the relationship between the universe, man, and life (Abu Dabat, 2015). Integrating educational outcomes into the community can have a significant impact on the learning process. As students learn, language becomes the language of thought, and they are able to achieve integration in the classroom when they unite language with its discourse. As part of the knowledge economy package, no effort was spared in translating these outcomes into economically and socially viable products. In order to achieve the desired curriculum, these dimensions are essential (Spady, 1994). As part of the school's mission, it is important to create an environment that fosters the study of the Arabic language, meets students' needs and tendencies, teaches students how to live and interact with variables (Fayyoumi, 2012), and emphasizes dialogues and the importance of developing

communication skills among students. It is an essential tool for planning, reconstructing, expressing, understanding reading, writing, and audio materials, as well as achieving adaptation and harmony within an attractive functional framework (Viot, 1991). It is only through the creation of vital and functional linguistic tasks that address a wide range of issues and incorporate useful strategies that this can be accomplished. By learning the language, its sciences, and arts, and then applying them in everyday situations, the student's tendencies and social needs will be coordinated.

Furthermore, as a result of the social, psychological, and cultural needs of learners, as well as the benefits they gain from the harmony between themselves, and their communities, these active tasks have attracted the attention of scholars and educators in research, investigation, and comparison (Mcknight, 2002; Rosario, 2001; Braure, 2000). Research has been conducted on literary tasks, such as determining the impact of literary tasks in language books on student personality development (Michael & David, 2012). Others have studied only the oral or written aspects of the subject since they represent a social necessity (Abdul Majid & Ahmadi, 2014). Moreover, these tasks have been integrated into research as a way of enhancing language proficiency, encompassing comprehension, interpretation, questioning, and visual literacy through the implementation of diverse linguistic tasks, such as dialogues, discussions, oral summaries, accountability exercises, role-playing, and writing, to exemplify how teaching can integrate interconnected and complementary communication. In light of these explorations into enhancing language proficiency the ability to effectively employ language in environmentally simulated interactions is an essential framework for students. These interactions share a common denominator of lexical, grammatical, and morphological criteria. Additionally, the quality of tasks in which students engage is vital to their learning, with differences between them determined by how they are used (Azmi, 2016). In this study, the "active tasks" in Arabic language textbooks, which include dialogues, descriptions, speeches, and more, aim to enable students to express their psychological components and functional needs using one of the linguistic communication skills. These tasks can be spoken or written and appear in the book as paragraphs or questions. Furthermore, linguistic tasks like conversation, recitation, and listening media provide students with examples of speech where meaning can be discerned from physical and vocal responses. However, students cannot understand the meaning or method of their performance unless they comprehend the vocabulary, context, or question representing the written text (Al-Mousa, 2000). It is at this point that students interact with the functional application (Michael, 2012).

This study analyzes Arabic language textbooks used in primary schools in Jordan, with a focus on their relevance to the lives and society of students. Through this examination of data, appropriate educational approaches will be identified, and the significance of activity-based learning will be highlighted. The development of these curricula and textbooks is crucial to achieving desired learning outcomes. Textbooks play a variety of roles, such as aiding students in self-learning, providing guidance for lesson planning, and offering content for different purposes. It is worth noting that content analysis is an effective method of assessing the quality and presentation of tasks within textbooks.

As part of these ongoing efforts to enhance educational curricula, curriculum experts in Jordan are working diligently to review educational curriculum, develop its structure, align it with the public and private outcomes for which it has been developed, and reestablish textbook consistency to meet curriculum standards and to determine the appropriate educational options to build a learner's moral, cognitive, practical, social, national and aesthetic personalities, including the extent to which topics and tasks are consistent with other academic courses vertically and horizontally (The National Team for Arabic Language Research, 2013). The findings of this study may be valuable to educational decision-makers regarding the quality of tasks in Arabic language books at the primary level. Moreover, by utilizing effective teaching strategies that cater to the learner's development, students can enhance their listening and expression skills, as well as analytical and evaluative abilities, through the use of probing questions. The significance of this study lies in its potential to inform improvements in curriculum and teaching strategies, ultimately contributing to better learning outcomes and personal development for students in Jordan.

Based on this understanding of the importance of effective teaching, it is important to note that studies have revealed deficiencies in the functional linguistic performance of Jordanian primary school students, particularly in the application of written and spoken Arabic communication tasks (Abu Dabat, 2015; Ashour, 2007). In spite of this, there has been a lack of comprehensive investigation into the specific reasons for this observed inadequacy. Despite the importance of this educational concern, there is a distinct gap in the literature regarding an in-depth look at the tasks included in Arabic language textbooks for 4th, 5th, and 6th grade students. Moreover, there is a critical research gap in identifying the factors contributing to the persistently low performance of Jordanian students in utilizing Arabic language tasks. The purpose of this study is to address these gaps by examining the active tasks included in Arabic language textbooks prescribed for primary level students in grades 4, 5, and 6. The results of this research endeavor have the potential to significantly contribute to the enhancement of Arabic language teaching methods for primary school students in Jordan by addressing the primary objective of identifying the quality of active tasks within these textbooks and the secondary objective of determining the percentage of active tasks included. The findings of this study can provide valuable guidance to curriculum designers and educators in developing effective teaching materials that promote and facilitate enhanced learning. This study aims to investigate the presence and quality of "active tasks" in Arabic language textbooks for primary school students in Jordan, specifically in grades 4, 5, and 6. The following research questions were addressed:

- (1) What active tasks are present in Arabic language textbooks for primary school students in Jordan, specifically in grades 4, 5, and 6?
- (2) What active tasks are incorporated into the questioning format of Arabic language textbooks for Jordanian students in grades 4, 5, and 6?

Literature Review

Zurqoni et al. (2020) conducted a comprehensive study in Indonesian Islamic high schools (Madrasah Aliyah or MA) to evaluate Arabic language instruction. The study utilized a phenomenological qualitative methodology to collect data by conducting

forum group discussions (FGDs), questionnaires, and in-depth interviews with 27 Arabic teachers, nine principals, and 45 students from nine MAs in three Indonesian provinces. The Bogdan and Biklen model was used to obtain an understanding and interpretation of the data. Despite the difficulties encountered by teachers and students during the learning process, the study concluded that Arabic language learning cannot be classified as a "success." These difficulties were caused by a variety of factors, such as students' inability to read Arabic fluently, lack of basic vocabulary mastery, and limited learning hours for non-boarding MA students.

As part of an investigation into the impact of teaching strategies quality on the development of writing skills among Australian primary school students, Humphrey and Macnaught (2016) conducted a study that examined the relationship between functional linguistics and students' writing achievement. Pre- and post-tests were used to measure the student achievement levels. The study sample included 97.5% of students from a primary school that integrated writing tasks into their everyday activities. Moreover, the study advocated for students' involvement in designing writing tasks and the integration of functional linguistics into teaching English language courses for non-native speakers.

Saada and Shoura (2016) investigated the effects of flexibility and clarification skills in teaching Arabic on the achievement and linguistic intelligence of ninth-grade students in Jordan. Ninety female students participated in the study, divided into an experimental and a control group. A linguistic intelligence test and an achievement test were used in the study as research tools. Statistically, the experimental groups performed significantly better on the post-achievement test than the control groups. The study recommended the inclusion of flexible and clarified linguistic topics and functional tasks in Arabic language books for ninth graders to stimulate creative thinking.

Mutairi (2016) examined the integration of national identity values into Arabic language textbooks for intermediate students using the perspectives of Arabic language teachers in Kuwait. A total of 142 Arabic language teachers were included in the study. The study instrument was a questionnaire prepared by the researcher. The study's findings indicate that, according to Arabic language teachers, the level of integration of values related to national identity in Arabic language textbooks for intermediate grades was moderate, with no statistically significant differences at the $(0.05 \geq \alpha)$ level. The study recommends that Arabic language textbooks for middle school classes should incorporate national identity values that align with the educational level

Abu Dabat (2015) evaluated the content consistency of Arabic language textbooks used in Jordan for grades four, five, and six based on Bloom's classification system. The study indicates that the number of questions in the Arabic language books of the study sample were 1283, while the highest concentration of those questions was in the level of knowledge (569 questions, at a rate of 46.45%), followed by the level of comprehension (196 questions, at a rate of 15.27%), and the evaluation level came in rank the last (104 questions, 8.14%). The study recommends that the Arabic language books for the primary stage should include a system of questions which facilitates the use of levels of application, installation, analysis, and evaluation, and develop thinking skills, through

the selection of functional texts that derive their material from life transactions: such as negotiation, computerized means of communication, writing reports, and conversation.

Issa (2013) investigated the effectiveness of teaching grammar using a functional strategy focused on problem solving both orally and in writing. A quasi-experimental study was conducted involving 50 first-year secondary school students divided into experimental and control groups. There was a significant correlation between grammatical achievement levels and the application of grammatical rules in both oral and written performance when engaging teaching strategies were used. As compared to oral performance, written performance demonstrated a greater difference, emphasizing the importance of implementing dynamic teaching strategies.

A study conducted by Ghazo & Smadi (2013) examined reading texts in the English language book "Action Pack" for the eleventh grade in order to assess their adherence to the value of originality outlined in the Jordanian English language curriculum document. In a sentence or a question, there is a unit for analyzing texts, and the results of the study have shown that the meanings agree with the standards of originality by (79.9%). Also, the study recommends that establishing criteria for selecting reading materials in English language textbooks is of utmost importance, as it helps develop students' communicative competencies. These criteria should prioritize materials that are engaging, concise, and have clear learning objectives, as per the requester's perspective.

McKnight (2002) conducted a qualitative study investigating teaching strategies that contribute to improving the level of language interaction between students of the primary stage and the literature curriculum and its standardized tests. The study sample consisted of (4) teachers and (300) students. The results have shown a low level of effectiveness of the literature curriculum in influencing students' tendencies and abilities to employ communication skills. The researcher attributed this deficiency to the fact that the literature curriculum in this stage encounters opposition by the students, as it does not agree with their tendencies. For such reason, the study recommended employing teaching strategies that motivate the student (Ismajli & Imami-Morina, 2018) to contribute to the learning process through selecting and providing modern literary texts that present concepts derived from the students' reality.

Moreover, Al-hasanat (2016) evaluated assessment questions in an Arabic language textbook for eighth-graders, which is relevant to the exploration of effective teaching strategies in Arabic language education. In this study, Bloom's Taxonomy is utilized to examine the distribution of 520 questions across cognitive levels. A significant portion of the questions emphasized lower-order thinking and the distribution of cognitive levels was misaligned with what was expected. A major contribution of this study is the insight that can be gained into the importance of constructing assessment questions that promote higher-order thinking skills in order to contribute to the broader discussion concerning curriculum enhancement and active task development in Arabic language textbooks. As well, an analysis of Grade 12 Arabic language book questions in Jordan was conducted by Al-Sibieh (2019) utilizing Bloom's cognitive objectives. It was found that there was a varied distribution of cognitive levels across the trials: 25% focus on recall, 36% focus on understanding, 9% focus on comprehension, 5% focus on new

item acquisition, and 8% focus on evaluation. As a result of this study, valuable insights are provided into the alignment of questions with cognitive development, echoing the themes of effective teaching strategies and skill development in classroom settings.

Previous research has focused primarily on primary education, examining the relationship between students' linguistic abilities and their satisfaction with the quality of active tasks within language and literature textbooks. There are a number of aspects involved in these explorations, including flexibility and clarity (Sa'ada & Shura, 2016), embodiment of national identity values (Mutairi, 2016), ingenuity (Ghazo & Smadi, 2013), literary assignments and textual materials (Macknight, 2002), methodology for teaching communication skills (Zurqoni et al., 2020; Humphrey & Macnaught, 2016; Issa, 2013), as well as the clarification of educational objectives (Abu Dabat, 2015). Moreover, these studies have explored how language and aptitude can be combined to cultivate communicative abilities, with a particular focus on writing expressions rooted in real-life situations.

This study is distinguished from its previous ones, as it has worked to extrapolate the active tasks included in the Arabic language books for the primary stage in the latest version (2022/2023), in addition to what it mentioned in the texts, questions, and assignments. The study closely examines the quantity of written and verbal discourse, the communicative dimension, and its functional forms, both written and oral, the student's needs and the needs of his/her society, as well as the effect of the Arabic language curriculum on students' writing and speech abilities. Additionally, the current study has adopted the recommendations and ideas presented in previous studies, benefited from their research methodology, and used their insight to link, analyze, and interpret the data. What is more, the study incorporates and builds on insights from recent studies that examine active tasks in language textbooks, such as Al-Hasanat (2016)'s analysis of assessment questions and Al-Sibieh (2019)'s investigation of questions in Arabic language textbooks). This study is designed to provide a comprehensive understanding of effective teaching strategies and skill development within the field of Arabic language education by integrating these findings and methodologies. Based on previous research in the field of Arabic language education, the present study builds upon the foundation established. Previously, studies have focused on primary education, exploring how linguistic abilities relate to active activities in textbooks of language and literature. In this study, specific aspects of active tasks in Arabic language textbooks for Jordanian primary school students are explored.

METHOD

Context and Textbooks

A descriptive analytical approach was employed in this study to determine the active tasks present in Arabic language books of the study sample. Furthermore, it aims to reveal their characteristics by calculating their occurrence and frequency. The study population consists of Arabic language textbooks used in Jordanian elementary schools for grades four, five, and six. As well, it focuses specifically on the primary stage, which is the second stage of primary education in Jordan, including grades four, five, and six (National Team for Arabic Language Research, 2013).

As utilized in this study, "school Arabic language books" refer to the primary textbook used to teach Arabic language in Jordan, specifically the version used in the 2022/2023 academic year. There are two parts to the textbook, which is intended for students in grades four, five, and six. This study analyzes the paragraph and question, which are two major components of Arabic language textbooks for the primary level. It is the purpose of this study to determine whether the Arabic language textbooks for grades 4 to 6 in 2022/2023 focus on specific effective tasks. To achieve this objective, the researchers developed an instrument that has been validated and tested for reliability. This tool was used to determine the frequency and types of effective tasks presented in the textbooks. Further, the study employed a descriptive analytical methodology, utilizing statistical techniques to quantify the frequency of occurrences and calculate their percentages. This approach was employed in order to ascertain the degree of concentration of specific phenomena within Arabic language texts.

Data Collection Tools

To analyze active tasks, a rubric based on the Conle (2000) language tasks scale, which includes 34 applications, was developed as follows:

- A preliminary rubric was developed to analyze the Arabic language curriculum and books for the primary stage, containing a list of active tasks consisting of 41 paragraphs.
- The rubric was presented to (12) experts from the University of Jordan, Hashemite University, Al al-Bayt University, Amman Arab University, and the Directorate of Curriculum and Textbooks in the Ministry of Education in Jordan, who are specialists in curriculum and teaching, as well as Arabic curriculum and teaching methods.
- Experts' observations were limited to (11) paragraphs, which involved merging and removing some paragraphs - as they were unavailable - namely managing meetings, celebrations, and sessions, taking notes, preparing lists of contents and indexes, and reading pictures. Accordingly, the rubric consisted of (34) paragraphs.

An analysis of Arabic language textbooks for primary school students was conducted to develop a study tool. The Conle Scale (Conle, 2000) was employed to match selected terms with those in educational literature, resulting in relevant content analysis and accurate labeling of the tool. Linguistic tasks found in the textbooks were compared to those mentioned in educational literature. The study tool underwent careful refinement to address discrepancies and remove ambiguities for accurate content analysis. To ensure the reliability and consistency of the study tool, two members of the Technical Committee for Arabic Language Curricula in Jordan, who had experience writing textbooks for primary school students, were consulted. Each member analyzed 20% of the study material. Additionally, 12 academic and educational experts in Arabic language, literature, and teaching methods reviewed the document. The process involved four stages: Initial review, modification, feedback collection, and final approval. Inter-rater reliability was calculated using the Azaroff & Mayer (1977) equation, resulting in a rate of 86% agreement.

Procedure and Data Analysis

Literature Review: The research began with an extensive literature review, which included analyzing the Arabic language curriculum document (National Team for

Arabic Language Research, 2013) and reviewing previous studies that dealt with analyzing or evaluating curricula. The selected studies for this research included: Humphrey and Macnaught (2016), Abu Dabat (2015), Ghazo & Smadi (2013), Mcknight (2002), Mutairi (2016), Saadeh and Al-Shura (2016), Issa (2013), Harb (2003), Mousa (2003), Alsheikh (2001), and Rikabi (2000). This literature review served as the basis for the development of the study tool, providing a framework for the collection and analysis of data.

- Following a literature review, a study tool was developed to analyze the Arabic language curriculum for primary education which is the analysis form. Based on the literature review and the national standards, the analysis form contained sections and paragraphs.
- The data for this research was collected through various methods, including class visits and interviews with teachers. Additionally, students were interviewed, a meeting was held with 18 parents in coordination with the school administration, tests were administered, and direct observation was conducted. Data were gathered using these primary methods to evaluate the effectiveness of the Arabic language curriculum in primary schools.
- A workshop was held to train school principals and cooperating teachers on the collection, monitoring, and analysis of data.
- The collected data were analyzed using NVIVO 11 statistical analysis software. Statistical analysis was conducted based on the results of the interviews, and the notes on forms prepared by the researcher, including the number of repetitions, the arithmetic averages, and the percentages.
- Results and recommendations: In light of the data analysis results, recommendations for improving the Arabic language curriculum for primary education have been formulated. These suggestions are based on both the data analysis and the literature review.

FINDINGS AND DISCUSSION

The results and discussion section examined active learning tasks, evaluated their quality, and quantified their occurrences and percentages within each book from the study sample. To determine the concentration levels of active learning tasks in the Arabic language books, the total number of these tasks was divided by the total number of items within each book, and then categorized as high (above 3%), average (1-3%), or low (below 1%) based on their relative occurrence within the books. 514 task paragraphs were found in all books, and there were 562 questions in the book, tasks, and exercises combined. In addition, 286 active task paragraphs were found across all books 96 paragraphs in the fourth grade, 92 paragraphs in fifth grade and 98 paragraphs in the sixth grade, While the number of questions, tasks and exercises related to active tasks reached (221) questions. Further, research questions were addressed by analyzing the study's results, presenting the findings in tabular form and discussing the frequencies and percentages for each table individually.

The findings for the first question

Each task's frequency and percentage in the study sample books were calculated separately as shown in table 1 below:

Table 1
Frequency and percentage of active tasks in arabic language text paragraphs

No	Life Language application	Active Tasks Found in Language Book Text Paragraphs							
		Paragraph Count							
		4 th : 96		5 th : 92		6 th : 98		Total: 286	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Advising, preaching, and guiding	6	2.5	5	2.2	3	1.4	14	2
2	Imagining	2	0.8	3	1.3	4	1.6	9	1.3
3	Thinking critically	3	1.2	5	2.2	6	2.8	14	2
4	Developing digital skills	3	1.2	2	0.8	2	0.9	7	1
5	Writing reports	2	0.8	5	2.2	4	1.6	11	1.6
6	Describing	12	5	10	4.2	18	8.3	40	5.8
7	Creating advertisements	-	-	1	0.4	1	0.5	2	0.3
8	Engaging in conversation and dialogue	15	6.2	20	8.5	17	7.9	52	7.5
9	Using proverbs and sayings	3	1.2	6	2.6	5	2.3	14	2
10	Crafting personal messages	2	0.8	2	0.8	1	0.5	5	0.7
11	Official messages	1	0.4	2	0.8	1	0.5	4	0.6
12	Filling out forms	1	0.4	2	0.8	1	0.5	4	0.6
13	Welcoming and saying goodbye	2	0.8	2	0.8	2	0.9	6	0.9
14	Delivering speeches and presentations	4	1.7	4	1.7	5	2.3	13	1.9
15	Designing invitations	2	0.8	2	0.8	2	0.9	6	0.9
16	Participating in debates and competitions	3	1.2	4	1.7	3	1.4	10	1.4
17	Solving riddles and puzzles	-	-	1	0.4	1	0.5	2	0.3
18	Editing news and stories	-	-	-	-	1	0.5	1	0.1
19	Sharing anecdotes and stories	2	0.8	2	0.8	3	1.4	7	1
20	Presenting lectures	2	0.8	3	1.3	4	1.9	9	1.3
21	Making promises	1	0.4	1	0.3	2	0.9	4	0.6
22	Negotiating and resolving conflicts	4	1.7	5	2.3	5	2.3	14	2
23	Reaching resolutions	-	-	-	-	-	-	-	-
24	Sending telegrams and messages	1	0.4	-	-	1	0.5	2	0.3
25	Showing gratitude and offering praise	2	0.8	5	1.3	2	0.9	9	1.3
26	Creating greeting cards	2	0.8	1	0.4	1	0.5	4	0.6
27	Introducing oneself and acquainting others	3	1.2	2	0.8	5	2.3	10	1.6
28	Taking notes	2	0.8	2	0.8	3	1.4	7	1
29	Summarizing	5	2	6	2.5	6	2.8	17	2.4
30	Offering apologies	1	0.4	-	-	1	0.5	2	0.3
31	Offering condolences and expressing sympathy	-	-	-	-	1	0.5	1	0.1
32	Respecting diversity	3	1.25	1	0.4	2	0.9	6	0.9
33	Managing time effectively	1	0.4	1	0.4	2	0.9	4	0.6
34	Making and receiving phone calls	-	-	1	0.4	1	0.5	2	0.3
	Total	90	36.75	106	43.9	116	53.7	312	45

It is evident from table 1 that the paragraphs in the Arabic textbook for fourth grade include 28 linguistic life applications, constituting 19.1% of the total content. These applications encompass six tasks: “Advising, preaching, and guiding”, “engaging in conversation and dialogue”, “Delivering speeches and presentations”, “Negotiating and resolving conflicts”, and “Taking notes and summarizing”. In contrast, the remaining 22 tasks, accounting for 17.65% of the total, focusing on “thinking critically”, “Developing digital skills”, “Using proverbs and sayings”, “Participating in debates and competitions”, “Introducing oneself and acquainting others”, and “Respecting diversity”. The highest rank combined (7.2%) has a medium concentration of 1.2%, while the rest of the tasks had no presence.

In line with previous studies (Ghazo & Smadi, 2013; McKnight, 2002; Saada & Al-Shura, 2016; Rikabi, 2000), this study confirms that active communicative tasks prevalent in students' lives include “describing”, “Engaging in conversation and dialogue”, “Negotiating and resolving conflicts”. 14.9% of the students' concentration was devoted to these tasks. It may be attributed to the general framework and results, as well as the specific outcomes of the Arabic language curriculum (National Team for Arabic Language Research, 2013), that these tasks are regarded as prominent. Nevertheless, the analysis of the questions revealed a disparity in the frequency of these tasks. There were 15 occurrences of “Engaging in conversation and dialogue”, 12 occurrences of “describing”, 6 occurrences of “advice, preaching and guidance”, 4 occurrences of “Delivering speeches and presentations”, and 2 occurrence of “Crafting personal messages”, while there were no occurrences of “Creating advertisements” or “Making and receiving phone calls”.

The analysis highlights the significant emphasis placed on communicative tasks in the fourth-grade Arabic textbook, with 19.1% of the content constituting communicative tasks, a theme that is consistent across global linguistic educational discourse (Ghazo & Smadi, 2013; McKnight, 2002; Saada & Al-Shura, 2016; Rikabi, 2000). As a result, the distribution of these tasks reveals a noticeable concentration in specific areas and a diminished attention to others such as “creating advertisements” and “digital communication” - as opposed to broader international educational trends advocating the development of a diversified skill set in language teaching. This imbalance may allow for a further harmonization with international paradigms, reflecting global progress in education and demand for linguistic education.

Based on these discrepancies, it can be concluded that there is a significant difference between the content presented in the texts and the focus of the questions. In the fifth-grade Arabic language textbook, 16 of 29 applications had concentration rates below 1%. There was a high percentage of “Engaging in conversation and dialogue” among these tasks with 8.5%, followed by “describing” at 4.2%, “Negotiating and resolving conflicts” “Using proverbs and sayings” at 2.6%, “advice, preaching and guidance”, “thinking critically”, and “writing reports” at 2.2%. Among the eight remaining tasks, “participating in debates and competitions”, “Delivering speeches and presentations” accounted for the highest concentration at 1.7%, while “imagining and lecturing” each held a 1.3% concentration, jointly constituting 3% within the medium concentration range.

There are 33 real-life application paragraphs in the sixth-grade Arabic language textbook. The concentration was primarily comprised of four tasks, concentrating on “describing” at (8.3%), “Engaging in conversation and dialogue” at (7.9%), which are classified as high concentration rates, as well as “Thinking critically” and “summarizing” with a concentration rate of 2.8% each, which is considered a medium concentration rate. In consequence, 31.9% of the concentration was represented by the remaining 29 tasks. It should be noted that 18 applications had no concentration level (1%), four had a concentration level of 1.4%, and one had a concentration level of 0%. Additionally, the table shows that active tasks with a high concentration level (above 3%) among the text books include “engaging in conversation and dialogue”, with 52 occurrences with a total concentration level of (7.5%), and “describing”, with 40 occurrences with a total concentration level of (5.8%). The following active tasks have a medium concentration level of (1-3%): “summarizing” at (2.4%), “advice, preaching and guiding”, “negotiating and resolving conflicts”, “thinking critically”, “using proverbs and sayings”, all of which occur 14 times (2%). A number of other tasks are included within this range, including “delivering speeches and presentations”, with 13 occurrences (1.9%), “writing reports” (1.6%), “imagining”, “lecturing”, “showing gratitude and offering praise” (1.3%), and “introducing oneself and acquainting others” with 10 occurrences (1.6%).

Table 1 indicates that active tasks with a low concentration level (less than 1%) include “welcoming and saying goodbye” “designing invitations”, and “respecting diversity” at (0.9%); “crafting personal messages” (0.7%); “official messages”, “filling out forms”, “making promises”, and “creating greeting cards” (0.6%), as well as “managing time effectively” (0.6%). Moreover, “creating advertisements”, “solving riddles and puzzles”, “offering apologies”, “making and receiving phone calls”, and “solving riddles and puzzles” all occurred twice, with a concentration of 0.3%. Additionally, “Offering condolences and praise” each had one occurrence with a concentration of 0.1%. It is worth noting that certain real-life linguistic tasks are entirely absent from the paragraphs of Arabic language textbooks, such as “sending telegrams and messages”. In Arabic language books, there were a lack of effective linguistic tasks, such as “taking notes”, “Sending emails” and “Sending telegrams and messages”. This absence may be attributed to the priority given to other tasks at this stage. Further, Table 2 indicates that the total number of paragraphs in the texts that contained active tasks was 312.

Table 2
Frequency and percentage of active task content paragraphs in Arabic language books

classroom	Total Freq.	(%) Concentration
4 th	90	28.9%
5 th	94	33.9%
6 th	102	37.2%
Total	286	

It is noted from Table (2) that the active tasks in the sixth grade have the highest number of frequencies with (102) and its concentration is (37.2%), followed by fifth grade with (94) with a concentration rate of 33.9% then the fourth grade (90) At a rate of (28.9%). It may be indicative of a pedagogical approach in which active engagement

is gradually amplified as students' advance through the grades, fostering a more hands-on learning environment.

The findings for the second research question

The number of occurrences and percentages of the specific tasks within the questions of each book in the study population were calculated separately and are displayed in Table 3.

Table 3
Frequency and Percentage of Active Tasks in Arabic Language Book Questions

No	Life language application	Active Tasks in Arabic Language Book Questions							
		Questions count							
		4 th : 96		5 th : 92		6 th : 98		Total: 286	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Advising, preaching, and guiding	4	1	3	0.7	6	1.9	13	1.2
2	Imagining	3	0.8	4	1	5	1.6	12	1.1
3	Thinking critically	4	1	7	1.7	8	2.5	19	1.7
4	Developing digital skills	1	0.3	3	0.7	4	1.2	8	0.7
5	Writing reports	3	0.8	3	0.7	3	0.9	9	0.8
6	Describing	10	2.6	9	2.2	14	4.4	33	3
7	Creating advertisements	-	-	1	0.2	-	-	1	0.1
8	Engaging in conversation and dialogue	19	5	17	4.2	14	4.4	50	4.5
9	Using proverbs and sayings	1	0.3	9	2.2	3	0.9	13	1.2
10	Crafting personal messages	1	0.3	1	0.2	1	0.3	3	0.3
11	Official messages	-	-	-	-	1	0.3	1	0.1
12	Filling out forms	1	0.3	1	0.2	-	-	2	0.2
13	Welcoming and saying goodbye	1	0.3	1	0.2	1	0.3	3	0.3
14	Delivering speeches and presentations	5	1.3	5	1.2	3	0.9	13	1.2
15	Designing invitations	1	0.3	1	0.2	1	0.3	3	0.3
16	Participating in debates and competitions	5	1.3	3	0.7	4	1.2	12	1.1
17	Solving riddles and puzzles	1	0.3	3	0.7	4	1.2	8	0.7
18	Editing news and stories	1	0.3	1	0.2	3	0.9	5	0.5
19	Sharing anecdotes and stories	3	0.8	3	0.7	3	0.9	9	0.8
20	Presenting lectures	2	0.5	4	1	6	1.9	12	1.1
21	Making promises	1	0.3	2	0.5	1	0.3	4	0.4
22	Negotiating and resolving conflicts	6	1.6	3	0.7	7	2.2	16	1.4
23	Reaching resolutions	-	-	-	-	-	-	-	-
24	Sending telegrams and messages	1	0.3	-	-	1	0.3	2	0.2
25	Showing gratitude and offering praise	3	0.8	2	0.5	3	0.9	8	0.7
26	Creating greeting cards	1	0.3	2	0.2	2	0.6	5	0.5
27	Introducing oneself and acquainting others	4	1	3	0.7	4	1.2	11	1
28	Taking notes	1	0.3	2	0.5	2	0.6	5	0.5
29	Summarizing	7	1.8	8	2.5	5	1.6	20	1.8
30	Offering apologies	2	0.5	1	0.2	2	0.6	5	0.5

31	Offering condolences and expressing sympathy	1	0.3	-	-	1	0.3	2	0.2
32	Respecting diversity	4	1.25	2	0.5	3	0.9	9	0.8
33	Managing time effectively	1	0.3	3	0.7	3	0.9	7	0.6
34	Making and receiving phone calls	-	-	2	0.5	1	0.3	3	0.3
Total		98	26.5	109	26.4	119	36.7	326	29.8

As shown in Table 3 above, the fourth-grade basic textbook included the same tasks listed in Table 1, there were 34 language tasks in total, out of which 30 were considered active. Among the active tasks, the topic of “engaging in conversation and dialogue” had the highest concentration at 5%, followed by “describing” at 2.6%, which had a medium concentration. “Summarizing” (1.8%), “Negotiating and resolving conflicts” (1.6%), “Delivering speeches and presentations”, and “Creating greeting cards” (1.3%) showed medium concentration levels as well. Other tasks, such as “advising, preaching, and guiding”, “thinking critically”, and “introducing oneself and acquainting others” had a concentration level of 1%. Despite the fact that these tasks cater to the individual needs and abilities of each student, and are among the most preferred written, emotional, and imaginative tasks, the combined percentage of effective language questions for the fourth grade was 26.5%, which is lower than expected.

There were thirty linguistic life applications and four passive tasks included in the Arabic language book for fifth graders, which accounted for 43.9% of the book's questions. There was a concentration rate of less than 1% among 15 applications, with “engaging in conversation and dialogue” ranked at 4.2%, “summarizing” at 2.5%, and “using proverbs and sayings” at 2.2%. In particular, the book emphasized tasks commonly used in oral situations, including tasks related to “imagining” (1%), “thinking critically” (1.7%), and “developing digital skills” (0.7%), along with tasks such as “making promises” (0.5%), “respect for diversity” (0.5%), and “Managing time effectively” (0.7%). In the sixth grade textbook on Applied Arabic Language, 33 real-life linguistic applications are presented, comprising a total percentage of 36.7%. With a concentration of 4.4% and 14 occurrences each, “describing”, “engaging in conversation and dialogue” were the most prevalent questions. As well, there was a concentration of 2.5% for “thinking critically”, 1.6% for “summarizing”, 0.9% for “delivering speeches and presentations” and “using proverbs and sayings”. Further, 2.2% for “negotiating and resolving conflicts”, and 1.2% for “introducing oneself and acquainting others” with four occurrences.

Other tasks accounted for 8.5% of the total, with eight occurrences, none of which exceeded a single occurrence and two without recurrence. Students are often required to perform these tasks in speech and dialogue situations, but their distribution between text paragraphs and questions is unbalanced. Interestingly, none of these tasks in the questions reached a high concentration level, except for “describing”, “engaging in conversation and dialogue”, which were each ranked at 4.4%. The highest number of practical applications in “thinking critically” was eight occurrences and a concentration of 2.5%, followed by “negotiating and resolving conflicts”, which had a concentration of 2.2%.

In the questions of the Arabic language book for the sixth grade, the official message was applied for the first time, with one repetition and a low concentration rate (0.5%). As can be seen, there is a discrepancy between the number of text paragraphs and questions in this book, and the tasks in the Arabic language book for this class continue to grow steadily since this book constitutes the end of the basic stage in Jordan. Among the tasks with concentrations below 1% are "writing reports", "using proverbs and sayings", "editing news and stories", "sharing anecdotes and stories", "showing gratitude and offering praise", "respecting diversity", and "managing time effectively", each of which has three occurrences and has a concentration rate of 0.9%. Acknowledging others, "creating greeting cards", "taking notes", and "offering apologies" each had two occurrences each. A concentration rate of 0.3% was found for "crafting personal messages", "official messages", "welcoming and saying goodbye", "designing invitations", "making promises", "sending telegrams and messages", "offering condolences and expressing sympathy", and "making and receiving phone calls". At this stage, textbooks do not include active tasks such as "creating advertisements" and "reaching resolutions" in their questions.

Based on an analysis of Arabic language books across various grade levels, Table 3 illustrates how active tasks are emphasized. According to an analysis of the curriculum, it emphasizes communicative skills prominently through tasks such as "engage in conversation and dialogue." Critical thinking and observation skills are emphasized in this emphasis, which is similar to what is happening internationally in early childhood education. This trend is evident with the introduction of "official messages" in the sixth grade, implying a progressive convergence between the modern world of education and real-world application. It is noteworthy, however, that the lower concentrations in several task categories suggest that the curriculum should be enhanced with a wider variety of tasks to foster a more balanced educational experience that fosters creativity and problem-solving, an international trend. As well, a total of 326 questions were included in the Arabic language textbooks for the basic stage as table (4) shows:

Table 4
Frequencies and percentages of active questions in Arabic language books

classroom	Total Freq.	(%) Concentration
4 th	70	31.7 %
5 th	74	33.5 %
6 th	77	34.8 %
Total	221	100 %

According to Table 4, the total number of questions containing active tasks was 221, representing 31.7% of the book's total number of questions. Of these questions, 70 were from the fourth grade, 74 were from the fifth grade (33.5%), and 77 were from the sixth grade (34.8%). Tables 1 and 3 show that the textbooks contained a total of 33 real-life linguistic tasks, which were also present in the questions. There were 16 tasks in the text paragraphs with a concentration rate of less than 1%, and 21 tasks in the questions with a concentration rate of less than 1%. These tasks often centered around conversation and dialogue, as well as description, with a combined percentage of less

than 7.5%. Only two or three tasks constituted more than 30% of the combined tasks. Despite a similar total frequency of text paragraphs and questions, there was a clear discrepancy between the percentages of active tasks in these texts and their corresponding questions.

It is important to note that the increased quality of active verbal tasks aligns with the specific characteristics of this stage, where students are engaged in real-life experiences, developing their physical, cognitive, and social abilities, as well as improving their verbal expression skills in comparison to the first cycle. As students become more fluent in speaking and writing, they begin to interact with relevant literary genres, such as storytelling and occasionally writing stories. As a result, spoken language and its oral tasks dominate this stage, which is consistent with the Arabic language curriculum document (2013), which emphasizes conversational tasks. Under this aspect, there were three general outcomes: "Mastery of speaking in a proper language", "Exhibiting boldness and fluency in speaking" and "Possessing the etiquette of speaking in various life situations". Furthermore, (Saada & Shoura, 2016; Rikabi, 2000) indicate that two-thirds of a student's attention is dedicated to oral expression tasks at the end of the basic stage. Several of these tasks can be attributed to the Arabic language curriculum for basic and secondary education stages developed by the National Team for Arabic Language Research (2013).

A number of oral tasks were identified in the curriculum, which led textbook authors to emphasize these tasks in their respective texts. These tasks may have been emphasized in the curriculum as a result of its broad outlines, especially its outcomes formula. By comparing the percentages of active tasks included in the textbooks to the percentages obtained from the first two applications analyzed, "describing", "engaging in conversation and dialogue", it can be concluded that these two applications accounted for 20.8% of the total percentages. It is evident that there is an inconsistency in the distribution of active tasks in the study sample textbooks, thereby hindering the achievement of their intended functional linguistic purposes. As a result of discrepancies in the tasks, their proportions, spread, and consistency, as well as the dominance of two or three tasks with the largest attendance and repetitions, it appears that a clear methodology has not been established for incorporating these tasks into textbooks for the basic stage in a way that meets their intended objectives.

The content development of Arabic language textbooks has followed a traditional approach, focusing on the content first and then incorporating appropriate tasks. Additionally, these textbooks have failed to emphasize the importance of knowledge generation and the effective use of language by students. Although the above issues have been identified, the active tasks included in the Arabic language textbooks for the basic level remain of great importance. As a result of these tasks, students are reinforced and demonstrated the oral skills necessary to succeed in the new secondary stage and beyond, where they will be expected to address audiences and deliver speeches. As well, it is noteworthy that the occurrence rate of "delivering speeches and presentations" was with 13 recurrences with a rate of 1.9%, while the occurrence rate of "introducing oneself and acquainting others" was 1.6% with 10 recurrences. A second significant finding of the analysis was the importance of paying attention to written

tasks that will be essential for students as they progress to higher education levels. Among these tasks are summarizing, writing reports, “showing gratitude and offering praise”, and developing functional and innovative writing skills, which will enable students to conduct research and investigations. In accordance with the primary goals of the Arabic language curriculum, the Arabic language textbooks at the basic stage emphasize developing verbal skills. There appears to be some inconsistency in the distribution of tasks across textbooks, which may hinder the achievement of intended linguistic outcomes. However, the current approach to content development appears traditional. In order to facilitate a more rounded linguistic skill development for students advancing to higher education levels, there is a clear need to develop a more cohesive methodology for incorporating these tasks.

Finally, there is a distinct finding of the study in that a disparity in the distribution of active tasks observed within the Arabic language textbooks for the basic stage. In contrast to previous studies, the analysis of this study reveals a significant imbalance in the distribution of tasks across text paragraphs and corresponding questions. These findings shed light on the instructional strategies employed in these textbooks, highlighting the potential gap between the intended functional linguistic objectives and the way in which they are achieved. In addition, the study indicates that essential writing tasks are increasingly neglected. According to the study, writing tasks are often underrepresented in the curriculum, despite their importance for the development of research and investigative skills among students. There is an opportunity for improving textbook quality as well as improving students' academic prospects by emphasizing writing on a more regular basis. This study brings a noteworthy contribution to the field of Arabic language textbook design by advocating a balanced approach to the design and inclusion of active exercises. As well, it is suggested that the traditional content-centric approach must be replaced with one that incorporates a range of active tasks. A holistic approach, which integrates oral and written tasks, could be of great benefit to students in terms of developing key linguistic skills that will be essential for their future success.

CONCLUSION AND SUGGESTIONS

The analysis indicates that Arabic language textbooks for the basic stage include a variety of active tasks, with a disparity in their distribution and concentration. Most textbooks follow a traditional approach primarily focused on content, resulting in a lack of appropriate active tasks. Writing tasks are neglected, resulting in a lack of progress in future academic endeavors. In addition, the distribution of tasks within the paragraphs of the text and corresponding questions is inconsistent. An effective methodology for incorporating a wide range of active tasks, striking a balance between oral and written language skills, is critical to improving textbook quality. The students will be better equipped with necessary linguistic skills for their future educational endeavors as a result. As part of future research, comprehensive guidelines should be developed and textbooks should be continuously evaluated and refined to ensure that they remain relevant. Based on the results of this study, several recommendations are provided to enhance the teaching of active tasks. The first step should be to increase the percentage of tasks that receive very low rates, such as advertisements, riddles, apologies,

condolences, and telephone calls. In addition, it is recommended that Arabic language textbooks incorporate a broader range of active tasks that include expressing jobs, making inquiries, making personal introductions, and acquainting others with the language. By incorporating these tasks, students will be able to develop a broad range of linguistic abilities and effectively communicate in a variety of settings. Students' language skills will be improved by implementing these recommendations, and they will be better prepared for their future academic and professional endeavors. Finally, the study analyzed paragraphs and questions in Arabic language textbooks for the basic stage to determine the extent of focus on specific effective tasks for primary grades (4th-6th) in 2022-2023, using a valid and reliable tool designed by the researcher.

A significant pedagogical implications emerge from this study, particularly for the Arabic language classroom. This study provides valuable insight into how educators can seamlessly integrate active tasks into classroom instruction. If teachers are aware of these strategies, their teaching practices can be enhanced significantly. This study also illustrates how active learning can improve students' language skills in an authentic and practical way. In order to accommodate the needs of diverse learners with varied learning styles and abilities, teachers can incorporate active tasks into the teaching curriculum. The tasks include oral communication, interactive dialogue, conflict resolution, presentation delivery, and conflict resolution. Summarizing, writing reports, and crafting personal messages all contribute to developing written communication skills. Additionally, a classroom instructor uses active tasks to engage students and make learning more meaningful. Likewise, students can contextualize lessons through everyday scenarios to apply language skills outside of the classroom. Aside from promoting critical thinking and problem-solving skills, active learning involves activities such as thinking critically (Ayasrah et al., 2022), engaging in debates, and resolving conflicts which allow students to explore multiple perspectives and develop higher order thinking abilities.

Students' lives and future professional endeavors are profoundly impacted by active tasks beyond the classroom, such as engaging in conversation, delivering presentations, and resolving conflicts, which equip them with essential communication skills. They can build meaningful relationships, network effectively, and collaborate more effectively by developing these skills. Active learning activities that involve critical thinking, debate, and conflict resolution develop the ability to solve problems, analyze options, and make informed decisions. The problem-solving skills are relevant to both personal and professional life. In addition to being proficient in active tasks, students who excel at communicating effectively, collaborating effectively, and solving problems effectively will have a better chance of advancing in their careers. In addition to excelling in their roles, students with these skills are more likely to progress to leadership positions and advance in their careers. Furthermore, early involvement in active learning activities prepares students for the challenges they will face in the future. By integrating these tasks into the educational process, educators contribute to students' success. The results of this study indicate that active tasks in the classroom can enhance language learning, foster skill acquisition, and provide students with the tools to succeed both personally and professionally.

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