

# A QUALITATIVE CONTENT ANALYSIS OF THE COMPUTERIZED ACTIVITIES IN THE 10<sup>TH</sup> GRADE "COMMUNICATION SKILLS" ARABIC LANGUAGE TEXTBOOK IN JORDAN

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## **Abstract**

The present content analysis is aimed at exploring the computerized activities included in the 10<sup>th</sup> grade “Communication Skills” Arabic Language Textbook in Jordan. It attempts to find out whether each unit includes such activities or not. It also attempts to explore the nature of these activities and their relation to the topics presented in the units that have undergone analysis. The content analysis includes the eight units of the second part of the 10<sup>th</sup> grade “Communication Skills” Arabic Language Textbook in Jordan. The findings showed that all the units included computerized activities. It also showed that each unit has at least one task that requires students to surf the internet and do the required activities. Furthermore, all the tasks in the computerized activities are directly related to the topics presented in the eight units. The researcher presents some pedagogical implications at the end of the analysis.

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**Keywords:** Computerized Activities, “Communication Skills”, Arabic Language, Textbook.

## **1. Introduction**

The present study is aimed at exploring the inclusion and the nature of computerized activities that are presented in the “Communication Skills”

Textbook which is a part of the Arabic language curriculum for the 10<sup>th</sup> grade in Jordan. The researcher believes that employing technology and using the internet in the process of learning and teaching are very essential factors that enhances and improves learning process.

Learners interact with different sources of information and gain various valuable aspects of knowledge through manipulating modern technology and surfing the worldwide web. Learners benefit in various ways. However, they may gather and write reports, draw pictures using a photo editing software such as Adobe's Photoshop, use the data show, practice typing, document reports, and the use of power point in displaying slides.

Embedding computerized activities in the teaching and learning process may result in positive and effective outcomes that contribute to the development of learners. Moreover, such activities make learning more interesting and encourage students to be more willing to acquire knowledge. In addition, it makes them get involved in the actual acquisition of knowledge.

Grable, Overbay & Osborne (2005) indicate that using information and education technology assists in designing educational activities that help students explore new experiences. It might be risky, but it enhances imagination and educational adventures. Thus, this makes students creative and innovative, and prepares them in coping with future technological requirements.

The computer is an instructional instrument that can be used in all fields such as mathematics, science, geography, languages, and so on. It aims at presenting the educational material in an entertaining and engaging way, which leads to the interaction and involvement of the learner who acts individually and in an intensive manner. This results in the learner mastering the subject matter and producing an indelible learning experience.

This kind of learning that involves the use of computer is extremely beneficial to different types of learners, unlike other kinds of learning that only favors a special class of learners. It can be beneficial in the case of talented learners as well as slow learners. Furthermore, it assists students to think critically, solve problems, and evaluate and analyze situations or instances. It also strengthens the positive attitude towards learning in general. Students start to appreciate the role of the computer in the process of learning and its effectiveness in playing this role.

Employing computer in teaching and learning gives the learner the opportunity to individualize his/her learning and acquire knowledge at his/her own speed which makes learning all the more enjoyable. Moreover, it relatively saves time and effort, and it makes the student feel that he/she is self-dependent and in control of his/her own learning.

## **2. Review of Related Literature**

Al-Mousawi (2012) stated that integrating technology into educational activities places an interaction between students and the content of these activities. It also makes learning more active and vivid and adds proficiency in responding to the individual differences between students. Moreover, it offers immediate feedback as well as diversity in teaching and presenting education.

Some specialists intend to include some computerized activities in their researches or books because they strongly believe that such activities teach students self-reliance. Students can acquire more information and knowledge depending on their personal effort. Thus, these activities instill in students confidence, hard work, and a sense of accomplishment. Moreover, they trigger the students' enthusiasm and their desire to learn more and build their personalities. Furthermore, experts in this field take into consideration the fact that such activities should be congruent with the national and international trends in computerization and developments in computer sciences (Al-Garallah, Al-Rawashdeh & Aqel, 2013).

Young et al. (2003) focus on the fact that information and teaching technology is educationally targeted at enhancing individualized teaching. They emphasize employing technology in enabling students to acquire experiences by relying on themselves. Hence, they tend to teach themselves independent of an instructor. Students can learn through modeling, imitation, and role playing activities outside the classroom. This learning takes place through the transmittance of their ideas and experiences amongst themselves, using computerized educational programs. This, at the end, causes students to acquire the desired behaviors.

Kamel (2000) states that the internet and the World Wide Web demonstrate the growing influence of information and communication technologies in the various aspects of the economy. Regardless of the barriers of time and distance, newly introduced information highways are linking the countries of the world together. Subsequently, this is with their

societies and cultures contributing effectively to globalization. One of the growing trends in societal development and growth is an investment in people. Therefore, the learning process is a primary issue, which information and communication technologies (ICT) tries to improve resulting in the leveraging of human resources to become more competitive as we approach the 21<sup>st</sup> century with all its challenges and opportunities.

Tammar and Sulaiman (2005) conducted a study that investigated the effectiveness of Computer-Assisted teaching in spurring the assimilation of some mathematical equation concepts by a one hundred and twenty four (124) students sample size of preparatory seventh grade students in Kuwait. The study showed that there were statistically significant differences between the experimental and control groups in acquiring mathematical concepts in favor of the experimental group.

Dweidi (2002) investigated the effect of using computer games and educational programs in the ignition and development of critical thinking in first grade students in the curriculum of reading and writing in Al-Madina. The sample consisted of 59 students, and the results showed that there were statistically significant differences in developing critical thinking capabilities such as fluency, flexibility, originality, and details in favor of the experimental group which used computer games in learning.

Basyuni (1994) conducted a study that was aimed at measuring the effect of educational computer programs in teaching Arabic syntax particularly pertaining to linguistic achievement and written expression in second secondary graders. The results showed that the experimental group obtained higher scores in linguistic achievement and written expression than the control group in the achievement test.

The researcher found difficulty in finding studies which content-analyzed computerized activities that require learners to do tasks and exercises individually, at school, or at home. Most studies were conducted to measure the effect of instructional computerized programs on different learning aspects. These programs were implemented inside the classroom as a regular plan or teaching strategy. Thus, this is not as individually and independently performed activities that require students to surf the internet, find websites, gather information, classify, draw or present information using various computer programs...etc.

### **3. Methodology**

#### *3.1. Questions of the Study*

This study is aimed at answering the following questions:

- a. To what extent does the “Communication Skills” Arabic Language Textbook for the 10<sup>th</sup> grade in Jordan include computerized activities?
- b. What is the nature of the computerized activities included in the 10<sup>th</sup> grade “Communication Skills” Arabic Language Textbook in Jordan, and how do they relate to the topics discussed in the presented units?

#### *3.2. Purpose of the Study*

The study attempts to shed some light on the inclusion of computerized activities in the “Communication Skills” Arabic Language Textbook for the 10<sup>th</sup> grade in Jordan, and to clarify the nature and the relation of these activities to the different topics that are presented and discussed through the eight units in the second part of the curriculum.

#### *3.3. Units of Analysis*

The units of analysis for this study are the parts at the end of each unit that are called “Computerized Activities”. There are 8 sections with one in each unit.

#### *3.4. Criteria of Analysis*

There are two criteria for analysis in the present study:

- a. The Inclusion of computerized activities in the units of the second part of the “Communication Skills” Arabic Language Textbook for the 10<sup>th</sup> grade in Jordan.
- b. The nature and relation of these activities to the main topics presented and discussed in the units of Arabic Language “Communication Skills” Textbook for the 10<sup>th</sup> grade in Jordan.

#### *3.5. Sample of the Study*

“Communication Skills” Arabic Language Textbook for the 10<sup>th</sup> grade is selected as a representative sample from the communication skills Arabic language books that are taught in public schools in Jordan. These books are taught in the higher basic stage.

3.6. *Definition of Terms*

- a. Computerized Activities: Activities presented at the end of each unit in which students are asked to use the World Wide Web (the Internet) to answer some questions and collect information related to the topics presented in the units.
- b. “Communication Skills” Arabic Language Textbook: A branch of the Arabic Language curriculum designed for the 10<sup>th</sup> grade which focuses on communication skills. It contains 8 units, which are presented in the second part.

3.7. *Limitations of the Study*

The present study is limited to:

- a. “Communication Skills” Arabic Language Textbook for the 10<sup>th</sup> grade.
- b. The Computerized Activities at the end of each unit among the 8 units that are included in the second part of the book mentioned above.

**4. Findings and Discussion**

a. *Findings Related to the First Question*

The first question of the research relates to the extent to which computerized activities are included in the “Communication Skills” textbook in the Arabic language curriculum for the 10<sup>th</sup> grade in Jordan.

The second part of the book consists of 8 units that vary in topic. The researcher surveyed the whole book and found that each unit ends with a computerized activity that is directly related to the topic which has been presented and discussed in the unit. Table 1 shows the numbers of units, the titles of units, and the types of computerized activities in the book mentioned above.

Table 1. Units' numbers, units' titles, and computerized activities in the "Communication Skills" Arabic Language Textbook for the 10<sup>th</sup> grade in Jordan

Numbers of Units	Titles of Units	Computerized Activities
10	Morals of Permission and Greeting in the Prophet's (PBUH) Sayings (Hadith)	-Use the World Wide Web, search for traditions of permission and hospitality of some nations. -Choose some of these traditions and display them for your classmates using the Power Point program.
11	Proverbs and Wise Sayings	Use the World Wide Web to search

		<p>for the phenomenon of gossiping, its motives, and the ways of getting rid of it.</p> <p>Organize the information, type it using the computer, and send it to your colleagues via E-mail.</p>
12	A Description of Fever – A Poetry Text	<p>Using the World Wide Web to collect information about Al-Mutanabby's relationship with Saif Al-Dawlah.</p> <p>Summarize the information and type it on your computer using Al-Kufi script.</p> <p>Save your summary in a folder entitled "Al-Mutanabbi and Saif Al-Dawlah"</p>
13	Stem Cells – A Scientific Article	<p>Write a report about the use of stem cells in treatment.</p> <p>Using the Photoshop program in your computer, draw the model of the stem cells work and display it for your classmates.</p>
14	"Oh, Brother of Soul" – A Lyric	<p>Collect the most important information about the singer "Ziryab", and classify this information in terms of: His name and title, life, growing up, education, journey to Al-Andalus, efforts in the field of singing, inventions, and death.</p> <p>Don't forget to document your references. Mention the book, the author, page number, year and institution of publication, or the website you surfed.</p> <p>Type the report using the computer and use the Power Point program to design your papers. Then put it in the class or school library so your classmates can benefit from it.</p>
15	Salt – Jewel of Balqaa' A Literary Article	<p>On your PC type the word "Salt" using one of the internet browsers and choose one of the sites that talk about it. Then present a summary for the most important ideas in this site and show it to your classmates.</p>
16	Martyrs of the Uprising (Intifadha) A Poetry Text	<p>Surf the sites of the World Wide Web to gain photos that show the struggle of the Palestinian people against occupation.</p> <p>Insert the photos into your PC using Power Point program.</p> <p>Record -with the cooperation of your friends- the poem of Martyrs of Intifadha with a beautiful and expressive voice accompanied with</p>

		music and dubbed with suitable photos on the same program. Display your work in front of your colleagues and teachers on a screen.
17	Metrics	Refer to one of the metrics books in your school library and identify other metrics models or rhymes. Write this using one of the displaying programs and present it to your classmates.

**b. Findings Related to the Second Question**

The second question relates to the nature of computerized activities included in the 10<sup>th</sup> grade “Communication Skills” Arabic Language Textbook in Jordan, and how they relate to the topics discussed in the presented units.

The analysis showed that the computerized activities attached to the end of the units being analyzed are directly related to the topics that are presented in the units. Each activity contains at least one task. Most of the activities contain two tasks, and one activity contains three activities.

The first unit in the second part of the “Communication Skills” Arabic Language Textbook, numbered as Unit 10, is titled: Morals of Permission and Greeting in the Prophet’s (PBUH) Sayings (Hadith). In the computerized activities, the students are asked to surf the World Wide Web to find traditions and morals of some other nations relating to visitation and hospitality. Then, they were asked to use the Power Point program to display these traditions to their colleagues.

The second unit is titled: Proverbs and Wise Sayings. Students are asked to do two tasks in this activity. First, they should surf the internet to find information about the phenomenon of “gossiping” in societies, its reasons, and the ways of getting rid of it. Secondly, they should print the information using the computer and then send it through electronic mail. The direct relationship between the unit topic and the nature of the tasks in the activity appears in the fact that the unit discusses the different social positive or negative phenomena presented in prose and poetry. Among the negative phenomena is “Gossiping” which is detested by the Arabian and Muslim communities.

The third unit is titled: A Description of Fever – A Poetry Text. The activity is divided into three tasks. First, students should gather information about Saif Al-Dawla and his relation with Al-Mutanabby. Second, they



should summarize the information and print it on the computer using Al-Kufi Script. Third, they should save the summaries in documents under the title: Al-Mutanabby and Saif Al- Dawla.

The fourth unit is titled: Stem Cells – A Scientific Article. Students are asked to perform the following tasks. First, they should write a report about using stem cells in treatment. Second, students should use the Photoshop program to draw a model of stem cells; and then, they were asked to show it to their colleagues.

The fifth unit is titled: “Oh Brother of the Soul” Lyric – A poetry Text. Students are first asked to gather information about the famous singer “Ziryab” using the World Wide Web. Then, they should classify this information in terms of: Name, title, life, growing up, education, tour to Andalus, efforts in the singing field, inventions, and finally his death. This information should be documented by referring to the book, author, page number, place and year of publication, or by referring to the website from where the information was retrieved. Secondly, students are asked to print the information in a report and design it in a file by using the Power Point program. After that, it should be put in the class or school library so classmates can benefit from it when needed.

The sixth unit is titled: Al-Salt- The Jewel of Balqaa’– A Literary Article. Students are asked to surf the internet for articles about the City of Salt in Jordan using one of the available browsers. They were then asked to choose some of these sites and summarize the main ideas of their articles. Then, they present these ideas and summaries in front of their classmates.

Unit seven is titled: The Martyrs of the Uprising (Intifadhah) – A Poetry Text. Students are asked to surf the internet and find photos that show the Palestinian people’s struggle against occupation. Then, they are asked to insert these photos into their PCs using the Power Point program; they are also asked to record –with the assistance of their colleagues- the poem of ‘Martyrs of Intifadhah’ with their beautiful and expressive voices accompanied by music and dubbed with suitable photos on the same program. This work is then displayed before the students and the teachers.

The eighth unit is titled: Metrics. This unit is very important because students rarely consider the rhythms of Arabic poetry and the metric divisions. So they are asked to refer to one of the famous metrics books that are available in the school library and gather information about the different

rhythms and metrics. Furthermore, they are then required to present this information to their colleagues using one of the programs.

### **5. Pedagogical Implications**

The analysis of the eight units shows that each unit urges students to refer to the World Wide Web and surf the Internet to gather information about various topics whether literary, scientific, religious, or national. It can be said that 100% of the units instructs students to use the internet to accomplish some tasks in the activities attached to the end of each unit. This reflects the great inclination in Jordan to integrate modern technology into education in order to cope with the advances in the use of technology.

Employing modern technology in education, such as designing computerized activities, results in very positive and valuable effect. For example, students tend to be more interacting with the task they are doing. They also remember and save information for a longer period of time. They also feel more freedom in finding, preparing, designing, and presenting information.

Thus, learning will be more enjoyable, interactive, and fruitful. Therefore, curricula designers should include computerized activities in the various textbooks and for different grades. Teachers can add computerized activities if they notice that the textbooks lack such activities. However, unfortunately, few teachers skip such activities. This deprives students from deriving the great benefit from these activities which leads to less interactive and effective learning. Teachers should do their best to encourage their students to make use of modern technology to the maximum. However, performing computerized exercises and tasks is a way to maximally use modern technology in learning.

The researcher has noticed that these activities present a variety of ways for students to present the results of their World Wide Web searches. For example, students are required to use various computer programs such as Power Point, Photoshop, and Printing. As a result, students become conversant with the different ways of presenting the materials they have learned. Thus, the excitement and motivation will be highly encouraging and inspiring.

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