

## DEGREE OF USING CREATIVE THINKING SKILLS IN THE BOOK OF “MY IMMORTAL LANGUAGE” AT MIDDLE STAGE IN SAUDI ARABIA

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**ABSTRACT:** *The present study aimed to analyze the content of the Book “My Immortal Language” for the third grade of the middle stage in the light of creative thinking skills through content analysis. The study population and sample consisted of the Book “My Immortal Language” for the third grade of the middle stage. The study approved an analysis list including seven domains whose validity and reliability have been verified. The study resulted that the domain of creative thinking skills ranked the first, while the domain of criteria of educational activities ranked the last. The degree of application of these criteria in the book was high and medium. The results confirmed the need to develop the Book of “My Immortal Language” in the aspects that are not consistent with the criteria of creative thinking skills. The committees responsible for the authorship of the curricula must consist of experts in the field of language and the determinants of creative thinking and educational curricula to achieve all total quality criteria. According to the findings, some recommendations have been made.*

**KEYWORDS:** My Immortal Language, creative thinking, third middle grade.

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### INTRODUCTION

Quality assurance in educational institutions was the core of attention when education was seen as a commodity. It should compete and seek to satisfy the consumers of that commodity from the students, society and the state. While Students wish to obtain the best level of education which qualifies them for excellence and creativity, parents look forward to the best education for their children, and the state looks for distinct learning outcomes enable it to achieve the goals of development plans (Khudayr, 2001). Thinking is an ongoing process in the brain that does not stop or end as long as the individual in a case of vigilance or even was relaxed, but the brain in a case of permanent work and activity. Paying attention to thinking dates back to a long time in history. Greek philosophers were the first to interest in it (al-Janabi, 1992). Human being began to think of the phenomena of existence including the human one Since the beginning of his civilizational journey over the ages, but a lot of things are harassed and threatened his survival as it was mysterious. In spite of his strong will, he failed to reach a lot of goals. Since here, the human thought turns towards the spiritual and ritual horizons that the mental, philosophical and emotional

wise consisted of. The philosophers tried to reach for the essence of thinking by defining mind. They considered the mind a way of three that enable human being to get reach for the science. These ways are: Sound senses, sincere story, and mind. So thinking is a result of these ways (Alballesana 1989).

Through the above, education on twentieth century should focus more on cognitive and non-cognitive issues including encouraging personal initiative, life skills and social competencies, therein, the school would be a place to develop the social capital not just the intellectual capital and contributes to give young people the skills and abilities that enable them to engage in community participation, to continue lifelong learning, and get access to technological tools and networks of knowledge sharing, so it is necessary to redefine, renovate and improve the secondary learning, and this cannot be achieved without the renewal and development of school curriculum, including textbook.

To'eima (2004, p. 471) sees that pursuit of creative thinking skills in education must be extended to various aspects of the educational process starting from educational departments to school administrations, preparation and training of teachers, develop curriculum, writing books, to the methods of evaluation, etc. As the textbook is the official document which all the components and elements of the curriculum are clearly identified through its modern definition, and as it is the backbone of the curriculum, the main reference of the educational process, and the interpreter of its goals, so it is a must to give it a special interest as for its specifications that it should be supplied with according to the concept of total quality.

Bibawi (2009, p. 256) confirms that textbook design must be based on local and international criteria, so products of the content, strategies of teaching, activities, sources of learning, and methods of evaluation be associated with constructive thinking according to the age, societal and global life needs, and that to prepare a generation capable of dealing with the developments of the modern era of scientific and technological developments. Hence, the importance of the textbook requires preparing and releasing it according to scientific and educational criteria on which it help to improve and develop the educational process, which also reveal to us the Strengths and weaknesses contained in the textbook to help us review and scrutiny it from time to time in accordance with the requirements of society which we live in.

Interest in criteria began after 1983, following the publication of the book (Nation at Risk) in Washington, and it was then the first shot of reform wave, thereafter it was clear that the criteria carrying great hopes in improving students' performance, especially that it made the graduation requirements very strict (Scherer, 2001). The criteria need indicators to describe the expected performance or behavior that the student should perform to meet the requirements which achieve

the required criterion (Ali, 2005, p. 934), which is the data that can be measured positively to be approved as a benchmark of quality or achievement (Kanaan, 2003, p. 8).

Criterion is defined as: the utmost performance level one strive to reach, based on it different performance levels is being evaluated and judged, at the same time, it is defined also as the text expressing the qualitative level that must be clearly exist in all essential aspects, so specifying criteria process is regarded a very important issue which guarantee quality achieving. Required performance quality needs criteria and indicators for monitoring and ensuring its occurring in performance, these criteria are considered the canon which the levels of all practical educational process measured upon and as a guide to keep subjectivity away in judging this performance, as well as it gives people the motivation and incentive to enable them reach for the ideal desired image in performance.

My immortal language book plays a vital role in upbringing the individuals and elevates their manners and souls, modifying their behavior and directing them to the ways of goodness through the doctrines, legislations and transactions it introduces, it also works to adjust the human viewpoint and directs it to the right destinations, it also play a more important role in the cohesion of society and maintain its values, my immortal language book curricula are advance, innovative and is keen to follow modern developments both as for the contained content of the latest developments that consistent with the spirit of Islam and its teachings, or ways of regulating this content, there is nothing to impede the application of any type of organizing patterns of curriculums experience and its contents as the scientific experience proved its superiority over other styles (Hammad 0.2011, p. 5).

Hence, it was necessary to conduct evaluating studies and research to identify the extent of achieving the criteria of creative thinking skills in terms of its content, educational results, activities, methods of evaluation and art direction and sources of knowledge to implement the content and learning materials, the author felt the need to conduct an evaluating study for the books of my immortal language for the third grade of the middle stage in light of the criteria of creative thinking skills and Judge the quality in an era of rapid change and progress. Due to the shortage of studies on this subject particularly concerned with evaluating the books of my immortal language for the third grade of the middle stage according to the author. Thus, this study is being established.

The author conduct a survey upon the former written educational literature of Arabic and foreign studies, especially related to the subject of the study including Hammad study (2011), which aimed to identify the level of availability of the criteria of quality content regulation, and criteria of quality content in the books of my immortal language for higher basic stage " The seventh, eighth and ninth" in Palestine, the study used the questionnaire as a tool to verify the goal of the study.

The study was applied to a sample of (43) teachers who teach classes and books under consideration using the descriptive approach. Results of the study showed that the content organization received the highest average in the seventh grade, followed by the domain of book directing for eighth-grade, while the content organization got a medium ratios in some criteria and weak in others, while the rest of the domains have got a high, medium and low averages, which indicate that the three books were mediocre in the organization and content.

Asilan (2011) conducted a study aimed to identify the extent did the developed book of sciences of the first grade of the middle stage achieved as for the criteria of creative thinking skills in all its key aspects (book directing, objectives, scientific content, evaluation methods) in the Kingdom of Saudi Arabia. To achieve the objective of the study a list of creative thinking skills have been designed as it is required in the book under study. The author used the content analysis technique. The study concluded the following results: the domain of book directing quality ranked the first, followed by the domain of evaluation methods quality, and then the domain of quality targets, and finally the domain of educational content quality. Scientific Skills Development Criterion is the most achieved Criterion, while the Criterion of Correlation to the environment and society was in the last rank in the educational content quality criteria.

Also (Mahmood, 2011) conducted a study tackled the specifications of quality and its availability in the textbooks approved by the Ministry of Education in Pakistan. sample data has been collected of (51) experts in the field of curriculum materials to assess those textbooks to eight domains, namely ( matching curriculum policy, scope and the extent of its appropriateness for the objectives of the national curriculum, method of content regulation, and the extent of the harmonization of the textbook with the other books in the same grade, and technical direction book, appropriateness of content, educational activities, assessment, its suitability for the stage of the age of the students and for achieving their needs), which represents the quality of the textbook properties. The results showed that the approved textbooks are lacking a lot of required specifications which should be provided in the textbook. People with practical experience in the domain of developing and evaluating the curriculum have a deeper understanding towards textbook evaluation than those who have just a theorized knowledge of the issue.

Aladwi (2009) conducted study aimed to prepare the criteria of reading book content quality of the fifth grade of primary education as well as its indicators, and then identify the extent to which these criteria and indicators are met. The study used a list of criteria consisted of seven domains. The author used content analysis technique. The results of the study established that: reading lessons lacked a lot of basic components such as: low check of quick reading level while maintaining the understanding, low check of knowledge level of the characteristics of the literary style, the level of tasting and enjoying the aesthetics of the literary works, determine the level of

rhetoric and its tasting and the non-use of semiotics through the context in the Arabic sentence, knowing the kinds of figures of speech as well as its taste and use.

Mahmoud and his colleagues (Mahmood, et.al, 2009) conducted a study aimed to determine the criteria and the indicators of textbook quality which are internationally used, consequently establishing models to evaluate textbooks in Pakistan to determine the total quality criteria, Descriptive analytical technique was used, an analysis list was prepared and consisted of the following domains (policy and range of curriculum, content, vocabularies and illustrations, horizontal and vertical integration, critic and creative Learning, evaluation and assessment, acceptance, environment, teacher guide and educational materials).

The study sample consisted of 25 experts of the authors of textbooks, curriculum authors, and faculty members to develop a list of criteria and indicators for the quality of textbooks after a survey of the theoretical literature on the related subject using Delphi technique. A list of criteria and indicators were put for the quality of the textbook which the chosen experts recommended, with models to measure these criteria. The study also made it easy for the participants to be familiarized with the international criteria of textbooks quality.

Salem (2008) also conducted a study to analyze the content of our Arabic language of the sixth primary grade in the kingdom of Saudi Arabia, and to achieve the objective of the study a specific criterium was constructed to find out the extent to which the content of books under the study were prepared as required by using content analysis technique. The study concluded a set of results, most notably: The book was not prepared upon an objective basis, the book did not contain clear targets to be taught and to be achieved, the content of the book contributed to provide students with the concepts, values and customs islamically desired, the content of the book was not integrated with itself internally in addition to the inadequacy and non-diversity of used educational tools in the textbook. However, the book is identical to the specifications of the good textbook as for its appropriate size for the students, headlines distinction, paper suitability, index inclusion, list of references and sources. However, the cover is not attracting the graders.

Amari (2008) conducted a study to evaluate the English curriculum of the sixth primary grade in the kingdom of Saudi Arabia. The study used a questionnaire consisted of (12) sections (General appearance of the book, design and presentation, accompanying materials, achieving the objectives of the curriculum, selecting appropriate subjects to students, linguistic elements, the contents of the social and cultural context, language learning skills, book teaching suitability and flexibility, teaching Methods, exams and activities), for inducting (93) teachers and (11) supervisors in Riyadh educational zone. The result of the study established that: acceptance of teachers and supervisors to the textbook with medium degree, all sections were achieved in the curriculum except teaching

methods section, section of learning materials received the highest average, no Statistic differences between the two sample responses of the study (teachers and supervisors) about the study sections except book flexibility section.

Khalifa and shiblaq (2007) conducted a study aimed to explore the criteria of quality application in the textbooks domains, the study used an analysis list containing quality criteria to judge the quality of the new Palestinian curriculum (1- 4) from the point view of the administrators of this stage which included (68) criteria distributed on (6) domains which are ( preparing and authoring the textbook, educational and psychological basis of the book, scientific material, activities and methods, methods of evaluation, language and direction of the book), the author used the descriptive analytical approach for this purpose. The sample of study consisted of (53) government and UNWRA school administrators in Gaza Strip, the results showed that: the domain of book preparation and direction ranked the first, the domain of educational and psychological basis ranked the sixth and final grade. Shamlan (2005) also conducted a study aimed to evaluate the content of my immortal language book for the last three grades of primary stage in Yemen, the study used the descriptive analytical approach, the author used a list of tools and criteria tool for evaluating the content of my immortal language book which was derived from the theoretical framework and used as content analysis card. Study results showed: the content significant achievement to the objectives of my immortal language book which was developed for these classes to, it took into account the psychological characteristics (mental, physical, emotional and social) for students in this stage and also it took into account the vertical and horizontal interdependence between topics.

Diab (2004) conducted a study aimed to prepare a list of benchmarking and evaluating the quality of scheduled math books assessed on the upper primary stage students, the study used descriptive analytical approach. The study sample consisted of 60 male and female teachers of mathematics teachers in Gaza Strip and UNRWA schools for the school year 2003-2004m.

The results indicated that there are a number of paragraphs under educational acceptance level. Results also established that there are no statistically significant differences between the evaluating estimates for teachers of math books under study. The study established a number of recommendations including the need to develop the card of estimating the quality of the Scheduled textbook that resulted from this study, and apply it to judge the quality of the Palestinian book.

Considering previous studies we note that some of them dealt with the analysis of books as a study, but my immortal language was not included (Hammad, 2011, the Shamlan, 2005), while others dealt with Arabic language books as the study of (Aladwi, 2009; Salem, 2008), the study of (osilan, 2011) tackled the books of sciences, while the study of ( Alamri, 2008) the English books,

and the study of (Mahmood, 2011; Mahmood, et.al, 2009) tackled textbooks in general, and the study of (Diab,2004) with math books.

The current study differs from the study of (Hammad, 2011) as it used derived criteria List of creative thinking skills criteria of my immortal language books of secondary stage, while the study of (Hmadad, 2011) used the descriptive approach and the questionnaire method as a tool to extrapolate the views of teachers of non-material items Book in the availability of creative thinking skills, while the study of (Hammad, 2011) used the descriptive approach and questionnaire as a tool for inducting the views of teachers who were teachers of other subjects not teachers of my immortal language book subject in the extent of availability of creative thinking skills.

The current study is consistent with previous studies in detecting the characteristics and specifications that must be met in textbooks to achieve high quality as for content and other aspects of the text book, while at odds with many of them which dealt with the textbook from the teachers and supervisors point of view without comparing reality and accredited textbook international criteria.

Therefore, the current study is distinct from Arabic and foreign previous studies in the subject matter, methodology, and educational stage which dealt with, and thus it is distinguished from these studies and is being needed to bridge the shortfall in the subject of content analysis and demonstrate creative thinking skills in my immortal language book, and enrich the Arabic library with what it included of educational literature, scientific results and significant recommendations enriches the research topic.

### **Statement of the Problem and Questions**

The Ministry of Education in Saudi Arabia made radical changes in the curricula of my immortal language book Like other courses in all academic levels, Change has been a long several domains such as learning outcomes, teaching strategies, activities and means, methods of evaluation, book technical direction, learning resources, and textbook content. Ministry of Education tends to write all textbooks in light of purposeful criteria which aim to enrich creative thinking skills approved by Ministry of education. The Ministry of Education urged all workers in the domain of education to provide it with suggestions and notes that contribute to upgrading the level of the textbook, and improve its image.

If creative thinking skills are to be discussed in my immortal language book content then it requires exposure to the criteria that must be met in the good content on which these books designed upon in light of creative thinking skills besides comparing it to reality vis-a-vis what already exists. Contributing from the author in this field and as there was no prior efforts in evaluating my

immortal language book\_ Within the limits of knowledge of the author \_ This study is to reveal the extent to which my immortal language books achieved the criteria of creative thinking skills for the third middle grade in planning, designing and writing these books. Thus, the problem of the study is determined in answering the next principal question: What is the degree of availability of creative thinking skills in my immortal language book of the third middle grade in Saudi Arabia? This question evokes more sub questions as:

1. To what extent creative thinking skills are accomplished in the domain of learning outcomes?
2. To what extent creative thinking skills are accomplished in the domain of content?
3. To what extent creative thinking skills are accomplished in the domain of educational materials?
4. To what extent creative thinking skills are accomplished in the domain of knowledge sources to implement the content?
5. To what extent creative thinking skills are accomplished in the domain of educational activities?
6. To what extent creative thinking skills are accomplished in the domain of assessment?
7. To what extent creative thinking skills are accomplished in the domain of textbook technical criteria?

### **Significance**

The significance of this study is in its theme, as it sheds light on a very important topic: namely, the evaluation of my immortal language book in light of the approved criteria by the Ministry of Education in Saudi Arabia. Textbooks were drafted upon such previous criteria as the educational content of my immortal language books expresses in the secondary stage. Moreover, the significance of the study is prominent due to the limitedness of the previous studies that tackled the under study subject at the level of Saudi Arabia as well as its response to the recommendations of some conferences, treatises and studies that called for conducting scientific studies on the evaluation of textbooks in light of the criteria of creative thinking skills such as: UNESCO Education Conference, which was held in Paris 1998, and recommended on the need to provide criteria that encourage creative thinking skills in school textbooks (Hammad, 2011).

In addition to the foregoing, the significance of the study is represented in the benefit of the results leading up to it, as it is expected that this study will benefit all Stakeholders who are concerned with the educational process and the development of curricula and textbooks. It may be useful to those who are responsible for curriculum preparing and the authors of teaching books to reconsider the availability of quality criteria that contribute to enrich the creative thinking of the students when redevelop or rewrite it. In addition to what can benefit authors and students by providing them with educational literature relating to the study, and the tools that have been used such as the



list of creative thinking skills criteria of my immortal language book for third middle grade, opening up prospects for them to further studies and future researches in this domain.

### **Objectives**

This study aims to investigate criteria availability degree that contribute to enrich the creative thinking skills in my immortal language book of the third middle grade in Saudi Arabia by knowing the extent these criteria was up to in the following domains: fluency, content, educational materials, educational activities, flexibility, and technical criteria of textbook.

### **Definition of terms**

**Creative Thinking:** Oilson 1999 defined it as a mental process in which ideas are generated and modified from person's previous cognitive experience therefore; new solutions cannot be created for problems. Dinka 1993 also defined creative thinking as a mental process designed to collect facts and see materials, experiences and information in new buildings and structures to illuminate the solution (Atom and others, 2007). **Criterion:** it means the sentence on which it is based on when judging quality in light of what this sentence describes of what it is expected to be achieved in the books of my immortal language at all levels of the secondary stage. **My immortal Language Books:** it means my immortal language books which the Ministry of Education decided to teach for the third middle classes in Saudi Arabia. **Evaluation:** it means judging the availability of creative thinking skills criteria in the book of my immortal language of the third grade in light of the prepared list as a tool of study.

### **Study Limitations**

This study is limited to the following aspects: Analyzing and evaluating the quality of my immortal language books for the third middle grade through creative thinking skills. The used tool in the study was limited to seven domains (learning outcomes, content, educational materials, and knowledge resources for content implementation, educational activities, evaluation, and technical criteria for text book). Each of them consisted of only seven sections selected from the criteria approved by the Ministry of Education for quality curriculum of developed books in Saudi Arabia, and therefore the study is not concerned with domains and paragraphs that were not selected in the list of analysis tool study.

### **Sample and population**

Sample and population of the study were collected from all the books of my immortal language of the third middle grade in the region of Najran with its levels distributed in the Kingdom of Saudi Arabia for the academic year (2016-2017), it was deliberately chosen because it is assumed that these books of this level of education achieve the highest criteria of creative thinking and fit with the category target age, and meet their needs and prepare them for the requirements of the age.

## **METHODOLOGY**

The study used the content analysis approach as it is the most appropriate and suitable for the purposes of study in questionnaire and surveying the criteria of creative thinking skills in the book of my immortal language of the first and second secondary grade.

### **Tool**

The used tool of the study is a list of analysis selected by the author to be used as a criterion to analyze the content of the books of my immortal language of the third middle grade, it was chosen according to the purpose of the study and of the total criteria that approved by the Ministry of Education as criteria for achieving creative thinking skills in my immortal language Books.

### **Validity**

To make sure of the validity of the list of analysis, the paragraphs of the analysis list were selected in light of the purpose of the analysis. The paragraphs of the list were then divided into seven domains. The paragraphs were distributed to each domain. These paragraphs were then presented to a committee of arbitrators to ascertain the importance and relevance of the selected paragraphs In light of the opinions of the arbitrators. The author selected the most representative and important areas of the domains. Thus, the number of domains of the list was (7) domains and the number of paragraphs were (49) after having (73) paragraphs divided into nine domains. Thus, the author verifies the validity of the list.

### **Reliability**

To verify the reliability of the analysis, the author used a teacher of my immortal language book to perform the analysis after her training on such issue. Each of the authors and the analyst analyzed a full textbook from the outside of the study sample. The book was "My immortal Language" for the third middle grade, and each worked independently and then the author after the completion of the analysis used the percentage as an agreement tool between her and the analyst by using the following equation which developed by Cooper (1974)

$$\text{Agreement ratio} = \frac{\text{Number of times agreed}}{\text{Number of times of agreement} + \text{number of disagreements}} \times 100$$

(Mufti, 1984, p. 62)

The percentage of agreement between analysts (author and analyst) is 7.87%, which is a high ratio indicating the reliability of the study tool and its validity for the purposes of application. By verifying the validity and reliability of the study tool, the tool then stabilized in its final form. In order to determine the extent to which each criterion has been achieved, sliding scale was placed

versus performance statements (menu) to describe the status of the verification after classification into three grades (high, medium and weak) after being arbitrated and approved by some faculty members in the Curriculum Department:

If the mean value is (1- 1.67), the verification score is weak.

If the mean value is (from 1.68 to 2.34), the verification score is average.

If the mean value is (greater than 2.35), the verification score is high since the scale values used in the analysis tool are: 3 = high, 2 = medium, 1 = weak.

### **Study Procedures**

In this study, the author took the following steps:

Determining the purpose of the list (study tool), which is to evaluate the skills of creative thinking in the books of my immortal language of the third middle grade in light of total quality criteria.

Review the educational literature by reading some previous studies related to the subject of the study.

Communicating with Curriculum Department at the Ministry of Education in Saudi Arabia to provide us with the criteria of creative thinking skills approved by the Ministry when designing textbooks and obtaining a copy of it.

The author chose seven domains out of ten, and then selected seven paragraphs for each domain only to be the study tool, which is a list of analysis of the books of my immortal language in light of the criteria of creative thinking.

Identify the paragraphs of the analysis list and the related items related to the study domains.

Perform the analysis process after verifying the validity and reliability and tabulating the results in special statistical tables to be processed statistically to extract, display and interpret the results.

Monitoring and input data on the computer and conduct appropriate statistical treatments for the purposes of the study. Reaching and discussing the results of the study to come up with recommended recommendations and solutions in light of these results.

### **Statistical Methods**

To answer the study questions, the author used the Cooper equation to calculate the ratio of the agreement and verify the reliability of the analysis; the results of the application of the analysis list were also analyzed by using arithmetic averages of duplicates.

## **RESULTS AND DISCUSSION**

To answer the main question of the study which is: To what degree did the book of my immortal language achieved quality in light of creative thinking skills criteria?

Table (1) presents a summary of the arithmetic averages, ranks, and degree of verification for each of the domains of creative thinking skills that contained in the analysis tool arranged in descending order.

Table (1): The arithmetic averages and ranks for each domain of the analysis tool in my immortal language book

Domain	My immortal language Book of the Third Grade			My immortal language Book of the Third Grade		
	Arithmetic Average	Rank	Grade	Arithmetic Averages	Rank	Grade
Book Technical criteria	2.79	1	high	2.78	1	high
Content criteria	2.64	2	high	2.62	2	high
Assessment criteria	2.60	3	high	2.49	4	high
Educational material criteria	2.46	4	high	2.51	3	high
Flexibility	2.39	5	high	2.35	5	high
Authenticity	2.33	6	Medium	2.08	6	Medium
Educational activities criteria	2.32	7	Medium	1.93	7	Medium

Table (1) clarifies that there is almost full agreement in the domains of the list of analysis in terms of ranks and a complete agreement in terms of degree, where all domains came up to a high extent except the domains of knowledge sources for the implementation of content and the domain of educational activities, it is also clear that the domain of technical criteria of the book ranked the first, Followed by the domain of content criteria, then the domain of evaluation criteria in the book of my immortal language of the third middle grade, while the domain of criteria of educational materials ranked the third in the book of my immortal language of the third middle grade, and the domain of educational materials criteria ranked the third in a book for the third middle grade, While the domain of evaluation criteria ranked the fourth, and the domain of fluency ranked the fifth in the two books, then the domain of knowledge sources to implement the content in the sixth rank, and finally in seventh rank the domain of school activities.

Table (1) shows that there is almost an agreement between ranks and levels of study. This result may be explained by the fact that the group of the authors of my immortal language curricula of its two intermediate levels and their supervision for the third middle grade is they themselves are the team of authors of my immortal language books of the third middle grade, so they have the same background as well as the principles and ideas on which the curriculum was designed upon in both grades and they have also the same intellectual background which was reflected in the way the book was written.

In order to illustrate the details of each domain separately, the arithmetic averages of the domains were extracted. The results of each domain will be presented separately:

### **1- Domain of fluency**

To know the extent of achievement of creative thinking skills in the domain of fluency, arithmetic averages of the domain were extracted. Table (2) shows the results of the arithmetical averages for the achievement of the fluency criterion in the books of my immortal language for secondary stage.

Table (2): The arithmetic averages for the achievement of the domain of fluency criterion in the books of my immortal language

NO.	Fluency	My immortal language book for first secondary grade		My immortal language book for second secondary grade	
		Arithmetic average	verification Degree	Arithmetic average	verification Degree
6	Connecting students in different life situations	2.91	High	2.77	High
2	Consider the balance between cognitive, emotional and skillful components	2.83	High	2.63	High
1	Encourage cognitive, skillful and values growth	2.76	High	2.80	High

3	Integrate single-thread products across different rows	2.32	Medium	2.63	High
4	Meet the actual needs and interests of students	2.30	Medium	2.00	Medium
7	Measurable and verified	2,12	Medium	2.40	High
5	Encourage the use of ICTs in different life situations	1.50	Weak	1.22	Weak
Total arithmetic average		2.39	High	2.35	High

Table (2) clarifies that the quality in the fluency criteria was significantly achieved in the book of my immortal language of the third middle grade with a total arithmetic average of (2.39, 2.35) respectively. This result shows that the criteria of fluency in the book achieved the total quality requirements, which approved by the Ministry of Education for the quality of the textbook in Saudi Arabia.

Table (2) shows also that the book of my immortal Language of the third middle grade ranked the first in terms of significantly achieving of creative thinking skills with an arithmetic average of (2.39) followed by the book of my immortal language for the third middle grade that ranked the second in terms of achieving the requirements of creative thinking skills With an average of (2.35).

Considering the previous table we note that in the domain of fluency in the book of my immortal language, the three criteria that ranked the first respectively are (Connecting students in different life situations, Consider the balance between cognitive, emotional and skillful components, and Encourage cognitive, skillful and values growth) with arithmetic averages respectively of (2.77, 2.83, 2.91), all of which are significantly high.

The three lowest scoring criteria were (Encourage the use of ICTs in different life situations, Measurable and verified, and Meet the actual needs and interests of students) with arithmetic averages respectively of (2.30, 2.10, 1.50) in a weak and medium degree. In the book of my immortal language, as for the same domain, we note that the three criteria that ranked the first are respectively (encourage cognitive, skillful and value growth, connecting students in different life situations and consider the balance between cognitive, emotional and skill components) with arithmetic averages respectively of (2.63, 2.63, 2.77, 2.80), all of which are significantly high, while

the three lowest scoring criteria were (encouraging the use of ICTs in different life situations, Meet the actual needs and interests of students, Measurable and verified) with arithmetic averages of (2.40,2.00,1.22) with a weak, medium and high degree.

This result shows that fluency criteria in the book have achieved total quality terms, approved by the Ministry of Education for the quality of the textbook in Saudi Arabia. This result is attributed to the efforts of the Ministry of Education to develop curricula in the light of the criteria of creative thinking to support, optimize, improve education and upgrading its outcomes, and therefore sought to achieve these goals by giving attention to the products of specific learning clearly encourages Cognitive, skillful and value growth and consider the balance between these aspects, also meet the students' needs and tendencies and connecting students in different life situations and in particular topics of interest to the student that are related to his daily life and practice issues, while it is clear that these outcomes do not encourage the use of ICT in Life to a high extent. This may be explained through knowing that the topics as well as the nature of this study are mostly linked to intellectual, dogmatic and doctrinal issues, where we do not need to use technology significantly, as it focuses on value and mental aspects further. This result is consistent with the results of the study of (Asilan 2011; and Omari 2008; Shamlan, 2005) which showed that the domain of goals had been achieved in the books significantly and moderately.

The results of this study were not consistent with (Hammad, 2011; Mahmood, 2011; Salem, 2008; Khalifa and Shablak, 2007), which showed that the domain of objectives is weakly achieved.

### **The domain of content criteria**

In order to know the extent of achieving creative thinking skills in the domain of content criteria in the books of my immortal language of the third middle grade, the arithmetic averages were extracted as shown in Table (3).

Table (3): The arithmetic averages of the content criterion on the books of my immortal language achieving

No.	Content criteria	My immortal language book		My immortal language book	
		arithmetic average	Degree verification degree	arithmetic average	Degree verification degree
3	Its subjects are characterized by Modernity and scientific accuracy	2.88	High	2.91	High
7	The size of the content is commensurate with its established assessments	2.83	High	2.88	High
2	Consistent with the cognitive, emotional and skillful outcomes	2.63	High	2.77	High
4	Balancing between the theoretical and practical aspects	2.50	High	2.63	High
6	Helps to acquire basic concepts of learning	2.35	High	2.50	High
1	The content is related to students' needs and preferences	2.30	Medium	2.27	Medium
4	Raises students 'thinking skills	2.00	Medium	2.40	Medium
Total arithmetic average		2.64	High	2.62	High

Table (3) clarifies that quality in the domain of content criteria has been achieved significantly in the book of my immortal language with an arithmetic average of (2.64 and 2.62) respectively, this result shows that the content criteria in the book have achieved the total quality requirements approved by Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia.

Table (3) shows that my immortal book ranked the first in terms of achieving creative thinking skills with an arithmetic average of (2.64), followed by my immortal language book that ranked the second in terms of achieving creative thinking skills with an arithmetic average of (2.62). We also note that in view of the previous table in the domain of content criteria in my immortal language book the three criteria that ranked the first are respectively (Its subjects are characterized by modernity and scientific accuracy, the size of the content is commensurate with its established



assessments, and Consistent with the cognitive, emotional and skillful outcomes) with arithmetic averages of (2.63, 2.83, 2.88), all of which were significantly high. The three lowest scoring criteria were: (Raises students 'thinking skills, the content is related to students' needs and preferences, and helps to acquire the basic concepts of learning) with arithmetic averages of (2.35, 2.30, and 2.00), in a significantly and moderately degree.

By considering the previous table, we note that in the domain of content criteria in my immortal language the three criteria that ranked the first respectively are (Its subjects are characterized by modernity and scientific accuracy, the size of the content is commensurate with its established assessments and Consistent with the cognitive, emotional and skillful outcomes) with an arithmetic average of ((2.63, 2.83, 2.88), all of which were significantly high. The lowest three criteria are: (Raises students 'thinking skills, the content are related to students' needs and, and helps to acquire the basic concepts of learning) with arithmetic averages of (2.35, 2.30, and 2.00) in a significantly and moderately degree.

In the book of my immortal Language, we note that the three criteria that ranked the first are respectively (its subjects are characterized by modernity and scientific accuracy, the size of the content commensurate with its established assessments, consistent with cognitive, emotional and skillful outcomes) with arithmetic averages of (2.77.2.83, 2.91) respectively, all of which were significantly achieved, while the three criteria that achieved the lowest levels of verification were (the content is related to the students' needs and preferences, raises the thinking skills of the students, helps to acquire the basic concepts of learning) with arithmetic averages of (2.50.2.40.2.27) respectively.

These findings shows that the content criteria in the books have achieved the total quality requirements, which were approved by the Ministry of Education for the quality of education books and my immortal language in Saudi Arabia. This result may be explained by the Ministry of Education's emphasis on achieving the criteria of creative thinking skills in the developed curricula in the content criteria in terms of its compatibility with the cognitive, skillful and emotional outcomes, and characterizing its subjects with modernity and scientific accuracy and balancing between the theoretical and practical aspects, the suitability of its contents with its established assessments, and its ability to acquire the basic concepts of learning, all of which were significantly occurred to be able to keep pace with the requirements of modern times and knowledge of emerging issues, as the curriculum cannot address issues that are irrelevant to the students' life and interests, so it a must to constantly update it to suit the spirit of the age and meet the needs of students. Faraj (2009, p. 130) considers that content criteria are the quality of curriculum subjects that is constantly updated in line with cognitive and technological changes. It must also be linked to the objectives of the educational system and the needs of the learner (Yassin,

2008, p. 25). The results of this study are consistent with the results of the study of (Salem, 2008; Shamlan, 2005), While it is inconsistent with the results of the study of (Hammad, 2011; Assilan, 2011; Khalifa and Shiblaq, 2007), which showed that content criteria were met to a medium degree.

### Educational material criteria

To find out the extent of achievement of comprehensive creative thinking skills for the domain of educational materials in the books of my immortal language of the third middle grade, the arithmetic averages of the domain were extracted as shown in Table (4).

Table (4): Arithmetic averages of the achievement of the domain of educational materials criteria in my immortal language book

No.	Educational material criteria	My immortal language book		My immortal language book	
		Arithmetic average	Verification degree	Arithmetic average	Verification degree
1	Characterized by scientific accuracy	2.77	High	2.63	High
7	Fit the developmental characteristics of students	2,63	High	2.77	High
2	Characterized by diversity	2.56	High	2.56	High
3	Characterized by gravity and suspense	2.40	High	2.32	Medium
5	Characterized by general security and safety conditions	2.35	High	2.63	High
6	Contribute to developing students' thinking skills	2.32	Medium	2.35	High
4	It designs and develops the local environment	2.21	Medium	2.30	Medium
Total arithmetic average		2.46	High	2.51	High

Table (4) clarifies that the quality in the domain of educational material criteria has been achieved significantly in the book of my immortal language with an arithmetic average of (2.46) for its both levels. This result shows that the criteria of the educational materials in the book have achieved

the total quality requirements approved by Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia.

By considering table (4) it is noted that quality in the domain of educational materials criteria was also significantly achieved with an arithmetic average of (2.51). This finding shows that the criteria of the educational materials in the book have achieved the total quality requirements approved by the Ministry of Education for the quality of textbooks in Saudi Arabia.

Table (4) also shows that my immortal language book ranked the first in terms of achieving creative thinking skills with an arithmetic average of (2.46), followed by my immortal language book which ranked the second in terms of achieving creative thinking skills with an arithmetic average of (2.51).

We also note that in view of the previous table in the domain of criteria of educational material in the book of my immortal language, the three criteria that ranked the first are respectively (Characterized by scientific accuracy, fit the developmental characteristics of students, and characterized by diversity) respectively with arithmetic averages of (2.56,2.63,2.77) significantly. The three lowest scoring criteria were (designs and develops the local environment, Contribute to developing students' thinking skills, Characterized by general security and safety conditions) with arithmetic averages of (2.35, 2.32,2.21) significantly and moderately.

In the same domain of my immortal language book, we note that the three criteria that ranked the first respectively are (Fit the developmental characteristics of students, Characterized by scientific accuracy, and Characterized by general security and safety conditions) with arithmetic averages of ( 2.63,2.63,2.77) respectively, the three lowest scoring criteria were (designs and develops the local environment, Characterized by gravity and suspense, and Contribute to the developing students' thinking skills) with arithmetic averages of (2.35,2.32,2.30) significantly and moderately.

This result shows that the criteria of educational materials in the books have achieved the total quality requirements, which approved by the Ministry of Education for the quality of education books and my immortal language in Saudi Arabia. This result was attributed to the changing times and the diversity of sources of learning, therefore it is a must to diversify educational materials that be able to raise the motivation of students, characterized by suspense and fit the developmental characteristics of students and scientific accuracy which shows the awareness of the perpetrators of the curriculum as well as its designers of creative thinking skills criteria related to this domain, especially as educational materials became readily available to all as a result of development and technological progress and the invasion of the internet, so the field expanded to choose the

educational materials that provide the required creative thinking skills in the curriculum, and the results of this study are consistent with the results of the study of (Alamri, 2008).

### Knowledge resources to implement the content

In order to determine the extent of achievement of creative thinking skills of the domain of knowledge sources to implement the content in the books of my immortal language of the third middle grade, the arithmetic averages of the domain were extracted as shown in Table (5).

Table (5): The arithmetic averages for the achievement of the domain of the criteria of knowledge sources for the implementation of the content on the books of my immortal language in its levels

No.	Criteria of knowledge sources to implement content	My immortal language book		My immortal language book	
		arithmetic average	Verification degree	arithmetic average	Verification degree
4	Keep pace with the development of scientific knowledge and its employment	2.71	High	2.83	medium
3	Credible and reliable	2.63	High	2.45	High
2	Vary in levels between simple and advanced	2.56	High	2.35	High
7	Develops the desire of students towards scientific research and survey	2,46	High	1.55	Weak
6	It helps to make students learning process more elegant	2,32	medium	1.88	medium
1	Helps to create a rich learning environment	2.00	medium	2.21	medium
5	varied to include printed and non-printed materials (such as CDs)	1.67	Weak	1.35	Weak
Total arithmetic average		2.33	medium	2.08	medium

Table (5) shows that the quality in the domain of the knowledge resources for the implementation of the content was achieved moderately in the book of my immortal language with an arithmetic

average of (2.33, 2.08) respectively. This result shows that the criteria of knowledge sources for the implementation of the content in the books did not live up to the conditions of creative thinking skills which was approved by the Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia.

Table (5) shows that my immortal language book ranked the first in terms of achieving creative thinking skills with an arithmetic average of (2.33), followed by my immortal language book which ranked the second in terms of achieving creative thinking skills conditions with an arithmetic average of (2.08).

We also note that in view of the previous table in the domain of criteria of knowledge sources for the implementation of content in the book of my immortal language, the three criteria that ranked the first are respectively (Keep pace with the development of scientific knowledge and its employment, Credible and reliable, and Vary in levels between simple and advanced with an arithmetic average of (2.56,2.63,2.71), all of which are significantly achieved. While the three lowest scores are (varied to include printed and non-printed materials such as CDs.. etc., Helps to create a rich learning environment, and It helps to make students learning process more elegant) respectively with arithmetic averages of (2.32,2.00 , 1.67) with a weak and medium degree.

we note at the same domain in my immortal book that the three criteria that ranked the first are respectively (keeping pace with the development of scientific knowledge and its employment, Credible and reliable, vary in levels between simple and advanced) with an arithmetic averages of (2.35,2.45,2.83) respectively, while the three criteria that achieved the lowest levels of verification were (varied to include printed and non-printed materials such as CDs.. etc., Develops the desire of students towards scientific research and survey, and It helps to make students learning process more elegant) with arithmetic averages of(1.88,1.55,1.35) respectively, with a weak and medium degree.

### **Authenticity**

To find out the extent of achievement of the comprehensive creative thinking skills of Domain of Authenticity in the books of my immortal language of the third middle grade, arithmetic averages of the domain were extracted as shown in Table (6).

Table (6)

The arithmetic averages to achieve the domain of criteria of educational activities on the books of my immortal language with its levels

No.	Authenticity	My immortal language book		My immortal language book	
		arithm etic averag e	Verific ation degree	arithmet ic average	Verific ation degree
3	Consistent with the capabilities of students	2.83	High	2.45	High
2	Develop communication skills between teachers and students and among students themselves	2.63	High	2.35	High
6	Clear and enforceable	2.56	High	2.21	mediu m
1	It Helps to make the students as a main pivot in process learning	2.35	High	2.00	mediu m
4	Includes both types of activities: individual and collective	2.30	mediu m	1.35	Weak
5	Includes both types of classroom and extracurricular activities	2.22	mediu m	1.83	mediu m
7	Proportional to the time allocated to it	1,35	Weak	1.35	Weak
Total arithmetic average		2.32	mediu m	1.93	mediu m

Table (6) clarifies that the quality in the domain of authenticity in the book of my immortal Language with its all levels has been achieved moderately with an arithmetic average of (2.32, 1.93), and this finding shows that the criteria of educational activities in the book did not meet the requirements of the skills of creative thinking approved by the Ministry of Education for the quality

of books of education and my immortal language in Saudi Arabia. Table (6) shows also that my immortal language book ranked the first in terms of achieving creative thinking skills with an arithmetic average of (2.32), followed by my immortal language book that ranked the second in terms of achieving creative thinking skills with an arithmetic average of (1.93).

Considering the previous table in the domain of authenticity in the book of my immortal language, the three criteria that ranked the first respectively are (develop communication skills between teachers and students and among students themselves, consistent with the capabilities of students, and clear and enforceable) with arithmetic averages of (2.56,2.63,2.83), all of which were significantly high. The three lowest scores were (proportional to the time allocated to it, included both types of class and extracurricular activities, and Includes both types of activities: individual and collective which included both types of activities: individual and group) with arithmetic averages of (2.30,2.22,1.35) respectively, with a weak and medium degree.

In the book of my immortal language at the same domain, we note that the three criteria that ranked the first are respectively (consistent with the capabilities of the students, develop communication skills between teachers and students and among students themselves, and clear and enforceable) with arithmetic averages of (2.21,2.35, 2.45) respectively, with a high and medium degree, whereas the three criteria that achieved the lowest levels of verification were (proportionate and time allocated, included both types of activities: individual and collective, including both types of class and extracurricular activities) with arithmetic averages of (1.83,1.35,1.35) respectively, with a high and medium degree.

This finding shows that the domain of authenticity in the book did not live up to the conditions of creative thinking skills Significantly, which were approved by the Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia. This result may explain the lack of interest in educational activities because of the special nature of this stage as students in this secondary stage, especially the third grade secondary students are subject to the secondary school exam, which focuses on preserving the book material without paying attention to educational activities that bear in often more than one answer, as well as helping to develop high thinking skills that are difficult to be measured through paper and pen, but are measured by observation and other performance evaluation tools. As mentioned, high school exam does not focus on performance evaluation so attention is not paid to the application of quality criteria related to educational activities in light of the criteria of creative thinking skills in these books. The results of this study are consistent with the results of the study of (Mahmood, 2011; Omari, 2008; Khalifeh and Shablak, 2007), while inconsistent with the results of Salem (2008).

**Evaluation criteria**

In order to know the extent of achieving creative thinking skills in the domain of evaluation in the books of my immortal language of the third middle grade, arithmetic averages were extracted as shown in Table (7).

Table (7): The arithmetic averages for the achievement of the domain of evaluation criteria on the books of the immortal language books with its all levels

No.	Evaluation criteria	My immortal language book		My immortal language book	
		arithmetic average	Verification degree	arithmetic average	Verification degree
4	Evaluation strategies vary according to individual disparities	2.74	High	2.63	High
3	The evaluation is consistent with the particular outcomes	2,71	High	2,77	High
2	The evaluation is objective and transparent	2,63	High	2,35	High
1	The evaluation covers all aspects of learning	2.56	High	2.40	High
5	The evaluation focuses on students' performance	2.56	High	2.30	Medium
7	The evaluation provides opportunities for development	2,56	High	2,35	High
6	The evaluation is characterized by continuity	2,45	High	2,66	High
Total arithmetic average		2.60	High	2.49	High

Table (7) clarifies that the quality in the domain of evaluation criteria was greatly achieved in the comprehensive book of my immortal language with its all levels with an arithmetic average of (2.60, 2.49) respectively, this result shows that the evaluation criteria in the book achieved the



conditions of creative thinking skills criteria approved by the Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia.

Table (7) shows also that my immortal language book ranked the first in terms of achieving creative thinking skills with an arithmetic average of (2.60), followed by the second book of my immortal language in terms of achieving the conditions of creative thinking skills with an arithmetic average of (2.49).

Considering the previous table, we note that in the domain of evaluation criteria in my immortal language book, the three criteria that ranked the first are respectively (evaluation strategies vary according to individual disparities, the evaluation is consistent with the particular outcomes, and the evaluation is objective and transparent) with arithmetic averages of (2.63,2.71,2.74), all of which are very significant, While the three lowest scoring criteria are (The evaluation is characterized by continuity, The evaluation provides opportunities for development, and the assessment includes all aspects of learning, the evaluation focuses on students' performance), with arithmetic averages of (2.56.2.56.2.45, 2.56) respectively.

At the same domain in the book of my immortal language, The three criteria that ranked the first are respectively (The evaluation is consistent with the particular outcomes, the evaluation is characterized by continuity, and the evaluation strategies vary according to the individual disparities) respectively with arithmetic averages of (2.63.2.66.2.77), all of which are significant, while the three lowest scoring criteria were (The evaluation focuses on students' performance, the evaluation provides opportunities for development, the evaluation is objective and transparent) with arithmetic average of (2.35.2.35.2.30) respectively with a high and medium degree.

This result shows that the evaluation criteria in the book achieved significantly the conditions of creative thinking skills which were approved by the Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia. This result can be explained by the great interest of the Ministry in this area so that the teacher does not dominate the evaluation process and to not go off on his own when making decisions about the evaluation and its means. The Ministry has sought in recent years to focus on the real evaluation and use it highly inside classroom, commensurate with the recent trends towards making the student the pivot of the educational and evaluation process which means keeping up with these approaches to this trend Including the methods and tools that are consistent with modern teaching strategies which consistent with the Ministry's orientations in this regard, which have taken several actions that oblige the teacher to apply these modern evaluation strategies to improve the student's achievement, which is reflected positively on The authors of these curricula for focusing on the inclusion of these tools and modern evaluating tools to achieve the objectives of the ministry,

which made these books contains the comprehensive skills of creative thinking. The results of this study are consistent with the results of the study of (Hammad, 2011; Asselan, 2011).

### Technical criteria of the text book

In order to know the extent of achieving creative thinking skills for the domain of technical criteria of the text book in the books of my immortal language of the third middle grade, arithmetic averages were extracted as shown in Table (8).

Table (8): Arithmetic averages for the achievement of the domain of the technical criteria of the textbook in the books of my immortal language with its all levels

No.	Technical criteria of textbook	My immortal language book		My immortal language book	
		Arithmetic average	Verification degree	Arithmetic average	Verification degree
6	It takes into account the distance between words and lines according to the age level of students	3	High	2.88	High
1	It corresponds to its size as for grade and the age range	2.91	High	3	High
5	The size of the print character is proportional to the age level of the students	2.88	High	2.94	High
2	The design of its cover indicates to its content	2.83	High	2.77	High
7	The forms in the book are typical	2.74	High	2.35	High
3	Paper is used according to the criteria approved by the Ministry of Education	2.63	High	2.91	High
4	Its printing is characterized by cleanliness and motivation for learning	2.56	High	2.63	High
Total arithmetic average		2.79	High	2.78	High

Table (8) clarifies that the quality in the domain of technical criteria for text books has been significantly achieved in the book of my immortal language with its all levels with an arithmetic average of (2.79, 2.78) respectively. This result shows that the evaluation criteria in the books achieved significantly the conditions of creative thinking skills, which were approved by the

Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia.

Table (8) shows that the book of my immortal language ranked the first in terms of achieving significantly the conditions of creative thinking skills with an arithmetic average of (2.79) followed by the book of my immortal language for the second grade, level III ranked the second in terms of achieving the conditions of creative thinking skills with an arithmetic average of (2.78).

Considering the previous table, we note in the domain of evaluation criteria in the book of my immortal language three criteria that ranked the first are (It takes into account the distance between words and lines according to the age level of students, It corresponds to its size as for grade and the age range, and the size of the print character is proportional to the age level of the students) with arithmetic averages of (2.88, 2.91, 3. ) respectively, all of which are significantly achieved, while the three lowest scoring criteria were (Its printing is characterized by cleanliness and motivation for learning, Paper is used according to the criteria approved by the Ministry of Education, and the forms in the book are typical) with arithmetic averages of (2.47, 2.63, 2.65), and they also were also significantly achieved.

In the book of my immortal language, at the same domain, we note that the three criteria that ranked the first are respectively (It corresponds to its size as for grade and the age range, the size of the print character is proportional to the age level of the students, and Paper is used according to the criteria approved by the Ministry of Education) with arithmetic averages of (2.91, 2.94, 3), all were significantly achieved. The three lowest-scoring criteria are (The forms in the book are typical, its printing is characterized by cleanliness and motivation for learning, and the design of its cover indicates to its content) with arithmetic averages of (2.77, 2.63, 2.35), all of which were significantly achieved.

This result shows that the evaluation criteria in the book achieved significantly the conditions of creative thinking skills which were approved by the Ministry of Education for the quality of books of education and my immortal language in Saudi Arabia.

This result may be attributed to the considerable experience of the authors of the curriculum for this area, Many studies (Hammad, 2011; Al-Harithi, 2005) indicate that the cover of the book is an aid to learning, which, in light of the definition of its contents, forms and colors, the book reflects on the subject of the book material as an attractive material for learning, so the authors and the Ministry of Education, through administrators and supervisors, attach great importance to the curriculum. The results of this study are consistent with the results of the study of (Hammad, 2011; Assilan, 2011; Salem, 2008; Omri, 2008; Khalifa and Shablak, 2007).

## RECOMMENDATIONS

In light of the results of the study, the author recommends the following:

- Developing the books of my immortal language in the aspects that are not consistent with the criteria of creative thinking skills in accordance with the criteria of creative thinking skills.
- Reviewing the committees of the authors of the curriculum to be composed of experts in the domain of language and determinants of creative thinking and educational curricula to achieve all the criteria of total quality.
- Utilizing technology more significantly in the books of my immortal language.
- Pay attention to the domain of educational activities that take into account the needs, interests and preferences of students, both classroom and extra-curricular.
- Conducting similar studies to other contents of the books of my immortal language in the secondary and basic stages.

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