

Feedback on Quranic Language Textbook for Beginners (L2T) for Arabic-Based Programmes

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Abstract: *A textbook is crucial to support the teaching and learning process of a language course. In the Department of Quranic Language, a textbook has been developed and used to support the implementation of Quranic Language Level 2 Course for Arabic-based programmes. Nevertheless, there has yet to be a systematic analysis of feedback on this textbook. The lack of this analysis impedes quality improvement of the textbook. Therefore, the purpose of this paper is to probe the feedback of teachers and students on the textbook. Using mixed mode method, a questionnaire was used to gather quantitative and qualitative feedback from 10 teachers and 300 students that will be randomly sampled. The data of the feedback was analysed using statistical analysis and content analysis to determine whether the feedback is positive or negative. Results showed that the students' and teachers' feedback on the textbook is positive. This paper has contributed to the improvement of the textbook for future use.*

Keywords: Quranic Language Textbook, Arabic Language Textbook, Students' and Teachers' Feedback, Teaching and Learning of Arabic Language, Textbook Evaluation

1. Introduction

In this section, we elaborate the research background leading to the research objective. The literature review is presented to highlight previous related studies leading to the research gap and research questions.

Research Background

As the technology develops day by day, textbooks are still being used widely in classrooms, especially when it comes to face-to-face teaching and learning. The importance of textbooks has gained attractions from publishers as they design the textbooks' cover to be more appeal and contents are carefully structured and sequenced to facilitate the teaching and learning process better. Due to the crucial role that they play in language teaching and learning, there are abundant research have been done on textbooks from the design to the contents, including the practice embedded in them (Csilla, 2018). Apart from the external perspective of the textbooks, scholars also approached the research of textbooks in terms of development of a formal language related curriculum. In this way, it gives a better basis for understanding demands of society and students' necessities to master basic language skill (Fayyoumi, 2021).

Research Objective

The main objective of this paper to probe the feedback of teachers and students on the textbook.

2. Literature Review

In this sub-section, we present the research literature on readability of textbook, teachers' perspective, cultural elements and evaluation of textbook leading to the identification of the research gap.

Readability

In the last five years, there is an abundance of textbook research that are probed from various perspectives and angles. Al-Hatamleh and Yacob (2024) for instance, they scrutinize Arabic textbooks through the composition texts, which are made compulsory for students to learn throughout their first semester in Arabic course. Using Cloze Test as their main instrument, they investigate the level of students' readability by giving four texts chosen from the textbook and seven words from each text were omitted and 54 students were selected as the respondents to read the text and answer the questions by filling in the blanks. Results showed that students did not score three out of four texts where their frustration level (reading performance) were below the par. It was presumed that university course developers did not consider the students' previous knowledge and ability to understand text properly, which led to the developers focused more on structure of texts than the readability part. In terms of the gender, there were no significant differences between male and female students, even though female students recorded a slightly higher mark.

Teachers' Perspective

Within the context of teachers' perspective, Doaa Abbas Odeh Kazem (2024) has demonstrated on evaluating Arabic textbook by distributing the questionnaire that was designed to measure the availability of social dimensions that were included in textbook. Data were collected by choosing 150 male and female teachers to answer the questionnaire. The six dimensions that were focused by the research are social interaction, economy, society, education, health and family. According to her, textbooks are a good way to produce a holistic student and it can be achieved by introducing the six dimensions, directly and indirectly. Hence, teachers as the instructor of the course need to be well-adapted to the textbook. Hence, teachers' perspectives need to be probed to evaluate whether the textbook has appropriate contents to fulfil the six dimensions.

Cultural elements

Coming from another research that shed light on cultural integration in textbooks, Muh & Farid (2023) have conducted research on how cultural aspects between non-native Arabic speakers of Indonesians and native Arabic speakers are integrated in textbook. It is important to see the cultural views embedded in textbooks since one of the CEFR-aligned visions is to introduce the culture of the language.

Evaluation of language textbook

The evaluation of textbooks is a critical component in language education, ensuring that the materials used are suitable for the learners' needs and effective in achieving educational objectives. Saad Jadallah Hamad (2023) has done a research to evaluate the Arabic language textbook for fourth-grade literary in the light of comprehensive quality standards from the perspective of male and female teachers. The study employed a descriptive approach and utilized a questionnaire comprising eight dimensions (the general form of the book, the

introduction, the content, objectives, means of evaluation, the methods used in presenting the material, the appropriateness and applicability of activities, and the development of the book material for fostering positive trends). Overall, the percentages for these dimensions were medium, while the content of the book, the development of book materials, and methods used in presenting the material showed low percentages. The research also found no statistically significant differences between the average scores of male and female teachers regarding the textbook, attributed to scientific qualifications, specializations, and years of experiences, and found significant differences between them based on gender. The researcher proposed several recommendations to improve the textbook and enhance its effectiveness in meeting educational standards.

Quranic Language Level 2 Textbook (L2T)

This textbook serves as a module of the Arabic Language for pre-intermediate level learners. It is designed for teaching Arabic to non-native speakers at the Centre for Foundation Studies IIUM, considering the standards of the Common European Framework of Reference for Languages (CEFR). It adopts an integrated, blended learning approach which incorporates various language activities consisting of reading comprehension, vocabulary, grammar, and expression based on the development of the four essential language skills: listening, reading, speaking, and writing. Despite being in use for two years, this book has not yet undergone an official evaluation to assess its effectiveness. The absence of a formal study leaves a gap in understanding how well the textbook meets its educational objectives and how it impacts student learning outcomes.

Comparison with other studies in evaluating textbook

Existing studies on Arabic language textbook evaluation have primarily focused on general or secular Arabic teaching contexts. For example, Al-Hatamleh and Yacob (2024) evaluated textbooks for university students, emphasizing readability and structure but lacked a focus on religious or Quranic contexts. Similarly, Saad Jadallah Hamad (2023) used comprehensive quality standards to evaluate Arabic textbooks for secondary education, identifying gaps in content and methods but not addressing specialized language education needs. In contrast, this study targets Quranic Arabic, a niche yet vital area, by incorporating feedback specific to its linguistic and pedagogical challenges. This unique focus fills a gap in the existing literature, as it aligns with the needs of students in Arabic-based Quranic programs while addressing the Sejahtera Academic Framework elements.

Research Questions (RQ)

In this research, we aim to answer the following research questions:

RQ1: What are the characteristics of the people using the L2T?

RQ2: What are the lecturers' and students' feedback on the L2T?

RQ3: Is there any difference in the feedback on L2T, between gender?

RQ4: Is there any difference in the feedback on L2T, between teachers and students?

RQ5: Is there any difference in the feedback on L2T, between students of different programmes?

RQ6: Is there any difference in the feedback on L2T, between students who used different textbook during SPM?

RQ7: What are the themes of feedback by students and teachers on the L2T?

3. Methodology

In this section, we elaborate the research methodology which includes the research design, research model, sample and procedure.

Research Design

This research employed a mixed-method research design which includes the use of quantitative and qualitative data collection to gain a comprehensive understanding of teachers' and students' feedback on the L2T.

Research Model

FIGURE 1 shows the research model we employed in achieving its research objective. Investigating the students' and teachers' feedback on L2T in terms of the criteria listed to determine the effectiveness of L2T.

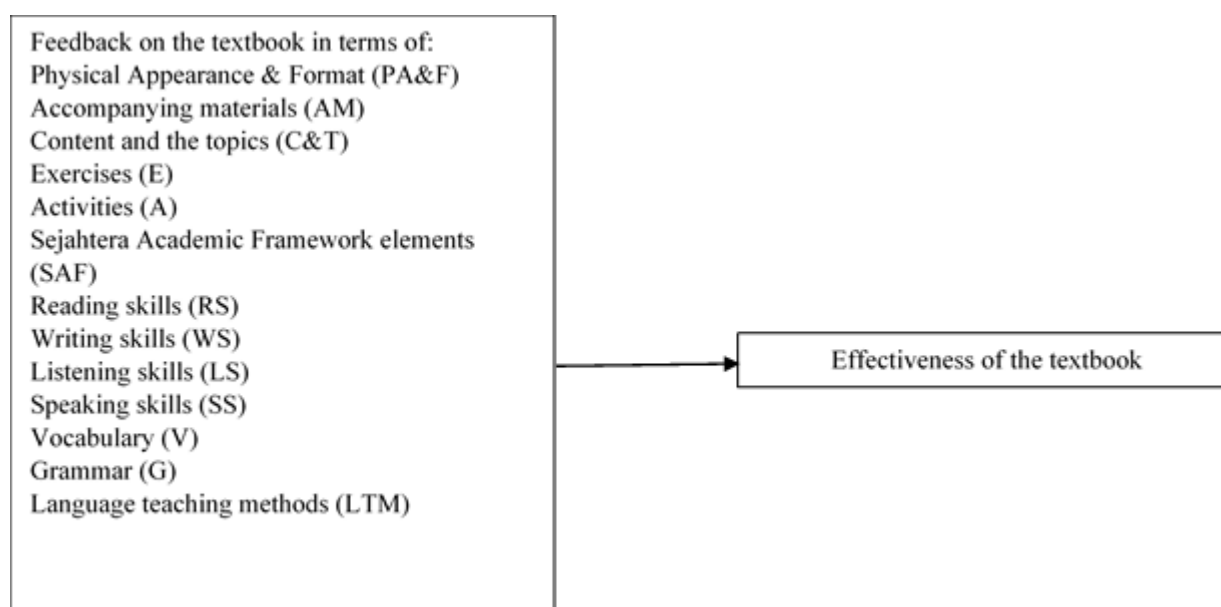


Figure 1: Research Model.

Participants

The study is carried out with 10 Arabic language lecturers and 300 students from Arabic-based programmes using the textbook for Quranic Language Level 2 Course in teaching and learning during 2023-2024 academic year in CFS. The total number of the participants in this research is 10 Arabic language lecturers and 300 Arabic-based programmes students from Islamic Revealed Knowledge programme (IRK), Arabic Language programme (BAR) and Arabic Language for International Communication (ARCOM).

Materials

Data collection instrument used in the study is the questionnaire to assess the overall feedback on L2T from the students' and teachers' perspectives. A questionnaire assessing language textbook developed by Hicham and Abdulhamid (2016) was adapted with several modifications. After data collection, we conducted item reliability analysis and it yielded Cronbach Alpha's value of 0.966, indicating high reliability measurement. The items of the questionnaire with modifications are presented in Table 1.

Table 1: Questionnaire to Measure the Students' and Teachers' Feedback On L2t

Construct	Item
Physical appearance & format (PA&F)	1. The cover of the book is attractive and informative.
	2. The book has a detailed table of content.
	3. The main headings and subheadings of the book is well-organised.
	4. The book has a complete list of reference.
	5. The instruction in the textbook helps students to *grasp (understand) the items well.
Accompanying materials (AM)	6. The accompanying materials (web-links) are available and easily accessible.
	7. The web-links are suitable for the students.
Content and the topics (C&T)	8. The topics of units are interesting for the students.
	9. The topics encourage students to express their views.
	10. The topics allow students to think critically.
Exercises (E)	11. The exercises in the textbook are relevant to the students' interest.
	12. The exercises promote meaningful communication by referring to realistic situations.
Activities (A)	13. Activities encourage learners to learn and use skills for authentic purposeful communication.
	14. The activities in the textbook help the students to use Arabic as a *means (tools) of communication.
SAF elements (SAF)	15. The textbook incorporates information about elements of Sejahtera Academic Framework (SAF)
Reading skills (RS)	16. The reading tasks are appropriate for improving students' reading skills.
	17. Reading activities can motivate students.
	18. Reading activities can help learners become effective readers.
	19. There is a wide range of *distinctive (different) reading texts with different subject content.
	20. Reading materials help learners to relate Arabic language learning to daily life.
Writing skills (WS)	21. The writing tasks are appropriate for improving students' writing skills.
	22. The textbook encourages the use of a process approach to writing.
Listening skills (LS)	23. The listening activities can help students to develop different listening skills.
	24. Listening materials are well-recorded.
	25. The textbook materials offer a great range of listening texts.
	26. Textbook activities can help students acquire a range of listening skills.
Speaking skills (SS)	27. The speaking tasks are appropriate for improving students' speaking skills.
	28. There are adequate materials for spoken Arabic (e.g. dialogues, role-plays, etc).
	29. The textbook includes adequate materials for pronunciation work practice.
Vocabulary (V)	30. The textbook incorporates sufficient materials for teaching vocabulary.
	31. The vocabulary items are appropriate for the students' level.
	32. The vocabulary items are systematically *graded (arranged) from simple to complex.
Grammar (G)	33. The main grammar items the textbook covers are appropriate for the students' level.
	34. The grammatical structures are presented inductively.
Language teaching methods (LTM)	35. The textbook uses multiple approach to teaching.
	36. The methods employed give more opportunities to students to speak rather than teachers.
	37. The methods used focus on fluency (smoothness of language use) rather than accuracy (correctness of language use).

Procedure

Stratified random sampling was conducted to identify the participants for both students and teachers. The adapted questionnaire was piloted with 3 students to seek improvement opportunities before implementing the questionnaire to the intended participants. Based on the

comments by the pilot study, the questionnaire was found to be understandable and there were no observed major corrections needed to be made.

After the intended participants were identified and invited to participate in the study, the questionnaire was then administered to the participants to collect their feedback on the effectiveness of L2T. The quantitative was compiled and analysed using JASP version 0.18.3.0 while the qualitative data was reviewed, tabulated and analysed using content analysis to answer the research questions.

4. Results and Discussion

In this section, we elaborate the results, discussion and limitation of this research and implications of the research.

Results

This sub-section we present the results of the research based on the RQs.

RQ1: What are the characteristics of the people using the L2T?

To answer RQ1, the participants were tabulated according to their demographics. The tabulation is presented in Table 2.

Table 2: Characteristics Of People Using L2t.

Demographics		Teachers	Students
Gender	Male	6	25
	Female	2	60
	TOTAL	8	85
Textbook used during SPM	Al-Arabiyyah Muasirah (LAM)		19
	Al-Lughah Arabiyyah (BA)		66
	TOTAL		85
Programmes	ARCOM		17
	BAR		20
	IRK		28
	LAW		14
	Sec307		6
	TOTAL		85

Table 2 showed that the female students were almost triple of the males but the opposite for the teachers. Most students used Al-Lughah Arabiyyah (BA) textbook during their SPM studies and quite distributed students in terms of their programmes. Sec 307 here refers to LAW students who used the L2T a semester before.

RQ2: What are the lecturers' and students' feedback on the LVL2 Arabic Language Textbook?

To answer RQ2, the mean for each aspect of L2T were calculated and presented in Table 3.

Table 3: Mean Score For Aspects Of L2t.

	N	Mean	SD	SE
PA&F	93	3.581	0.428	0.044
AM	93	3.495	0.661	0.069
C&T	93	3.649	0.472	0.049
E	93	3.645	0.481	0.050
A	93	3.667	0.496	0.051
SAF	93	3.699	0.547	0.057
RS	93	3.658	0.382	0.040
WS	93	3.634	0.490	0.051
LS	93	3.629	0.477	0.049
SS	93	3.548	0.555	0.058
V	93	3.667	0.431	0.045
G	93	3.656	0.460	0.048
LTM	93	3.427	0.565	0.059

The results showed the highest mean score is for the SAF elements (3.699) while the lowest is LTM (3.427). Generally, results showed that the teachers' and students' feedback on the L2T is positive in which the mean is greater than 3 for all aspects of the textbook.

**Table 4: Results of Whether The Means Are Greater Than 3.
One Sample T-Test**

	V	p
PA&F	3317.000	< .001
AM	2101.500	< .001
C&T	3430.500	< .001
E	2797.500	< .001
A	2816.000	< .001
SAF	2553.000	< .001
RS	3316.000	< .001
WS	2830.500	< .001
LS	3126.000	< .001
SS	2698.000	< .001
V	2908.000	< .001
G	2272.500	< .001
LTM	2522.000	< .001

Note. For the Wilcoxon test, the alternative hypothesis specifies that the median is greater than 3.

The results showed that all means are significantly higher than the middle point of 3 with $p < 0.001$, suggesting users of L2T rated high on its effectiveness as a language textbook.

RQ3: Is there any difference in the feedback on LVL2 Arabic language textbook, between gender?

To answer RQ3, the mean between males and females are compared as shown in Table 4.

Table 5: Comparison of Feedback On L2t Between Males And Females.

	Group	N	Mean	SD	SE
PA&F	Female	62	3.590	0.410	0.052
	Male	31	3.561	0.469	0.084
AM	Female	62	3.492	0.624	0.079
	Male	31	3.500	0.742	0.133
C&T	Female	62	3.667	0.464	0.059
	Male	31	3.613	0.495	0.089
E	Female	62	3.661	0.486	0.062
	Male	31	3.613	0.478	0.086
A	Female	62	3.694	0.456	0.058
	Male	31	3.613	0.573	0.103
SAF	Female	62	3.758	0.502	0.064
	Male	31	3.581	0.620	0.111
RS	Female	62	3.710	0.347	0.044
	Male	31	3.555	0.431	0.077
WS	Female	62	3.685	0.427	0.054
	Male	31	3.532	0.591	0.106
LS	Female	62	3.677	0.413	0.052
	Male	31	3.532	0.580	0.104
SS	Female	62	3.602	0.490	0.062
	Male	31	3.441	0.663	0.119
V	Female	62	3.737	0.373	0.047
	Male	31	3.527	0.508	0.091
G	Female	62	3.710	0.430	0.055
	Male	31	3.548	0.506	0.091
LTM	Female	62	3.452	0.567	0.072
	Male	31	3.376	0.569	0.102
OVERALL	Female	62	3.644	0.334	0.042
	Male	31	3.534	0.480	0.086

The results showed that for all aspects of L2T, the means are quite close between males and females. The highest distance observed between the scores of males and females is in the aspect of Vocabulary (V). An independent sample t-test was conducted and shown in Table 6.

Table 6: Results of Independent Sample T-Test Comparing Mean Difference Between Males And Females.

Independent Samples T-Test			
	t	df	p
PA&F	0.307	91	0.760
AM	-0.055	91	0.956
C&T	0.515	91	0.608
E	0.455	91	0.650
A	0.737	91	0.463
SAF	1.483	91	0.142
RS	1.869	91	0.065
WS	1.430	91	0.156
LS	1.390	91	0.168
SS	1.326	91	0.188
V	2.259	91	0.026
G	1.607	91	0.112
LTM	0.603	91	0.548
OVERALL	1.281	91	0.204

*

Note. Student's t-test.

The results showed that, there is significant difference between males and females in the aspect of Vocabulary (V) in which the females rated significantly higher than males. Overall, there is no significant difference of feedback on L2T between males and females.

RQ4: Is there any difference in the feedback on L2T, between teachers and students?

To answer RQ4, the mean between teachers and students are compared as shown in Table 7.

Table 7: Comparison of Feedback on L2t Between Teachers and Students

	Group	N	Mean	SD	SE
PA&F	Teacher	8	3.500	0.428	0.151
	Student	85	3.588	0.430	0.047
AM	Teacher	8	3.188	1.100	0.389
	Student	85	3.524	0.607	0.066
C&T	Teacher	8	3.625	0.415	0.147
	Student	85	3.651	0.479	0.052
E	Teacher	8	3.375	0.518	0.183
	Student	85	3.671	0.473	0.051
A	Teacher	8	3.438	0.496	0.175
	Student	85	3.688	0.494	0.054
SAF	Teacher	8	3.625	0.744	0.263
	Student	85	3.706	0.531	0.058
RS	Teacher	8	3.425	0.377	0.133
	Student	85	3.680	0.377	0.041
WS	Teacher	8	3.500	0.535	0.189
	Student	85	3.647	0.487	0.053

	Group	N	Mean	SD	SE
LS	Teacher	8	3.469	0.589	0.208
	Student	85	3.644	0.467	0.051
SS	Teacher	8	3.292	0.603	0.213
	Student	85	3.573	0.548	0.059
V	Teacher	8	3.583	0.527	0.186
	Student	85	3.675	0.424	0.046
G	Teacher	8	3.625	0.443	0.157
	Student	85	3.659	0.464	0.050
LTM	Teacher	8	3.083	0.611	0.216
	Student	85	3.459	0.554	0.060
OVERALL	Teacher	8	3.436	0.433	0.153
	Student	85	3.624	0.384	0.042

The results showed that for all aspects of L2T, the means are quite close between the teachers and students. The highest distance observed between the scores of teachers and students is in the aspect of Language Teaching Method (LTM). An independent sample t-test was conducted and shown in Table 8.

Table 8: Results of Independent Sample T-Test Comparing Mean Difference Between Teachers and Students.

Independent Samples T-Test				
	t	df	p	
PA&F	-0.555	91	0.580	
AM	-1.381	91	0.171	
C&T	-0.148	91	0.883	
E	-1.678	91	0.097	
A	-1.372	91	0.173	
SAF	-0.398	91	0.692	
RS	-1.829	91	0.071	
WS	-0.810	91	0.420	
LS	-0.994	91	0.323	
SS	-1.374	91	0.173	
V	-0.570	91	0.570	
G	-0.198	91	0.844	
LTM	-1.818	91	0.072	
OVERALL	-1.307	91	0.194	

Note. Student's t-test.

The results showed that there is no significant difference between teachers and students in all the aspect of L2T. Despite having the highest mean difference in the aspect of LTM, it was found that the difference between teachers and students were not statistically significant.

RQ5: Is there any difference in the feedback on L2T, between students of different programmes?

To answer RQ5, the mean between students of different programmes is compared as shown in Table 9.

Table 9: Comparison of Feedback On L2t Between Teachers And Students.

Programme	N	Mean	SD	SE
ARCOM	17	3.715	0.357	0.087
BAR	20	3.615	0.345	0.077
IRK	28	3.623	0.410	0.078
Law	14	3.521	0.441	0.118
Quranic Lvl2 Sec307	6	3.635	0.383	0.156

The results showed that ARCOM students rated the highest mean for the effectiveness of L2T (3.715) while LAW students rated the lowest (3.521). An ANOVA test was conducted and shown in Table 10.

Table 10: Results of Anova Test Comparing Mean Difference Between Programmes.

ANOVA - OVERALL

Cases	Sum of Squares	df	Mean Square	F	p
Which programme are you in?	0.550	5	0.110	0.713	0.615

Note. Type III Sum of Squares

The results showed that there is no significant difference between students of different programmes in all the aspect of L2T. Despite having the highest mean difference between ARCOM and LAW students, it was not statistically significant.

RQ6: Is there any difference in the feedback on LVL2 Arabic language textbook, between students who used different textbook during SPM?

To answer RQ6, the mean between students who used Al-Arabiyyah al-Mu'asirah (LAM) textbook during SPM and students who used Al-Lughah al-Arabiyyah (BA) are compared as shown in Table 11.

Table 11: Comparison of Feedback On L2t Between Students Who Used Lam And Ba During Spm.

	Group	N	Mean	SD	SE
PA&F	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.505	0.434	0.100
	Al-lughah al-Arabiyyah (BA)	66	3.612	0.429	0.053
AM	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.526	0.456	0.105
	Al-lughah al-Arabiyyah (BA)	66	3.523	0.647	0.080
C&T	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.614	0.621	0.143
	Al-lughah al-Arabiyyah (BA)	66	3.662	0.436	0.054
E	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.526	0.565	0.130
	Al-lughah al-Arabiyyah (BA)	66	3.712	0.439	0.054
A	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.553	0.550	0.126
	Al-lughah al-Arabiyyah (BA)	66	3.727	0.474	0.058
SAF	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.684	0.582	0.134
	Al-lughah al-Arabiyyah (BA)	66	3.712	0.519	0.064

	Group	N	Mean	SD	SE
RS	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.663	0.411	0.094
	Al-lughah al-Arabiyyah (BA)	66	3.685	0.370	0.046
WS	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.447	0.550	0.126
	Al-lughah al-Arabiyyah (BA)	66	3.705	0.456	0.056
LS	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.566	0.478	0.110
	Al-lughah al-Arabiyyah (BA)	66	3.667	0.465	0.057
SS	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.456	0.569	0.131
	Al-lughah al-Arabiyyah (BA)	66	3.606	0.542	0.067
V	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.614	0.434	0.100
	Al-lughah al-Arabiyyah (BA)	66	3.692	0.423	0.052
G	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.553	0.497	0.114
	Al-lughah al-Arabiyyah (BA)	66	3.689	0.454	0.056
LTM	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.386	0.475	0.109
	Al-lughah al-Arabiyyah (BA)	66	3.480	0.576	0.071
OVERALL	Al-Arabiyyah al-Mu'asirah (LAM)	19	3.546	0.405	0.093
	Al-lughah al-Arabiyyah (BA)	66	3.646	0.378	0.047

The results showed that for all aspects of L2T, the means are quite close between students who used LAM and BA. The highest distance observed between the two is in the aspect of Writing Skills (WS) in which the mean difference is 0.258. An independent sample t-test was conducted and shown in Table 12.

Table 12: Results of Independent Sample T-Test Comparing Mean Between Students Who Used LAM And BA.

Independent Samples T-Test			
	t	df	p
PA&F	-0.953	83	0.343
AM	0.023	83	0.982
C&T	-0.379	83	0.706
E	-1.521	83	0.132
A	-1.365	83	0.176
SAF	-0.201	83	0.841
RS	-0.220	83	0.827
WS	-2.068	83	0.042*
LS	-0.829	83	0.410
SS	-1.051	83	0.296
V	-0.703	83	0.484
G	-1.133	83	0.260
LTM	-0.648	83	0.519
OVERALL	-0.995	83	0.323

Note. Student's t-test.

The results showed that there is no significant difference of feedback on L2T between students who used LAM and BA in SPM. The results suggested that students' experience of their previous textbook did not differentiate their evaluation of L2T.

RQ7: What are the themes of feedback by students and teachers on the L2T?

To answer RQ7, all qualitative data was compiled, reviewed and themes of comments were identified and counted. The result is presented in Table 13.

Table 13: Themes from teachers' and students' feedback.

Code	Theme	Count
1.US	Unspecified feedback	19
2. CEFR	CEFR related	1
3. SKILL	Related to reading/ writing/ speaking/ listening	4
4. MAT	Related to material	3
5. TEACH	Related to teaching	1
6. LEARN	Related to learning	4
7. ORGAN	Related to organisation	6
8. ATTRACT	Related to attractiveness	5
9. SUIT	Related to suitability to students' level	5
TOTAL		48

Results showed that from the 48 comments retrieved, there were 9 themes identified based on the qualitative feedback on the L2T by the teachers and students. The highest count of theme is unspecified feedback (n=19), followed by feedback related to organization of the textbook (n=6), attractiveness (n=5) and suitability (n=5).

5. Discussion

The research findings indicated that generally the teachers' and students' feedback on L2T is positive in all aspects. There were little to no differences between gender, role, previous textbook used and programme when it comes to the feedback. The feedback indicated that the textbook may need to be improved in terms of its attractiveness and accompanying materials. This may be because it is printed in black and white for cost efficiency and the abundant time available in classroom which may not require much accompanying materials being covered.

Limitations

We acknowledge that the sample turnout was slightly below the minimum required for stratified random sampling which is 166 participants. However, since the research participation was voluntary, little can be done to control this, and we made the best use of what was available. Future research can use data from earlier semesters to get the right amount of sample size for the study or employ a different method of data collection such as interview to explore different kinds of feedback by teachers and students.

Implications Of the Research

The findings of this study impacted the future quality of the textbook as it has identified the areas for improvement. Consequently, this will improve the quality of the teaching and learning experience by lecturers and students for the related course.

6. Conclusion

This study has provided an overall understanding of the feedback by teachers and students on the L2T. We suggest that the department managing the textbook to improve its attractiveness by adding more visual content and more accompanying materials such as online resources linked to the textbook.

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