

The Effectiveness of Teaching According to Appleton Constructive Analytical Model in Literary Taste

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Abstract: The aim of the current research is to know the effectiveness of teaching according to Appleton Analytical Constructive Model in literary taste. In order to achieve the research goal, the researchers randomly select Al Jihad prep school for boys, and by random drawing method, they chooses Class A to represent the experimental group which studies Reading according to the Appleton Analytical Constructive Model, and Class B to represent the control group that studies Reading in the traditional method. The whole sample consists of 60 students, at the rate of 30 students in each group. The researchers conduct parity between the two groups in the following variables: the age of the students calculated by months, the academic achievement of the parents, the academic achievement of the mothers, and their level of literary taste. The researchers determine the subjects that are studied during the experiment period after presenting these subjects to an elite group of experts and specialists. The researchers prepare teaching plans for the subjects to be taught during the experiment period. Two model plans are presented to a group of experts and specialists in order to know their validity and suitability. The researchers themselves teach the two research groups during the experiment period and after the end of the experiment the researchers applied the literary taste test to the students of both groups. The researchers used the following statistical means: (T-Test) with two independent samples, Kay square, and Pearson correlation coefficient. After analyzing the results, the researchers found the following: students of the experimental group who studied Reading using Appleton Analytical Constructive Model surpassed the students of the control group who studied Reading in the traditional method in the literary taste test. It was concluded that the students responded positively to Appleton Analytical Constructive Model in teaching and interacted with it through the results obtained. The researchers gave a number of recommendations, including the necessity of using Appleton Model in teaching Reading, because of its role in improving the literary appreciation of students. The researchers also gave a number of suggestions, including: Conducting a similar study in other variables such as achievement, information and retaining

Keywords: Effectiveness of Teaching, Appleton Constructive Analytical Model, Literary Taste

I. INTRODUCTION

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1.1 The problem

It has been noticed that there is a decline in the artistic taste for Arab poetry and prose these days, despite the fact that literary taste is one of the faculties through which the learner senses all aspects of language and it enables him to realize the accuracy of meanings of the literary text, understand its structures and connotations, determine the value of graphic images in it, delineate its innovative phrases and analyze its style (Badran, 2008:76)

One of the important issues in public education is to improve the artistic taste, and it is time for teachers to play their role in uplifting and nurturing taste by creating the conditions that train students to practice it in various sciences, arts and accessible experiences, regardless of their specialties. Taste is a general issue of interest to those involved in education, media, and institutions that serve the public at large. (Al-Bassiouni, 1987: 285)

On this basis and as an attempt to address this problem, the researchers decided to choose Appleton Analytical Constructive Model in teaching Reading in order to address the weakness in literary taste.

1.2 Significance of the Study

1. The significance of the Arabic language as the language of the Holy Quran.
2. The significance of Reading lesson as it is the vast field for developing Arabic language skills.
3. The significance of Appleton Analytical Constructive Model, as it allows students themselves to build their knowledge by going through many experiences that lead to building subjective knowledge in their minds. (Attiya, 2015: 345)
4. The development of artistic taste makes the reader feel the appearances of beauty and creativity in the readable text.
5. The significance of the preparatory stage as the cornerstone upon which the university stage rests, for those who decide to continue studying.
6. Giving Benefit to Arabic language teachers and researchers through the study results, and encouraging them to apply these teaching methods.

1.3 Aims of the Study

The study aims at Knowing the effectiveness of teaching according to Appleton Analytical Constructive Model in literary taste for fifth-grade students.

1.4 The Hypothesis

To achieve the study goal, the researchers imposed the following hypothesis: There is no statistically significant difference at the level of 0.05 between the average scores of students studying Reading according to Appleton Analytical Constructive Model and the average scores of students studying Reading in the traditional method in the literary taste test.

1.5 The Limitations

The study is limited to:

1. A sample of fifth-grade secondary and preparatory school students in Babylon City Center for the academic year 2016-2017.
2. A number of topics in Reading book for the fifth grade.

1.6 Definition of Terms

1. Appleton Analytical Constructive Model

As defined by Qarni: It is a model that is based on constructive theory in knowledge, and it works to transfer educational supports from the theoretical formula into applied in practice. This model focuses on the role of the teacher and students during the process of constructive education. (Qarni, 2013: 169)

2. Procedural definition: It is a set of interconnected steps that the teacher takes with his students through revealing students 'previous experiences and building new experiences based on previous experiences.

3. Literary Taste

As defined by Ibrahim: that artistic sense upon which the evaluation of the literary work depends and shows its faults and advantages (Ibrahim, 1968: 273)

2. The Theoretical Background

This Section includes review of literature and presentation of two previous studies.

2.1 Appleton Analytical Constructive Model

This model is based on structural theory, especially Piaget's theory. Appleton has attempted to demonstrate the interrelated factors, defined them, and he worked to find the cognitive supports between theory and practice, especially between students and the teacher on the one hand and between the students themselves on the other hand. He worked on converting educational supports from the theoretical formula to the applied formula by practice. (Attiya, 2015: 345-346)

2.1.1 Steps of Implementing Appleton Analytical Constructive Model

The steps of implementing Appleton Analytical Constructive Model are the following:

1- Sorting the student's ideas

Before starting to present the learning content, the ideas that students possess are identified and this step represents the learning point in the constructive model through various methods, including survey questions. In light of the results, experiences are organized in the form of ideas and knowledge systems that can be used and referred to when interpreting new events and experiences that are presented to students because they then give a comprehensive idea of how the learner sees the world and how he explains the events of that science and the behavior it practices.

2. Processing information

In this step, students are actively trying to find the best explanation for the phenomenon or situation to use in building a meaning for the knowledge or the new experience through their cognitive schemes and their analysis of the components of knowledge and their memories of the new event, the experience provided, or the observed experience.

processing information can take multiple images, such as representation and compatibility to acquire knowledge, in which a distinction is made between two types of deep and shallow treatments, so learners with deep treatments provide images "for behaviors that reflect these treatments, such as using new simulations or balancing information with the basic idea or creating new paths to link the information with multiple dimensions. Students with surface treatments focus on sensory aspects of events without a passion for seeking to explain them.

Appleton believes that there are three possibilities that can result from processing information:

- A perfect match in the cognitive structure of students and the ideas contained in the new education, and if this occurs, it leads to a state of satisfaction with the student.
- A match may satisfy students and may lead to more.
- There is a knowledge conflict that some students may ignore, but it pays those with a desire to learn, seeking to search for more details and reaching the appropriate idea.

3- Information exploration

In this step, students who have not been able to provide complete answers about the situation need to be called scaffolds that are hints or part of the information that helps them to reach full answers through research and exploration. Thus, the role of the teacher at this stage represents the supporter who helps the students to search for an answer, by

providing them with the research keys. This exploration process as seen by the model designer is done in more than one way, including scientific presentations by students or their ideas, educational materials available in the learning environment, and the ideas of other students and comrades.

4- The building of knowledge among students is contextual in the sense that it is governed by the context in which knowledge is contained. Therefore, the scaffolds provided by the teacher and received by students represent the societal context of the lesson and have different forms that may be verbal or provide ideas similar to what is in the students' memory or draw attention to the phenomena observed in the situation (Al-Ajrash, 2015: 346-348)

II. REVIEW OF LITERATURE

2.2.1 Jinani Study (2013) (the Effectiveness of a Proposed Educational Program According to the Constructive Theory in Developing Reading Comprehension Skills and Written Expression among Fifth Graders)

This study was conducted in Iraq \ Baghdad University \ College of Education \ Ibn Rushd. It aimed to know the effectiveness of a proposed educational program according to structural theory in developing reading comprehension skills and written expression for fifth graders. The researcher adopted the experimental approach to know the effectiveness of the proposed educational program. He used an experimental design with two experimental and control groups and used a pre and posttest. The sample consisted of 59 students from Al-Murtada Preparatory School for Boys in the General Directorate of Education in Maysan. The sample was divided into two experimental groups consisting of 29 students Which was studied according to the proposed educational program, and the control group consisted of 30 students who studied according to the usual method. The researchers prepared a test to measure reading comprehension skills consisting of 22 items. Verification of validity and reliability and its difficulty factor and its distinctive strength. For the Written Expression Test, the researchers prepared a questionnaire consisted of 6 expressive topics presented to a group of experts and specialists in the curricula of the Arabic language and its methods of teaching. Then he chooses a single expressive subject to measure the sample skills of written expression. The statistical methods used by the researchers are (T-test for two independent and related samples). As for his findings, they are:

- 1- The experimental group students outperformed the control group students in the reading comprehension skills test.
- 2- The experimental group students outperformed the control group students in the written expression skills test.
- 3- The presence of a statistically significant difference between the pre and posttest of the experimental group in the interest of the posttest in developing reading comprehension skills.
- 4- There is a statistically significant difference between the pre and posttest of the experimental group in the interest of the posttest in developing written expression skills. (Jinani, 2013)

2.2.2 Al-Hussaini Study (2015) (Effectiveness of an Educational Program According to the Constructive Theory, the Achievement of Geography and Cognitive Motivation among Fifth Graders)

This study was conducted in Iraq / Baghdad University / College of Education / Ibn Rushd.
the study aimed at:

1. Building an educational program according to the structural theory.
2. Knowing the effectiveness of the educational program in achieving the subject of geography and the cognitive motivation among students of the fifth graders. The researchers adopted two approaches to achieve the goals, namely: the descriptive approach of building the educational program, and the experimental approach in identifying the effectiveness of the educational program in achieving the subject of geography. The sample consisted of 61 students in Al Thawra preparatory School for boys in Babylon Governorate, 31 students in the experimental group and 30 students in the control group.

The researchers adopted an experimental design of the partial control and a post-test for both the experimental and the control groups. The researchers conducted parity for the two groups in a number of variables, including (time, age calculated by months, academic achievement of parents, intelligence, previous knowledge in geography, cognitive motivation, and academic achievement of the previous year (2013-2014).

The researchers themselves taught the two groups for an entire academic year. To measure the dependent variables, the researchers prepared two tools, the first was an achievement test consisting of two questions: The first one was multiple choice objective question consisting of 48 items to measure the levels of (knowledge, understanding, and application).

The second one was an essay writing question consisting of 12 items to measure the levels of (analysis, composition, and evaluation).

As for the second tool, it was the cognitive motivation scale consisting of 50 items distributed in five fields. The researchers applied these two tools at the end of the experiment after verifying their psychometric properties. As for the statistical methods used by the researchers, it was the T-test for two independent samples. At the end of his experiment, the researchers reached the following results: There is a statistically significant difference between the mean scores of the two groups in the achievement test for the experimental group. There is also a statistically significant difference between the mean scores of the two research groups in the cognitive motivation in favor of the experimental group. (Al-Hussaini, 2015)

2.2.3 Balancing the previous studies

After presenting the above studies, it became clear to the researchers that:

1. The goals of the previous studies varied by the variation of their problems. Jinani study (2013) aimed at knowing the effectiveness of a proposed educational program according to the structural theory in developing reading comprehension skills and written expression for fifth-grade students. While Al-Hussaini study (2015) aimed at knowing the effectiveness of an educational program according to the constructive theory in the achievement of geography and cognitive motivation for fifth students. The present study aimed at identifying the impact of the Appleton analytical constructive model in literary taste.

2. Previous studies agreed with the current study in the place of their conduct, as all of them were conducted in Iraq.

3. The previous studies that were presented used the experimental method and accordingly they were consistent with the method of the current study.

4. The previous studies had similarities in the experimental design that they adopted, which was characterized by partial control of the post-test, and accordingly they were compatible with the current study.

5. The numbers of the samples in the previous studies were very close, so they were 59 students in the study of Jinani , and 60 students in the study of Al-Hussaini, while the current study is 60 students.

6. Previous studies agreed with the current study in the method of selecting the sample, which is the random method.

7. Previous studies agreed with the current study in the study stage that it covered, which is the secondary stage.

8. Most of the previous studies conducted parity operations between the groups, and the variables in which parity occurred varied between the academic achievement of the academic subject and the academic achievement of the parents. As for the current study, the researchers have sufficed between the two groups in the following variables: the age of the students calculated by months, the academic achievement of the parents, and the level of students in literary taste.

9. The Previous studies varied in the statistical means used. In analyzing their data, they relied on statistical means, including: T-test, Pearson correlation coefficient, Chi-square, difficulty coefficient equation, paragraph discrimination

equation, non-parametric testing, and alpha-Kronbach equation. As for the current study, the methods have been adopted the following statistics: Kay square, T-test for two independent samples, and Pearson correlation coefficient.

2.4 The Significance of Previous Studies

The researchers have benefited from the previous studies in the following aspects:

1. Determining the goal of the research.
2. Relying on experimental design appropriate to the conditions and objectives of the current research.
3. Sampling the identification method.
4. Conducting parity procedures between the two research groups in a number of variables.
5. Determining the appropriate measurement tools for the research variables.
6. Choosing the appropriate statistical means for the current research procedures and objectives.
7. Analyzing and interpreting the current research results.
8. Having seen the relevant sources for the current research topic.

III. RESEARCH METHODOLOGY AND PROCEDURES

3.1 The experimental design

The experimental design is considered as the researcher's strategy by which s/he can collect the necessary information and set the factors or variables that can affect this information, and the accuracy of the results depends on the type of experimental design chosen. The experimental design benefit is manifested in that it overcomes the difficulties and obstacles that the researcher faces when conducting statistical analyses after the experiment. (Van Dalen, 1985: 96)

The researchers choose the experimental design with partial control, as shown in Table (1), because it is more suitable for the research procedures

Table (1)
The Experimental Design

The Group	Independent variable	Dependent variable	the tool
The Experimental Group	Appleton Model	Literary Taste	Literary Taste Test
The Control Group	Traditional method		
Calculating the difference between the results of the two groups in the literary taste test			

It is clear from the table above that the design consists of two groups. One of them is the experimental group which exposes to the independent variable (Appleton Model). The other group is the control group which does not expose to the independent variable. Then the researchers conduct a final test for the two groups in literary taste and calculates the difference between the results of the two groups.

3.2. Research Community and the Sample

3.2.1. Research Community

The current research community includes secondary and preparatory schools for boys in Babylon Governorate during the academic year 2016-2017 which includes two sections for the fifth grade.

3.2.2. The Sample

The study sample is part of the original research community, which is chosen in different ways, in a way that represents the original community. The sample should achieve the research objectives and keeps the researchers away from the hardship of studying the original community in full. The current sample is divided into:

- The School Sample: the researchers choose Al jihad preparatory School for boys randomly (by using the simple random drawing method).
- the Students Sample: the total number of the sample is 60 students, 30 students for the experimental group, and 31 students for the control group.

3.3. Equivalence of the two research groups

The researchers were so keen, even before the beginning of the experiment, on the statistical equivalence of the two research groups in some of the variables that may affect the integrity of the experiment.

These variables are:

- The student's age calculated in months.
- Academic achievement of parents.
- Academic achievement of mothers.
- Literary Taste

3.4. Control of Foreign (Non-Experimental) Variables

The researchers tried to control some non-experimental variables that might affect the integrity of the experiment because controlling it leads to better results. These variables are:

- Experimental extinction.
- Conditions of experience and accompanying incidents.
- Differences in sample selection.
- Measurement Tool.
- The effect of experimental procedures.

3.5. Determining the Scientific Material

The researchers determined the scientific material that would be taught to students of the two research groups during the experiment, namely: ten topics from the book of reading to be taught to students of the fifth grade.

3.6. Formulating Behavioral Goals

The researchers formulated 80 behavioral goals depending on the general objectives and the content of reading topics to be studied in the experiment. They distributed at the six levels in the cognitive domain of Bloom's taxonomy (knowledge, understanding, application, analysis, synthesis, and evaluation). In order to verify its suitability and content, the researchers presented them to a group of experts specializing in the Arabic language and its teaching methods and in educational and psychological sciences.

After analyzing the experts' answers, the researchers accepted all the goals, as the calculated Kay value was greater than the tabular. Thus the number of behavioral goals remained 80 goals in their final form, with 20 behavioral goals for the level of knowledge, 20 behavioral goals for the level of understanding, 8 behavioral goals for the level of application, 13 behavioral goals for the level of analysis, and 5 Behavioral goals for the level of synthesis, and 14 behavioral goals for the level of evaluation.

3.7. Preparing Teaching Plans

For the experimental group, the researchers prepared plans using Appleton Model, while for the control group, they prepared plans in the traditional method.

The researchers presented two of these plans to a group of experts and specialists in the Arabic language and literature, methods of teaching, and teachers of the Arabic language. The reason behind doing so is to benefit from their

opinions, observations and suggestions for the purpose of improving the formulation of these two plans, and to make them sound. In light of what the experts showed, some amendments were made to these two plans and they were ready for implementation.

3.8. Conducting the Experiment

After completing the requirements of the experiment, the researchers began applying the experiment by teaching one lesson per week for each group, they taught the experimental group using Appleton Analytical Constructive Model and taught the control group according to the traditional method.

3.9. Research tool

3.9.1. Literary Taste Test

The process of measuring literary taste requires the presence of a tool and this tool is the test, so the researchers examined the literature and previous studies in this field and found a test in literary taste prepared by one of the researchers • (Al-Fatlawi, 2014: 66-70), and the researchers approved it after presenting it to a group of specialists in The Arabic language and its teaching methods. The test was characterized by being a recent test, and the society in which the test was applied is the same as the fifth-grade research community, and the researchers who prepared the test have taken into account its sincerity, reliability, and psychometric characteristics.

3.9.2. The pilot Test

The researchers applied the literary taste test to a sample consisting of 46 students from Al-Faiha Preparatory School for boys. From applying the test, the researchers aimed at knowing the clarity of the test items and the time required. After applying the literary taste Test to the sample, it was found that the test items were clear to the students and that the time required for the test is 45 minutes.

3.9.3. Final Test

The researchers applied the literary taste test to the students of the two research groups, and when applying the test, the following were taken into account:

- The researchers themselves supervised on the application of the test.
- Explaining and clarifying the test instructions.
- Conducting the test at the same time.
- Conducting the test in two adjacent classrooms for easy control.

3.9.4. The consistency of the Test Correction

To verify the consistency of the test correction, the researchers randomly selected 15 answer sheets from the two research groups and extracted the correction stability of the test in two ways.

3.9.4.1. Consistency over time

To find the consistency of the test correction over time, the researchers corrected the answer sheets. After two weeks, they corrected them again and by using the correlation coefficient (Pearson), the degree of consistency between the researchers' correction reached 0.92.

3.9.4.2. Consistency with another corrector

To find the consistency with another corrector, the same answer sheets were corrected by another corrector and it was agreed with him to withhold the score and not to place signs and marks on the answer sheets to reduce the effect of the corrector. By using the correlation coefficient (Pearson), the degree of consistency between the researchers' correction and the other corrector's correction was 0.85.

3.10. Statistical Means

The researchers used two-term T-test for two independent samples, Kay square and Pearson correlation coefficient as statistical means to deal with the data.

IV. PRESENTATION AND INTERPRETATION OF RESULTS

This section includes a presentation of the research results by balancing the average score of the students of the experimental group, the average score of the students of the control group in the literary taste test, and knowing the statistical significance of the difference between the average scores of the two groups in the mentioned variable as follows:

4.1. The results

To find out the significance of the difference between the average scores of students of both groups in the literary taste test, the researchers used the T-test equation for two independent samples. The results are shown in Table (2)

Table (2)

Arithmetic mean, variance, T (calculated and tabular) values, and statistical significance for the scores of the two research groups in the literary taste test

In Table (2), it is noted that the average score for students of the experimental group is 76.6, the average score for students of the control group is 70.5, the difference between them is statistically significant at a level of significance 0.05 and a degree of freedom 58. The calculated T value 3,866 is greater than the tabular value which is 2 therefore the

The Group	Number	The Average	Variance	Degree of Freedom	T Value		Statistical significance at the level of 0.05
					Calculated	Tabular	
Experimental	30	76.6	10.793	58	3.866	2	Statistically Significant
Control	30	70.5	9.227				

experimental group outperformed the control group in literary taste.

Through what has been shown, it is clear that the experimental group students who studied the reading subject according to Appleton Analytical Model surpassed the control group students who studied the composition subject according the traditional method in the literary taste test, and thus the null hypothesis is rejected, and the alternative hypothesis is accepted:

There is a statistically significant difference at the level of 0.05 between the average scores of students of the experimental group who study Reading using the Appleton Model and the average scores of students of the control group who study Reading according to the traditional method in the literary taste test for the benefit of the experimental group.

4.2. Interpreting the Results

In the light of the results presented, the researchers believe that the reason for the superiority of the experimental group that studied Reading by using literary taste over the control group that studied Reading in the traditional method is due to the following:

1. Teaching students the subject of Reading using Appleton Model made the role of the student more active in different circumstances from the routine situations that are practiced in the regular classroom school conditions. These conditions in which the student is usually considered as a basic recipient whose educational activities are focused on simple mechanical and mental processes to deal with the readable texts, and this explains the superiority of experimental group students.
2. Teaching students the subject of Reading using Appleton Model helped improving students' abilities in literary taste. This may be due to the fact that Appleton Model made them think about the dimensions and implications of the lesson.
3. Teaching students the subject of Reading using systematic Reading contributed to increasing students' motivation towards learning

V. CONCLUSIONS, PEDAGOGICAL RECOMMENDATIONS AND

Suggestions

5.1. Conclusions

In light of the results shown by the current paper, one can conclude the following:

1. The students responded to Appleton Model in teaching and interacted with it, and the results supported this fact.
2. The students are eager for new teaching methods and techniques, especially those that stimulate their motivation and make them active in the teaching process and feel board with rigid routines.
3. The process of getting any piece of information by the student him/herself establishes and keeps the information in his/her mind for a longer period of time, and this is what the teaching according to Appleton Model achieved and reflected in the students' results in the test.
4. The use of Appleton Model is successful when applied to teaching the subject of Reading.
5. The development of literary taste is possible in light of the availability of correct pedagogical methods and techniques with an empowered teacher.

5.2. Pedagogical Recommendations

The study may be of some importance teaching the subject of Reading by applying Appleton Model. Thus, the following points may be taken into consideration:

1. Using Appleton Model in teaching the subject of Reading is necessary because of its role in improving the literary taste of students.
2. Giving the study of Reading a distinct importance that is commensurate with the position of Reading among other branches of the Arabic language and not considering it as another lesson for another branch of Arabic, or another lesson for a subject other than the Arabic language.
3. Holding seminars for teachers to demonstrate the importance of using Appleton Model and its effect in achieving the desired goals of teaching the subject of Reading.

5.3. Suggestions

The following studies can be conducted for further investigation:

1. A similar study on fifth-grade female students in the subject of Reading can be carried out because the current study is limited to male ones.
2. A similar study on other grades of the preparatory stage can also be conducted.
3. A similar study in other variables such as achievement and information retention can be carried out.

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