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**The Effectiveness of a Suggested Unit Based on  
Enrichment Activities on Developing Achievement  
in English Language of Secondary Stage Students**

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**Sami Mohammad Hassan Al Ghamdi**

### **Introduction:**

English is acknowledged as the dominant language of communication in the age of globalization and technology. Therefore, teaching English as a foreign or second language becomes vital in order to help the new generation cope with the vast changes and challenges of this age, Al-Yami (2008).

Teaching may start from a study of what teachers do, but it cannot end there. For it is not the case that teaching is simply what teachers do. Of all the activities of education, teaching may well be the most comprehensive and the one we most readily associate with education. It cannot be ignored in any philosophy of education, Green (1971).

Communication is a two-side process; a message cannot be communicated unless there is someone to receive it. That's indicating the relation between the reading and writing which are English language skills.

Serafini (2004) said that reading is one of the four language skills that require special attentions, as a receptive language process. Reading isn't congenital thing that is born with person but it is a skill or an ability that can be acquired by learning or training. Also, reading is an interaction between a reader and a text. Reading doesn't occur in a vacuum but it is done for a purpose to achieve some goals. The goal of all readers is to understand what they read.

Writing is not a simple process but it is a complex one, and that can lead to learners frustration, Jarvis (2000) asserts that many students do not enjoy writing because they feel that if they cannot do it correctly the first time they will never get it right. Al-Ghamdi (2012) found that it is necessary to provide a supportive environment for the EFL learners.

These skills need activities to practice. Students need that rich and relax environment to learn the materials which they like to read and write and whenever they prefer to do that activities. This type of freedom given to students gives them the opportunity to learn without fair of errors and practice to perfection.

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**Statement of the Problem:**

The problem of this study was what the researcher notice in his work as a teacher of language, that there is lack of English language achievement of secondary stage students. Thus, the statement of the problem was determined in the following major question:

What is the effectiveness of a suggested unit based on enrichment activities on developing achievement in English language of secondary stage students?

**Questions of the Study:**

This study aimed at answering the following major question: What is the effectiveness of a suggested unit based on enrichment activities on developing achievement in English language of secondary stage students?

This major question was divided into the following sub-questions:

1. What are the most appropriate enrichment activities for 3<sup>rd</sup> secondary stage students?
2. What is the effectiveness of a suggested unit based on enrichment activities on developing achievement at knowledge level of 3<sup>rd</sup> secondary stage students?
3. What is the effectiveness of a suggested unit based on enrichment activities on developing achievement at comprehension level of 3<sup>rd</sup> secondary stage students?
4. What is the effectiveness of a suggested unit based on enrichment activities on developing achievement at application level of 3<sup>rd</sup> secondary stage students?
5. What is the effectiveness of a suggested unit based on enrichment activities on developing achievement at the total levels of 3<sup>rd</sup> secondary stage students?

**Objectives of the Study:**

1. Identify the most appropriate enrichment activities for 3<sup>rd</sup> secondary stage students.
2. Investigate the effectiveness of a suggested unit based on enrichment activities on developing achievement at knowledge level of 3<sup>rd</sup> secondary stage students.
3. Investigate the effectiveness of a suggested unit based on enrichment activities on developing achievement at comprehension level of 3<sup>rd</sup> secondary stage students.

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4. Investigate the effectiveness of a suggested unit based on enrichment activities on developing achievement at application level of 3<sup>rd</sup> secondary stage students.
  5. Investigate the effectiveness of a suggested unit based on enrichment activities on developing achievement at the total levels of 3<sup>rd</sup> secondary stage students.

**Significance of the Study:**

1. Direct the attention of EFL teachers and learners towards the effectiveness of enrichment activities in teaching English.
2. Provide a teacher's guide that helps teachers to use enrichment activities in teaching an unit of 3<sup>rd</sup> secondary stage English language course, 2<sup>nd</sup> term.
3. Investigate the effectiveness of enrichment activities in teaching English for secondary stage students.
4. Help secondary stage students to improve their achievement through enrichment activities in learning English language.

**Limitations of the Study**

1. A random sample of 3<sup>rd</sup> secondary stage male pupils from one of King Fahad secondary schools in Al Baha District.
2. Unit four in the English language book of 3<sup>rd</sup> secondary stage (English for Saudi Arabia) in the 2<sup>nd</sup> term of the academic year 1434-1435 H.
3. Measuring English language achievement at the following levels: (knowledge, comprehension and application).
4. Using Enrichment activities that includes (Mind-map, What a story, Scanning, Skimming for the main idea, Context clue).

**Instruments of the Study:**

1. A questionnaire on enrichment activities used to determine the most appropriate enrichment activities of 3<sup>rd</sup> secondary stage students.
2. A pre / post achievement test.
3. A unit based on enrichment activities.

**Procedures of the Study:**

1. Reviewing the literature related to enrichment activities and developing achievement.
2. Constructing and distributing the questionnaire to determine the most suitable enrichment activities for 3<sup>rd</sup> secondary stage students.
3. Identifying the lessons that are included in the selected unit and redesigning them by using enrichment activities.

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4. Preparing the teacher's guide that shows the procedures for teaching the lesson by using enrichment activities.
  5. Selecting the participants for the study and dividing them according to the design of the study.
  6. Preparing achievement test and establishing its validity and reliability.
  7. Pre- administering achievement test to the groups of the study.
  8. Teaching the unit for the experimental group by using enrichment activities and to the control group by using traditional method.
  9. Post- administering achievement test to the groups of the study.
  10. Processing the results of the study groups statistically by using the computerized Statistical Package for Social Science (SPSS).
  11. Discussing the results and providing concluding, recommendations and suggestions for future research.

**Definition of Terms:**

**Effectiveness:** Alagani & Aljaml (1996) defined it as “ It is a desirable effect or expected effect to happen for achieving a goal or certain goals”(p.83).

The researcher adapted Alagani & Aljaml’s definition that it is a desirable and expected effect to happen for achieving certain goals.

**Enrichment Activities:** Almaihi (2003) defined Enrichment as “the term enriching generally indicates to do an act or do a great value behavior or prominent importance in a particular field and enriching teaching indicates to provide students with non-traditional educational activities and non-routine academic units which aim to intensify their knowledge and deepen their experiences”.( p.3 )

Frasier & Carland (1982) defined Enrichment as “Enrichment practices are intended to increase the breadth and depth of students’ learning experiences that may include special assignments, independent study, small group work, and other adaptations of routine school processes”.

The researcher defined Enrichment activities as expanding on students’ learning in way that differ from the methods used during the classes. They often are interactive and project focused. They enhance a student’s education by non-traditional educational activities.

**Achievement:** Alagani & Aljaml (1996) defined it as “The extent of Students' understanding of what they have done in a certain experiences through academic courses and is measured by students' obtained score in achievement tests prepared for this purpose”.( p.47)

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The researcher meant by achievement in the present study is the degree of knowledge and proficiency exhibited by the students' score test within the EFL course that they study.

**Review of Literature and Related Studies:**

***History of English Language Learning:***

In the 1880's, many states had laws that made bilingual education legal to aid non-English speaking immigrants who had arrived in mass numbers from Southern and Eastern European countries (Feinberg, 2002). At end of the 19th century, Wisconsin passed legislation prohibiting instruction to German immigrants in their native tongue (Guthrie, 2003). From 1918 to 1923, 30 states had laws requiring instruction in English. By 1923, 34 states mandated English in public schools (Cartagena, as cited in Benesch, 1991). The Supreme Court decision on civil rights in *Brown v. Board of Education*, 1954, mandated education for all citizens, declaring that separate education facilities were unequal and discriminatory (Feinberg, 2002), leading to subsequent bilingual education (Guthrie, 2003). Following the Cuban missile crisis in 1963, Miami schools responded to the need to educate Cuban refugees by revitalizing bilingual programs (Guthrie). In 1974, the Supreme Court case, *Lau v. Nicols*, declared San Francisco schools negligent in not providing instruction in English and their native language to Chinese students (Feinberg, 2002). That decision produced a surge in bilingual education (Benesch, 1991). The 1968 Bilingual Education Act provided limited English speaking learners with appropriate instruction in English and their native languages (Guthrie, 2003). More recently, the No Child Left Behind (NCLB) mandate enacted in 2002 called for support for minority language instruction (Feinberg, 2002).

***Cultural Differences in Students with LEP (Limited English Proficiency):***

Teachers need to understand the internal struggle that students may feel when confronted by a new language and culture (Diaz-Rico, 2004). Consequently, Nam (as cited in Diaz-Rico, 2004) stated that teachers should be alert to cultural behaviors that affect learning such as differences in asking for help, initiating responses, receiving compliments, and making eye contact to know how learners will react in the classroom (Sadowski, 2004). Teachers must respect the cultural and language differences and find learner strengths as well as weaknesses (Stefanakis, as cited in Sadowski, 2004). Also, instructors need to be aware of the activities and interests that attract the learners so that they can enhance learning by observing student reactions (Diaz-Rico, 2004). It may be necessary to alter teaching approaches for learners of varied ethnicity.

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***English Language Learners Teaching Methodology:***

Barcroft (2004) has shown that second language acquisition has been tied to vocabulary acquisition methodology. Barcroft in his first principle stated that new vocabulary needed to be acquired through activities that give learners input and the process to form meaning for words. Barcroft also stressed the importance of introducing words in an easy to recognize but meaningful context and repeating them multiple times. In Barcroft's second principle, he persisted in the importance of word meaning for the learners so that they can process the input and develop the opportunity to make additional meaningful connections when a word is modified.

Zuckermann (1986) mentioned that the audio-lingual approach to foreign language teaching stressed that the skills of listening, speaking, reading, and writing had to be taught in that order. Since this is the natural order that children learn their native language, it was argued, people best learn a foreign language by following the same sequence. Thus, it was considered imperative that a student learn to control a new structure orally before attempting to learn it in the printed form. Similarly, reading was always taught before writing, and each of the four skills was taught separately.

**Extracurricular Activities and Academic Achievement-Linear Findings:**

A concern raised by parents and educators is how children and adolescents are able to find a balance between their activities so that one or all activities are not hindered in the long run. More importantly, many parents and educators question how many extracurricular activities children and adolescents should be involved in, what are the benefits of such involvement, and how children will cope with the potential stress that may occur as a result of participation in these activities. Perhaps due to the importance of schooling and academic success in our North American culture, particular attention in the scholarly literature has been paid to the relations that may exist between extracurricular activities and academic success or achievement (Broh, 2002; Camp, 1990; Cooper et al., 1999; Eccles & Barber, 1999; Marsh, 1992).

In the scholarly literature examining extracurricular activities, there appears to be a positive relation between youth activities, in particular between extracurricular activities (including sports) and school achievement (Camp, 1990; Cooper et al., 1999; Eccles & Barber, 1999; Gerber, 1996; Jordan & Nettles Murray, 2000; Marsh, 1992). In Camp's (1990) study of the effects of participation in activities, such as television watching, sports

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and clubs, and other in-and out-of-school activities on students' success in school, it was found that the students' activity level had a positive relation to academic achievement. Camp argued that the findings refute the belief that extracurricular activities are detrimental to academic achievement. Camp, however, did not specifically measure the frequency of engagement per week in activities beyond homework, television viewing, and paid employment. Therefore, examining other extracurricular activities is necessary.

Eccles and Barber's (1999) investigation of five different types of activities, including prosocial (church and volunteer activities), team sports, school involvement, performing arts, and academic clubs, revealed positive relations between the activities and academic achievement among 10th and 12th graders. In particular, prosocial involvement was linked to better academic achievement and a greater likelihood of being enrolled full-time in college at age 21, compared to non-participation. Students who participated in sports activities, performing arts, school activities, and academic clubs had a better than expected grade point average in grade 12, when compared to their grade point average in grade 10.

Jordan & Nettles Murray (2000) also have examined differences between school-related activities and activities outside the domain of school. Jordan and Nettles Murray argue that out-of-school activities have important implications for students' educational success and perceptions of life chances, while increasing a child's commitment to school. In a study conducted with grade 12 students, out-of-school activities, such as structured community activities, religious activities, working for pay, "hanging out" with peers, time spent alone with a hobby or reading, and time spent with adults, were related to participation and engagement in school at grade 12. Specifically, there was a statistically significant positive relation between the out-of-school activities and achievement, except for time spent participating in religious activities, which was not statistically significant. In addition, time spent hanging out with friends had a statistically significant negative relation to academic achievement.

Bergin (1992); Brown & Evans (2002); Fejgin (2001) investigating participation in out-of-school activities defined them as leisure activities and have found a relation between such leisure activities and increased achievement. Bergin (1992) investigated achievement and leisure activities, such as sports, fishing, music, drama, computer programming, and learning about current events. Intense leisure activities were defined as activities pursued for more than 10 hours per week. It was hypothesized that youth



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who displayed an intense time commitment and motivation would develop discipline and problem-solving skills that would transfer to academic situations. Results of Bergin's (1992) study among students in grades 9 through 12 revealed that two individual leisure activities - school-based music lessons and learning about current events - showed a statistically significant positive relation with students' grade point average.

Interestingly, the most common intense leisure activity found in Bergin's (1992) study was sports. Fejgin (2001) noted that athletic participation was positively related to grades, self-concept, locus of control, and educational aspirations. In addition, participation in only academic clubs as a form of extracurricular activities also appeared to be positively related to grades, self-concept, locus of control, and educational aspirations, similar to athletic participation (Fejgin).

Gerber (1996) also suggests that outside-school activities do not foster a commitment or identification to school. Gerber's study of grade 8 students revealed that participation in extracurricular activities was related to academic achievement. In particular, school-related activities generated a positive relation between participation and academic achievement. These findings suggest that academic achievement may be associated with more school-related activities, such as math clubs, language clubs, and yearbook committees, rather than activities outside of school, such as religious youth groups, hobby clubs, and scouting.

In addition to students developing a stronger commitment to school, Connolly, McMaster, and Hatchette (1999) found that students aged 10 to 11 during Cycle 1 of the National Longitudinal Survey of Children and Youth reported greater success in school when they had a positive attitude about school. Achievement was measured using scores from an objective math test and teacher ratings of academic skills (Connolly et al.) authors argue that in early adolescence children have already begun to internalize expectations related to achievement and attitudes toward school.

Larson (2000) suggested that both high intrinsic motivation and concentration can be found in structured voluntary activities, such as extracurricular activities or hobbies. In addition, such activities include the element of the temporal arc. Larson refers to the temporal arc as one's ability to be engaged in an activity over time, whereby eventually there are setbacks or evaluations. Both of these are necessary to improve within the activity and result in reaching a specific goal. The temporal arc is believed to increase motivation and attention with age and foster control and self-regulation among older adolescents (Larson). Peet & Powell (1999) believe

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that Increased participation over time in extracurricular activities may, in fact, provide students with opportunities to develop their talents, and therefore, develop confidence, which transfers to areas of their academic life.

***Extracurricular Activities and Academic Achievement - Curvilinear Findings:***

In spite of the literature that supports youth activities and reveals significant relations among such activities and school achievement, there is evidence to support the notion that these activities also may become detrimental to students' academic success (Cooper et al., 1999). Simple correlations between academic achievement and five afterschool activities, including homework, television viewing, student employment, extracurricular, and other structured group activities revealed that participation was associated with higher achievement scores and higher teacher-assigned grades for students in grades 6 through 12. However, Cooper et al. also tested for a curvilinear relation between extracurricular activities and academic achievement. They found support for the curvilinear relation, whereby at the highest level of involvement in extracurricular activities, achievement test scores dropped.

Similarly, Powell et al. (2002) found a curvilinear pattern in their investigation of academic achievement and out-of-school activities, such as shopping, watching television, reading a book, attending music or dance lessons, or participating in a sport. Powell et al. specifically investigated the number of activities, frequency of activities, and length of participation among students in grade 1. The number of activities and length of participation showed a positive linear relation to students' report card grades. However, the scatterplot for the relation between frequency of participation and report card grades also revealed a curvilinear relation. Students' participation in activities at moderate levels was positively related to their grades. However, children's participation in activities at higher levels was associated with lower grades (Powell et al.). Powell et al. note that the curvilinear relation suggests that out-of-school activities at moderate levels are beneficial; however, there appears to be a point when the amount of time devoted to out-of-school activities may become a hindrance to the academic performance of first grade children.

Elkind (2001) would probably concur with Peet and Powell's (1999) findings, as he argued that highly involved students are being pushed to achieve academically, interpersonally, and in extracurricular areas, causing "achievement overload" (p. 151). Specifically, Elkind raised a concern over

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the stress and tolerance levels facing youth when demands are placed both in and outside of school. Elkind argued that youth often feel their achievements are for their parents and not for themselves, which places greater stress on the child, and in fact, hurries them to grow up and be adults. A serious limitation of Elkind's argument, however, is the lack of empirical research or evidence to support his claims.

***The important of reading skill in enrichment:***

Rivers (1972) found that great stress has so far been laid on the listening and speaking skills. This insistence has been necessary to redress an imbalance in emphasis which many teachers, because of their bookish interests and traditional training, have tended to perpetuate. Recent intensive discussion of ways of developing the listening and speaking skills from the beginning stages of foreign-language study has sometime given the erroneous impression that advocates of active oral methods neglect the reading skill. As a result, foreign-language teachers are sometimes accused of wishing to produce "language illiterates." Gloomy prophets predict that future graduates of foreign language classes will be fluent chatterboxes who are able to produce rapid-fire utterances in a foreign language but have nothing worthwhile to say, because they have never been given the opportunity to share the thinking of the great minds of another culture, and so to widen the horizons of their knowledge and understanding.

***The important of writing skill in enrichment:***

Writing has far many years, even centuries, occupied a large place in teaching and learning procedures in schools. To be literate has implied the ability to read and write in the native language, and it is these skills which students have practiced in class. This approach to native-language learning has easily transferred to the foreign-language classroom, without too much thought given to its appropriateness or inappropriateness in a situation where the student does not have the spoken form of the language already at his command. Writing exercises keep students busy and out of mischief. They are easy to set; the inexperienced or poorly qualified teacher may take them directly from the textbook, with which a key to acceptable answers is usually provided; they may often be corrected as a group procedure in the classroom; and they yield a wide spread of evaluative grades for entry in the teacher's records. With so much writing in foreign-language classes over so many years, one would expect to find that this is the skill for which effective methods have long since been evolved and with which the students have the most success. We would do well to examine critically the role of writing in foreign-language learning at high school level, to analyze what is involved

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in the process of writing a foreign language, and to trace out the steps by which this skill can be progressively mastered, Rivers (1972).

***Language skills and achievement:***

Collier and Thomas (2004, 2009) suggested that there are significant academic achievement benefits in regard to standardized assessments for all students participating in dual language enrichment (DLE) programs. This includes both the English language learners (ELLs) and the English dominant students (EDS). The areas most frequently assessed are oral language skills, reading, writing, and mathematics (Bae, 2007; Collier & Thomas, 2004; Lindholm-Leary & Block, 2010; Thomas & Collier, 2002).

**Oral language skills.** Howard, Christian, and Genessee (2004) suggested that oral language skills are widely accepted to not only be an indicator of general communication proficiency, but also a direct predictor of literacy abilities in a first and in a second language. They found that both EDS and ELLs scored very high, nearly at the maximum levels of achievement, on measures of both English and Spanish oral skills when assessed at the end of their fifth grade year. In most cases, EDS and the ELLs scored nearly the same on oral proficiency measures in English but the same was not true when oral skills were assessed in Spanish. While both groups did well in Spanish, in almost every case, the ELLs scored at least slightly higher on the assessment of Spanish oral proficiency. Howard et al. (2004) pointed this out by saying: In general, the English and Spanish language and literacy skills of the native Spanish speakers tended to develop more in tandem, with comparable levels of mean achievement in both languages in all three domains, while on average, the native English speakers clearly retained English dominance in both oral language and literacy skills over the 3 years of the study. (p. 33)

Howard et al. (2004) suggested that this indicates that the development of oral language skills in both English and the target language are not negatively impacted by participation in DLE programs.

**Previous Studies:**

*Porter* (2014) investigated the academic performance of English dominant students in the two –way immersion dual language enrichment classroom in order to add to the limited body of work that informs decisions regarding English dominant student participation in two-way dual language enrichment programs. The experimental group sample for this study was made up of English dominant students who had participated in dual language enrichment programs in elementary school and were in the 7<sup>th</sup> and 8<sup>th</sup> grade in 2012 and 2013 respectively. The control group sample was

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made up of English dominant students who had no record of dual language program participation in elementary school and were in the 7<sup>th</sup> and 8<sup>th</sup> grade in 2012 and 2013 respectively. The control group sample was identical in demographic make up to the experimental group sample. State of Texas Assessment of Academic Readiness mathematics and reading test results were collected through a public information request so that the means of the two groups could be compared for statistically significant differences. In every case, the mean scale scores of the experimental group were found to be significantly higher at the 0.01 level than the mean scale scores of the control group.

*Rayani* (2012) aimed to identify the impact of enrichment program based on some habits of mind on the creative thinking with his abilities and mathematical power with his capabilities of the first middle grade students in Makkah Almokaramah. The researcher used the experimental design quasi -experimental, and formed the study sample (27 students) of first-grade students from Al Falah Middle school in Makkah, researcher used a test of mathematical power designed by him after analyzing of the unity of algebra and functions – from the Book of mathematics classroom first - according to the dimensions of mathematical power , and use the test Torrance pro forma (a) of creative thinking and to test the validity of the hypothesis used (T-Test), The final result of the study shows that There were significant differences at the level significance ( $\alpha \leq 0,05$ ) between the mean scores of students of the study group in pro application and post application for test of creative thinking test and in his capabilities (fluency, flexibility , Originality, and Elaboration) in favor of the post application , with high effect size, the study also shows that There were significant differences at the level of significance ( $\alpha \leq 0,05$ ) between the mean scores of students of the study group in pro application and post application for the mathematical power test, Mathematical Communication, mathematical communication and mathematical reasoning for post application. with high effect size, the researcher Recommendation that there need to adopt a program of habits of mind among the programs for training and enrichment for students whether ordinary or talented, Mathematics teachers need to integrate some habits of mind in their lessons, ,and the need to seek to promote a culture of Habits of Mind in the School Environment, he also Propose Study to identify the impact of the enrichment program based habits of mind to critical thinking and mathematical thinking to choose the habits that fit, and Study to identify the impact of the training habits of mind based on the results of student achievement in a range of subjects.

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*Ramel* (2010) investigated the effectiveness of using some enrichment activities in teaching mathematics on the development of creative thinking skills just as (Fluency, Flexibility, Originality, Elaboration, Total creative thinking) and achievement at acknowledge levels (Low, Intermediate, High, Total achievement) among the Gifted Fifth Grade students at Public Elementary School students in Makah Almukaramah. The researcher used quasi-experimental approach to achieve the goal of the study. Ten topics were selected from fractions unit in fifth grade primary mathematics textbook. The study was conducted on a sample of the Gifted Fifth Grade students at Public Elementary School in Makkah Almukaramah at first semester in 1429 / 1430. The size of the sample was (50) schoolgirl, divided into two equal groups, one was experimental group, which studied The experimental topics using enrichment activities based on game, puzzles and non-routine math problems, prepared by the researcher. And the other was control group, studied The experimental topics using the normal activities associated with the textbook. The two groups of the study had been subjected to Torrance creative thinking test Figure (b), and academic achievement test, which prepared by the researcher from the fractions unit. The validity and reliability of the academic achievement test were confirmed, where coefficients were (0.96) and (0.88) respectively. The study testes were used as pre and post-test. Ten hypotheses were prepared and the testing of hypotheses was performed using the (T.test) analysis . In general, the study's results revealed that the experimental group's students have better performance than their counterparts in the control group in the mean scores of Post-creative thinking at all creative skills, and post-cognitive achievement at all cognitive levels meant to be measured. This out performance had been statistically significant at (0.05) level of significance for all hypotheses. Accordingly, all null hypotheses of the study had been rejected. The main result of the study has shown, the effectiveness of enrichment activities in the development of creative thinking and academic achievement in mathematics at the gifted fifth primary grade students in Makkah Almukaramah.

*Gubbad* (2009) aimed to examine the effect of using some enrichment activities in teaching mathematics on the development of creative thinking skills just as (Fluency, Flexibility, Originality, Elaboration, Total creative thinking) among the Gifted Sixth Grade students at Public Elementary School students in Makkah Almukaramah.

The study sample was comprised of (41) Gifted Sixth Grade students at Public Elementary School students in Makkah Almukaramah studying in

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the First Academic Term of 1429/1430H. These students were assigned to two groups: experimental (20) students, (which learned with the assistant of the Enrichment Activities) and control (21) students, (which learned with the assistant of the traditional Activities). The measuring instrument used in the study was Torrance test of Creative Thinking, and the testing of hypotheses was performed using the (T.test) analysis.

The study's results revealed in general that the experimental group's students outperformed their counterparts in the control group in the mean scores of Post-creative thinking at all creative skills.

*Perkins* (2005) investigated the effectiveness of middle school academic enrichment programs on student performance. The purpose of this study is to determine if academic enrichment programs positively influence the academic performance of middle school students. The study tests the hypotheses that middle schools, which provide academic enrichment for students, will realize greater performance than middle schools without the benefit of such programming. As this study was concerned with middle school student academic performances, all the indicators that were key to academic performance had to be considered when curricular programs were developed. The design of this study was stratified sampling, which involved the collection of data from each of the 19 middle schools in the Howard County, Maryland Public School System. The schools were selected by the criteria of philosophies and operating procedures. The primary characteristic among the selected schools in the sampling was the implementation of academic enrichment programs or the absence of them. A survey revealed that 12 of 19 schools used academic enrichment programs. Five of this number were randomly chosen and eliminated from the study. Of the 14 remaining, four were randomly selected and eliminated. The remaining 10 schools became the group for the study. The statistical software program SPSS version 11.5 was used to conduct a comparison of means. Percentage gains were used to illustrate differences in quarter one and quarter two total students who made the honor roll. This comparison showed that three of five schools with academic enrichment programs had improvement in honor roll percentages. Four of five schools without these programs showed gains averaging 6.795 percent. A chi-square examination of gains was not significant, as well as an ANOVA on gain scores. The supporting evidence presented in the resulting data of the study reinforces the research hypotheses. Although not significant, data support the fact that middle school students participating in academic enrichment programs can perform

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better than similar students who do not have an academic enrichment program.

The resulting data from this study indicate that there is a positive relationship between grade point average and participation in academic enrichment programs for preadolescents.

**Comments on previous studies:**

- 1- Most of studies, which use enrichment activities apply them for gifted students as in Ramel (2010), Gabbad (2009) which give the researcher a motivation to apply enrichment for normal students.
- 2- The result of most of the studies that used enrichment activities shows that they have a great positive effect on students performance.
- 3- The previous studies included different levels of students (elementary-intermediate-secondary) schools.
- 4- The studies agree with studies like Rayani (2012), Ramel (2010), and Gabbad (2009) in using Academic achievement test.
- 5- Some of these studies used enrichment activities for developing creative thinking as in Rayani (2012), Ramel (2010), and Gabbad (2009) while others used them for academic performance as in Porter (2014) and Perkins (2005).

**Hypotheses of the Study:**

- 1- There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post achievement test at knowledge level.
- 2- There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post achievement test at comprehension level.
- 3- There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post achievement test at application level.
- 4- There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group and the control group on the post achievement test.

**Research Methodology:**

***Design of the Study:***

This study adopted a quasi experimental design employing two groups. One group was the control group which was taught unit four in English course through normal method. On the other hand, the second group was the experimental group which was taught the same unit through enrichment activities.



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**Population:** The population of the study was 3<sup>rd</sup> secondary stage students who were registered in the center office at Al Baha Region for the academic year 1434- 1435H.

**Subject:** The subject of the study consisted of (N = 46) who were randomly selected from King Fahad Secondary School in Al-Baha. It distributed into two groups: experimental group consisted of (23) male students and control group consisted of (23) male students.

**Variables of the Study:** The study has two variables: dependent and independent. The independent variable was the effectiveness of teaching a unit based on enrichment activities. The dependent variable, on the other hand, was developing achievement in English of secondary stage students.

**Questionnaire of Enrichment Activities:**

**Aim of the Questionnaire:** The questionnaire aimed at measuring the degree of importance of the selected enrichment activities for 3<sup>rd</sup> secondary grade students that used in building the unit.

**Sources of Building Questionnaire:** The researcher depended on different resources to build the questionnaire:

- 1- Making a questionnaire with list of activities that are appropriate for 3<sup>rd</sup> secondary grade students.
- 2- Showing the questionnaire of enrichment activities for specialists and juries and they chose five activities from the questionnaire to construct the unit.

**Description of the Questionnaire:**

This present study used a questionnaire of eleven items for the degree of difficulty, suitability, interest, and clarity level of the enrichment activities. All items were chosen from the literature and related studies. Respondents were asked to each item of enrichment activities as follows: (5) = strongly agree, (4) = agree, (3) = neutral, (2) = disagree, (1) = strongly disagree.

**Content of the Questionnaire:**

After reviewing the literature related to enrichment activities, researcher collected enrichment activities and classified them at two main categories. Each main category included some activities. The following table clarifies them.

**Table (1):** Categories of Enrichment Activities

No.	Category	No. of activities
1	Reading activities	6
2	Writing activities	5
<b>Total</b>		<b>11</b>

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The total of enrichment activities was eleven activities that were distributed in two categories. Enrichment reading activities included six activities and enrichment writing activities included five activities. Five scale of degree of difficulty, suitability, interest, and clarity level to classify skills was used namely, strongly agree / agree / neutral / disagree / strongly disagree.

**Validity of the Questionnaire:**

The questionnaire was introduced to a group of specialists and juries in teaching methodology, supervision of English language and 3rd secondary teachers for selecting the appropriate enrichment activities for 3rd secondary stage students. The researcher took their opinions into consideration to determine the suitable activities.

**Reliability of the Questionnaire:** The questionnaire reliability was estimated by using Alpha Cronbach's coefficient. The value of Alpha Cronbach's= (0.731). It can be concluded that the tool is reliable to be used as a tool for the study.

**The Final Form of the Questionnaire:** The questionnaire was applied to a group of specialists of methodology and English language. After that, the weighted mean was calculated for each activity on the questionnaire and determined the attitude of each activity to select the activities which their importance percentage is over 70% according to the weighted mean as the following figure:

**Table (2): The appropriate activities for 3<sup>rd</sup> secondary stage students.**

Activities	Percentage %
What a story activity	72.78
Scanning activity	71.11
Mind-map activity	70.83
Skimming for the main idea activity	70.56
Context clue activity	70.28

The important enrichment activities for 3<sup>rd</sup> secondary stage students were chosen in order to be developed in the suggested program.

**Achievement Test :**

**The Main Objective of the Test:** The achievement test aimed at measuring the effectiveness of teaching a unit based on enrichment activities on developing achievement in English Language of 3rd secondary stage students.

**The Selected Unit for the Test:** The content of the test designed according to unit four in The Students' Book of 3rd secondary stage. (English for Saudi Arabia)

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**The Sources of Constructing the Test:** The researcher depended on the table of specification of the content in the achievement test. (Appendix 3)

**Time of the Test:** The test time was appraised by calculating the mean time between the time of the first and the last answered test paper was given. Time of the first student was (45) minutes + time of the last student (55) minutes  $\div$  2. It was  $(45 + 55) \div 2 = 50$  minutes.

**The Items of the Test:** There were eleven questions used in the test. Each question contained different number of items in each. These items were constructed according to the table of specification.

- **Question1:** is a multiple choice exercise in which students choose the correct answer from four choices. The question consisted of ten items: eight were knowledge, one was comprehension and one was application items.
- **Question2:** is a multiple choice exercise in which students determine the sentence fact or opinion according to their understanding. The question consisted of four items of comprehension.
- **Question3:** is a multiple choice exercise in which students choose the appropriate sentence that gives the best meaning. The question consisted of four items of application.
- **Question4:** is (A) matching exercise in which students match the sentences to form conditional if clauses (B) true and false sentences. The question consisted of eight items of comprehension.
- **Question5:** is matching exercise in which students match the words with their meaning. The question consisted of six items of remember.
- **Question6:** is a multiple choice exercise in which students choose the suitable word to fill in the blank. The question consisted of four items of application.
- **Question7:** is a multiple choice exercise in which students replace the underlined words with the correct one given. The question consisted of four items of comprehension.
- **Question8:** is a multiple choice exercise in which students read the word and choose the correct answer from four choices. The question consisted of four items of application.
- **Question9:** is matching exercise in which students match the words with their abbreviation. The question consisted of six items of knowledge.
- **Question10:** is matching exercise in which students match the words with their symbol. The question consisted of six items of knowledge.

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- **Question11:** is correcting the passage in which students read the passage and extract the mistake in each line and correct it. The question consisted of four items of application.

**Scoring of the Test:**

The scoring of the test was 60 marks which are distributed on the sixty items in the test; one point for each item.

**Test Specification Table:**

The researcher designed the test according to the table of specifications. He categorized the skills to three levels: (26) items of questions for the remember level, (17) items of questions for comprehension level and (17) items of questions for application level. The three levels were considered and included in the test. The number of the questions according to number of level of objectives shown as following table:

**Table (3):** Table of specification

Level of objective	No. objectives	Items	No. of items
1.knowledge level	3	Q1(1,2,3,4,5,6,7,10)/Q5/Q9/Q10	26
2.comprehension level	2	Q1(9)/Q2/Q4/Q7	17
3.application level	2	Q1(8)/Q3/Q6/Q8/Q11	17

**The Validity:**

**Content Validity:** The test measures what it is designed to measure achievement test was introduced to juries of specialists in methodology, teachers and supervisors of the English language. The items of the test were modified according to their recommendations.

**The Pilot Experiment of the Study:** The test was applied on a random sample which consisted of (28) students and not participating in the experiment. This pilot experiment was conducted in order to obtain the following data:

**Test Reliability:** There are some ways to measure the reliability coefficient. The value of Cronbach's Alpha coefficient is = 0.936 that indicated to a high reliability level which allowed to use the tool for the study.

**The Difficulty Coefficient:** The difficulty coefficient is measured by finding out the percentage score of the correct answers of each item made by the student. To calculate the coefficient of the difficulty of each item, the following equation was used:

**Dif. C.= total of students who answered correct / all students who answered**

The difficulty coefficient of the test items varied between (0.31- 0.62 ) which indicated that the test is appropriate to be used as a tool of the study.

**The Discrimination Coefficient:**

The test items should discriminate among the responders showing differences in their abilities to answer. Not discriminating items, that all responders correctly or wrongly answered, should be excluded. To calculate the coefficient discrimination of each item, the following equation was used:

**Dis.C.= (The correct answers of high group- the correct answers of low group)/ numbers of one group.**

The difficulty coefficient of the test items varied between (0.357 – 0.642 ) which indicated that the test is suitable to be used as a tool of the study.

**Applying the Instruments of the Study:**

**Homogeneity of the Study Groups:** The achievement test was used as a pre test in order to determine their homogeneity of the groups before the applying the study. A t-test for independent groups was used to compare the mean scores of the two groups as shown in table (4).

**Table (4):** The equivalence of two groups

Group	N	Mean (M)	Std Deviation	F	Sig	T	df	Sig 2.Tailed
Experimental	23	23.00	7.49	0.148	0.70	2.31	44	0.02
Control	23	18.26	6.34					

According the above table shows that there was significant differences at (0.05) between the mean scores of experimental and control groups. The result of t-test was (t (44) =2.31, p=2.02); f (22,22)=1.87 p= 2.07). This indicated the homogeneity of the study's groups.

**Procedures of Teaching Groups:**

**Teaching the Experimental Group:** The teacher taught the experimental group by using enrichment activities. The teaching experimental group took three weeks: three classes per week. Each class had 45 minutes. It started from 29/5/1435 H to 28/6/1435 H.

**Teaching the Control Group:** The other teacher taught the control group by traditional method. He followed the teacher's guide by the Ministry of Education for teaching the English language course (English for Saudi Arabia) of 3<sup>rd</sup> secondary stage.

**Administration the Post Test:** After finishing teaching both groups (experimental and control), they were applied to the post test in order to measure the achievement.

**The Statistical Analysis:** The researcher used the computerized program Statistical Package for Social Sciences (SPSS) to process the results of the study. The following statistical style is used:

- 1- An Alpha Cronbach coefficient was used to measure the reliability of the questionnaire.
- 2- Test Retest was used to measure the reliability of the achievement test.
- 3- t. test for independent groups was used to identify the equivalence and differences between two groups of the study.
- 4- Person correlation coefficient to identify the reliability of the test.
- 5- The size effect. Eta square is used to measure the degree of statistically significant for the results. The effect size was calculated by the following equation (Mackey & Gass, 2005, p. 349).

$$\eta^2 = \frac{t^2}{(t^2 + df)}$$

**Table (5): The criteria of the effect size**

Scale	The significant of effect size		
$\eta^2$	Small	Medium	Large
	0.01	0.06	0.14

**Results and Discussions:**

**[1] Results of the first Hypothesis:**

The first hypothesis stated "There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the knowledge level".

To test this hypothesis, the researcher used t-test for the independent groups to measure the differences between the mean scores of experimental and control groups in achievement test. The results in the following table (6).

**Table (6): The Result of T-Test that Shows the Differences Between Mean Scores of Experimental and Control Groups in the Post- achievement test at the knowledge level**

Levels	Group	N	Mean (M)	Std Deviation	F	Sig	T	df	Sig 2.Tailed	Effect Size
Knowledge	Exp.	23	16.391	4.726	11.4	0.002	2.62	44	0.12	0.134
	Cont.	23	13.391	2.759						

The table (6) indicated that there was a significant differences ( $t(44) = 2.62, p= 0.12$ ) between the mean scores of the experimental group ( $M = 16.391, SD= 4.726$ ) and the control group ( $M=13.391, SD =2.759$ ) in the post- achievement test at the knowledge level in favor of the experimental group.

Also, the effect size of using the strategy on developing the achievement is large ( $\eta^2 = 0.134$ ). This means that (13%) from the variance of the scores of the experimental group due to using of the strategy.

Hence, the researcher rejected the null hypothesis and accepted the alternative hypothesis. "There are statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the knowledge level".

**[2] Results of the second Hypothesis:**

The second hypothesis stated "There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the comprehension level".

To test this hypothesis, the researcher used t-test for the independent groups to measure the differences between the mean scores of experimental and control groups in achievement test. The results in the following table (7).

**Table (7): The Result of T-Test that Shows the Differences Between Mean Scores of Experimental and Control Groups in the Post-achievement test at the comprehension level.**

Levels	Group	N	Mean (M)	Std	F	Sig	T	df	Sig	Effect Size
Comprehension	Exp.	23	8.782	2.55	3.38	0.07	2.24	44	0.03	0.10
	Cont.	23	7.347	1.69						

According to The table (7) indicated that there was a significant differences ( $t(44) = 2.24, p= 0.03$ ) between the mean scores of the experimental group ( $M = 8.782, SD= 2.55$ ) and the control group ( $M=7.347,$

SD =1.69) in the post- achievement test at the comprehension level in favor of the experimental group.

Also, the effect size of using the strategy on developing the achievement is large ( $\eta^2 = 0.1$ ). This means that (10%) from the variance of the scores of the experimental group due to using of the strategy.

Hence, the researcher rejected the null hypothesis and accepted the alternative hypothesis. "There are statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the comprehension level".

**[3] Results of the third Hypothesis:**

The third hypothesis stated, "There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the application level".

To test this hypothesis, the researcher used t-test for the independent groups to measure the differences between the mean scores of experimental and control groups in achievement test. The results in the following table (8).

**Table (8): The Result of T-Test that Shows the Differences Between Mean Scores of Experimental and Control Groups in the Post-achievement test at the application level.**

Levels	Group	N	Mean (M)	Std	F	Sig	T	df	Sig	Effect Size
Application	Experimental	23	8.52	2.27	2.11	0.15	4.05	44	0.00	0.27
	Control	23	6.13	1.68						

According to The table (8) indicated that there was a significant differences ( $t(44) = 4.05, p= 0.00$ ) between the mean scores of the experimental group ( $M =8.52, SD= 2.27$ ) and the control group ( $M=6.13, SD = 1.68$ ) in the post- achievement test at the application level in favor of the experimental group.



Also, the effect size of using the strategy on developing the achievement is large ( $\eta^2 = 0.27$ ). This means that (27%) from the variance of the scores of the experimental group due to using of the strategy.

Hence, the researcher rejected the null hypothesis and accepted the alternative hypothesis. "There are statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the application level".

**[4] Results of the fourth Hypothesis:**

The fourth hypothesis stated "There are not statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the total levels".

To test this hypothesis, the researcher used t-test for the independent groups to measure the differences between the mean scores of experimental and control groups in achievement test. The results in the following table (9).

**Table (9): The Result of T-Test that Shows the Differences Between Mean Scores of Experimental and Control Groups in the Post-achievement test at the total levels.**

Levels	Group	N	Mean (M)	Std Deviation	F	Sig	T	df	Sig 2.Tailed	Effect Size
Total levels	Exp.	23	33.69	8.63	11.2	0.002	3.22	44	0.002	0.19
	Cont.	23	26.86	5.37						

According to the table (9) indicated that there was a significant differences ( $t(44) = 3.22$ ,  $p = 0.002$ ) between the mean scores of the experimental group ( $M = 33.69$ ,  $SD = 8.63$ ) and the control group ( $M = 26.86$ ,  $SD = 5.37$ ) in the post- achievement test at the totals level in favor of the experimental group.

Also, the effect size of using the strategy on developing the achievement is large ( $\eta^2 = 0.19$ ). This means that (19%) from the variance of the scores of the experimental group due to using of the strategy.

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Hence, the researcher rejected the null hypothesis and accepted the alternative hypothesis. "There are statistically significant differences at ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group and the control group on the post-achievement test at the total level".

**Discussing and interpreting the results of the study:**

- 1- The result of the first hypothesis showed that there were statistically significant differences between the means of the experimental group and control group in the post Knowledge level of achievement test in favor of the experimental group. These differences attributed to the using enrichment activities. This means that the using of enrichment activities helped students at the remember level of achievement. The previous result agreed with the study of Porter (2014), Rayni (2012), Ramel (2010), Gabbad (2009), Camps (2005), and Perkins (2005).
- 2- The result of the second hypothesis showed that there were statistically significant differences between the means of the experimental group and control group in the post comprehension level of achievement test in favor of the experimental group. These differences attributed to the using enrichment activities. This means that the using of enrichment activities helped students at the comprehension level of achievement. The previous result agreed with the study of Porter (2014), Rayni (2012), Ramel (2010), Gabbad (2009), Camps (2005), and Perkins (2005).
- 3- The result of the third hypothesis showed that there were statistically significant differences between the means of the experimental group and control group in the post application level of achievement test in favor of the experimental group. These differences attributed to the using enrichment activities. This means that the using of enrichment activities helped students at the application level of achievement. The previous result agreed with the study of Porter (2014), Rayni (2012), Ramel (2010), Gabbad (2009), Camps (2005), and Perkins (2005).
- 4- The result of the fourth hypothesis showed that there were statistically significant differences between the means of the experimental group and control group in the post total level of achievement test in favor of the experimental group. These differences attributed to the using enrichment activities. This means that the using of enrichment activities helped students to develop their achievement. The previous result agreed with the study of Porter (2014), Rayni (2012), Ramel (2010), Gabbad (2009), Camps (2005), and Perkins (2005).

**Recommendations:**

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Based on the results of the current study, the following recommendations were offered:

1. The study reached to the suitable enrichment activities for 3<sup>rd</sup> secondary stage students. The study recommends to take into consideration these skills when curricula were designed.
2. Encouraging English supervisors and teachers for using the current strategy in teaching that make students sharing and activating their thinking and abilities.
3. Training English teachers in using enrichment activities in their teaching in all educational stages.

**Suggestions for Further Research:**

The following points are some suggestions for further research:

1. Studying to determine the appropriate enrichment activities for each stage in the general Education stages.
2. Using different models of enrichment activities and apply them to a larger sample.
3. Studying the effectiveness of another kinds of enrichment activities on developing achievement in English language.
4. Investigating the effectiveness of enrichment activities outside the school in weekend days like Saturdays.

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