

# The Effectiveness of Using Linguistic Classroom Activities in Teaching English Language in Developing the Skills of Oral Linguistic Performance and Decision Making Skill among Third Grade Intermediate Students in Makah

Fahd Majed Alshareef<sup>1</sup>

<sup>1</sup> Umm Al Qura University, Saudi Arabia

Correspondence: Fahd Majed Alshareef, Umm Al Qura University, Saudi Arabia.

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## Abstract

The study aimed to reveal the effectiveness of the use of certain classroom language activities in teaching English language in the development of oral linguistic performance and decision-making among intermediate third-grade students in Makah, and it revealed a statistically significant correlation relationship between the averages of the study sample scores, in the post application for linguistic performance test, and measure of decision-making; and to achieve the objectives of the study, the researcher used two methods: descriptive approach and quasi-experimental design, per experimental group.

Ibn al-Qayam intermediate school was chosen randomly, and then the intermediate third grade was chosen deliberately, in the three grades altogether there were 90 students, in each class 30 students; and 3/3 experimental groups, of 30 students each were drawn, and represented the study material in linguistic classroom activities in the English language. Two tools were used: oral linguistic performance test in the English language, and the measure of decision-making; where they were applied on the study sample; after checking their validity and reliability, in the second semester in 2013, and after the end of the training period on linguistic classroom activities in English language classes, they were re-applied to determine the level of the students in each of: oral linguistic performance and the skill of decision-making.

The study yielded many results of which the most important were: the presence of statistically significant differences between the average score of the sample study in the two applications, pre and post for linguistic performance estimate card and the measure of decision-making; in each axis separately, and in the linguistic performance overall in the English language; and the skill of decision making; in favor of the post application, and the presence of statistically significant correlation relationship between the average scores of the sample study in the post-application linguistic performance estimate card; and the measure of decision-making. Based on the findings of the study results, there are a number of recommendations including: the need to give linguistic classroom activity programs their educational value and status in teaching English in general education, hold regular sessions for teachers and supervisors; to train them to employ linguistic classroom activities to learn English, and the integration of thinking in teaching English language; in order to provide them with modern educational trends in the field of active learning and development of thinking skills.

**Keywords:** linguistic classroom activities, oral linguistic performance, decision making

## 1. Introduction

Modern Education has confirmed that the integrated construction of the personality of the learner can only be achieved through a school climate that allows him movement and interaction through school courses and an accompanying variety of activities, inside and outside the classroom, and school activity is a component of the main curriculum, and an integral part of the course material; to facilitate understanding and assimilation through actual practice of it, and the formation of habits, skills, values and ways of thinking are necessary to continue education. Therefore, Shehata (2004) pointed out by saying that, those who participate in the activity effectively have the ability in academic achievement, and have high intelligence rates and high brainpower, and are characterized positively in dealing with teachers and colleagues.

John Dewey's theory stresses the importance of school activity, which looks at the individual as a living function that grows through active college experience, and proclaimed that knowledge is a product of thinking; meaning, that learning situations should be the effect of purposeful activity in many areas, and make the school a small society that provides students training for life in the community at large (Ghabayen, 2004).

Foreign languages are no longer taught, by modern education, concerning facts and information around it; as in the past, but they have become interested in language skills; on the grounds that foreign language learned by generations as a second language is a set of language skills and habits that knowledge alone cannot acquire, rather the learner should be active and vital, search and work, and exercise and participate. Therefore, it is necessary to activate English language teaching positions during teaching, using classroom activity; which represents one of the important paths to gain language skills, and the linguistic classroom activities cover all four rules of language, listening, speaking, reading and writing, and are called classroom or associated activities, and are considered side applied to study subjects, whether done by students in or out of the classroom (Amira, 2001).

English language education suffers in the stage of general education significantly in the students' level to acquire its skills, and most commonly; in the intermediate stage, which is considered the beginning of formal education needed for English language. Particularly intermediate third grade students who represent a crucial stage in education and English language education and acquiring its skills, because they are close to the secondary stage; that collects the English language in it, which is extremely important to pass the measure of general aptitude tests, and perhaps the most prominent reasons for weakness in the collection of English language skills due to the teaching methods, strategies and school courses that failed in developing language skills and teaching them (Starr & Krajcik, 1990; Reyes & Smith, 1993; Hass, 1991). This is a matter which requires the availability of an educational environment rich in incentive and stimuli; through the use of a variety of linguistic activities, from the premise that the importance of oral linguistic activities in teaching English as a second language extends to other limits beyond mere collection, they lead to an increase in students' motivation, their attitude towards learning, working to achieve language goals, brings life to acquired linguistic elements; increases the exercise and use of linguistic yield stored in the memory; and its vitality and permanent presence in the mind, prevents them from stagnation, protects them from forgetfulness, renewal of life in them, they gain vitality and continuation, works on developing them and accelerates in enriching them, installs a lot of correct linguistic habits and using it for successful use and moves the students from a culture of memory to a culture of innovation.

The English language is from the most important languages in the world; as it has the largest number of speakers as their mother tongue or a second language, and the integration between the aspects of linguistic situation during teaching English as a second language are consistent with what goes with modern education considering language as a complete unit; teaching it without separation between its skills. Therefore the activity of the learner to acquire language communication skills in the English language should transcend on the formal and not stop at spoken words or captivating phrases, but should include interest in ideas and meanings contained in sentences and phrases, because between language and thought is an organic relationship which undoubtedly completes it and reinforces and strengthens that integration relentless pursuit to develop learners' abilities and take care of their talents, and encourage them to self-learn which will enrich their knowledge; and provide them with a wealth of thought to rely upon, and express linguistic wealth by using what they have gained from the English language; and this is what the various activities aimed at reaching, so that the lack of linguistic yield in English language that the learner has ,with presence of appropriate attitudes and conditions for using the English language, distract them from a desire to speak.

The lack of the learners natural situations and diverse activities that move their motivation to learn and acquire English as a second language, and make it active and effective with linguistic expertise, accumulate interest to revise the rules and laws that explain it and clarify it, and ignore the most important role, a role of the actual practice of English language skills, employing it and using it in natural situations; through various linguistic activities, and this leads to the need for attention for learners to gain language skills in English; with exercise of oral linguistic activities, leading to the development of oral linguistic performance skills, and supports the modern trend in education, which aims to teach English as a set of skills that the learner must acquire and practice in his life; though teaching it depends on practice and repetition in a variety of natural vital situations, based on guiding the learner, encouraging them and helping them understand aspects of weaknesses and deficiencies in performance; through vibrant and realistic situations where students can practice the English language. So the positive role of the learner as an active participant must be involved in classroom transmission and reception, and it is upon the teacher to provide incentive and motivation that entices the learner to gain different language skills in the English language, and strengthening and promoting it has various methods and

techniques; through attention to the diverse linguistic activities, and putting the learner in realistic life situations, requiring them to use the English language; using social interactive activities such as talks and debates, competitions and dialogues and language games and other functional positions needed by the learner in his everyday life. Faisal (2004) described that oral performance in language is direct contact between two interacting sides in the communication process, receiving and transmitting, and is the most serious of communication issues; the oral language is a common and easy communication channel that the sender sends to influence the receiver, and to convince him of his ideas and views to interact with the message of positive reaction, through a variety of skills including: question skills, meeting skills, speaking skills and reading skills. This is what (Beyer, 1994) confirmed with his regard that, to connect things to be learned in the language curriculum positions with, the challenge that motivates the students to gain various solutions and access to innovative results making them feel in harmony with thinking elements, and encourages them to picture deeper in analysis and synthesis. Also, to neglect activities in studying the English language leads to reluctance of students to learn, and to this sense (Jim, 2005) in his opinion hinted that the neglect of activities in the English language course leads to a waste of education.

Numerous previous studies, which meant the school activity in general and particularly linguistic activity, as the Arab level, Jaballah and Sangay (2007) study, aimed to find out the effectiveness of a program based on linguistic activities in developing career oral expressions for people with special needs, the results showed the effectiveness of the program, and so this study agreed with the current study, in their focus on oral expression skills (speaking), and in their interest of school language activities. The study of Abu Qaida (2008) aimed to know the effectiveness of a program proposal based on linguistic activities in the treatment of spelling errors among intermediate third-grade students, and the research method was quasi-experimental, and its tool achievement test, which the researcher applied on a sample of 498 students, and prepared a remedial program based on linguistic activities, and has applied to measure its effectiveness in the treatment of spelling errors. The study resulted in the program's effectiveness in the treatment of common spelling errors in intermediate third-grade students, the study suggested research on the impact of the use of the program based on language activities in the attainment of the Arabic language among students at the intermediate level.

The types of non linguistic classroom activities that focus on oral linguistic communication skills are: cultural competitions, language games, dialogues and debates, which lead to the expansion of the learners perception, and an increase in their cultural and linguistic knowledge, as well as helping to modify their attitudes, instilling beautiful and authentic values, increasing the learners culture and developing linguistic wealth, and serves a variety of study subjects when they are linked to the curriculum, as well as being trained to focus and quickly respond, strengthens memory, return agility and conclude a solution.

These linguistic activities are used in the context of linguistic activity games, as can be done by introducing minor modifications to convert any activity or language training to a linguistic game, contributing to entice students to speak, and develop their skills in language communication with others, train them on the proper use of many language tools; through the activity prompting the students individually or collectively, speaking between learners voluntarily, within the limits of time and place designated by accepted rules, and under the guidance of the teacher; according to agreed rules, characterized by speed, movement and competition, designed to enjoy and understand the information.

As considered by Hubbard (1991) that language games are an integral part of modern methods of teaching English language skills, and a tool to stimulate the practice of linguistic communication, supported by the opinion of (Crystal, 1996) who believes that the use of play in the acquisition of English language skills make learners feel they have moved from the usual use of the forms of language to better use.

Also, Grander (1998) described language games as being used especially when teaching, speaking and listening; because they are the nature of communication, containing three attributes: knowledge gap, selection and feedback. Also as Fadlallah (1999) indicates linguistic practice provides four language skills: listening, speaking, reading, and writing, which is an effective way to develop and encourage collective cultural work, and Shelby (2000) confirmed this by saying: "encourage students linguistic games to reflect on and teamwork cooperation, and help them to express their feelings, and gives them confidence in themselves, and make them respect others".

Based on the foregoing, games and language competitions and dialogues and debates, are a set of linguistic activities and process practices prepared by students under the supervision and guidance of the teacher, and carried out by the student's in an interesting educational manner for the purpose of the development of oral language communication skills; because to learn the English language skills needs practice and intensive training;

to be able to use it, and achieve linguistic communication effectively using their skills, and linguistic activities selects a good choice allowing students to train on the four English language skills, and using them in realistic contexts, to develop oral and written language skills of students in education and learning of the English language, it is also exciting for motivation and challenge, and fits with all levels and interests in order to achieve the principle of adaptation and cohabitation, and helps to keep the effect of learning for long periods, in addition to the treatment of some psychological problems like autism and isolation; where shy students are given a greater opportunity to express their thoughts and feelings clearly, and in addition to all that they develop, dialogue and conversation, observation and reflection beside being fun. From here it should be compulsory on the English teacher to work to enrich the curriculum with many activities that are reflected directly on the students. It is known that students participating in language activities in the classroom or outside are positive students, capable of decision-making and opinion, reasoning and interpretation, and possess the skills of social behavior and social values, growth of self-confidence, acceptance of others, production of new ideas, the emergence of improvement in their linguistic communication; by choosing accurate and logical words and phrases, and freedom from textbooks rules to intellectual and cultural horizons.

Many previous studies have been concerned with the disclosure of the relationship between various linguistic activities and achievement of language and language skills, including (Butkowaki et al., 1997) study that found that students learn good education and think right thoughts through enrichment activities and attractive puzzles, which develop their thinking. The study (Rosas et al., 2003) resulted in improved motivation to learn when educational video games were used compared to the usual way in learning to read. And the study of Mohammed (2008) resulted in an effectiveness of language games in the development of skills of creative oral expressions, and the study recommended the adoption of such language games and class activities aimed at teaching oral expression and developing its skills. And the study of Perry(2011) reached to outweigh the two experimental groups in the control groups in the collection of linguistic patterns; which confirms that language games make the learner active and effective, and rely on competitive teamwork participation, and contributes to the provision of expertise in an orderly fashion structured well and exciting to learn, and in this regard Nabeela Altawansa (2001) conducted a study aimed to investigate the impact of a proposed program to develop some oral communication skills (listening and speaking) in the Arabic language among pupils in the sixth grade of elementary school, and its tool was oral achievement test, and the study revealed the superiority of schoolgirls of the experimental group on schoolgirls of the control group in oral communication skills, the study recommended the intensification of oral linguistic activities, and this study agreed with the current study, in their focus on oral communication skills. The study Jaballah and Sangay (2007) aimed to find out the effectiveness of a proposed program based on linguistic activities in developing career oral expression skills for people with special needs, the results reached the effectiveness of the program, and importantly recommended the development of the Arabic language curriculum and methods of teaching oral expression; using linguistic activities, and this study agreed with the current study focused on oral expression skills (speaking), and attention to oral linguistic activities. In the field of English language teaching, a study (Abeer, 2013) also found many difficulties faced by English language teachers, in the implementation of teaching an English language course in secondary school in Mecca, with regard to teacher and student, decisions and use of teaching aids.

The above confirms that the role of linguistic activities do not stop at only the development of language communication skills among students', but also to higher mentality skills; represented in the development of thinking skills, therefore the relationship between language, play and creativity is a strong positive proportional relationship; as students use different language skills during linguistic games and other activities, essential and a key factor in the growth of their thinking (Othman,1998), and the school activities most prominent aim is to achieve the development of scientific thinking as in perception, attention; connectivity and conclusion, analysis and criticism; giving learners the skill of problem-solving, training on thinking, making good choices and decision-making (Ahmad, 1990; Asafyani, 1996; Mahmoud, 2006; Mullah, 2001; Twairqi, 2001; Amira, 2001).

Perhaps, the era of rapid changes in which we live today, in the field of education, imposes on educators and teachers the need to teach students how to learn, and how they think; as they are emblems carrying future implications of the utmost importance, require learning new skills, and the use of knowledge in new situations (Jerwan, 2007). This underlines the need for teaching thinking skills and its development, and investing it to research in information sources, and choose necessary information, and use it to address problems, especially in adolescence, which are the intermediate third-grade students in the medium to be held, and this phase is characterized as described clearly by Almufda (2007) the capabilities and its differences per student, the prominence of some abilities, the relative stability to it and the clarity of individual differences. This shows the importance of relying on the diverse activities and there suitability to teach students at this stage; as educators

see the need to diversify education at this stage to meet these special abilities and develop thinking skills (Aqel, 1998).

Amongst the most prominent styles is critical thinking, which requires cognitive dimension; which calls for analysis of issues in the fields of knowledge, and emotional dimension, which includes the temporary suspension of emission of personal judgments (William, 1999).

Therefore, based on the above, the mental processes is related to critical thinking capable of making decisions, which is a built thinking skill aimed to select the best possible alternatives and solutions available to a person in a certain position, in order to reach to achieve the desired objective, and this was confirmed by the study of each of (Hill, 1999; Croke, 1999), which have strengthened the assumption that those who think critically work to make better decisions, and critical thinking, in turn, contributes to the development of making decisions and emitting rulings.

And by gaining the skill of making decisions it is important to expand it to include other skills such as critical thinking, which works in the evaluation of alternatives, and the best of selection and putting decisions into effect, and needs to apply many high skills such as analysis, installation, deduction and induction (Udall & Daniel, 1991). This was indicated by (Charless & Reigeluth 1998) that the decision-making process constitutes the cornerstone of teaching and learning knowledge.

Man takes in his life a series of decisions that vary in importance and complexity and how they impact their future and the future of others, and the decisions are subject to the impact of a large number of self variables and objectivity including variables related to motivation and personal characteristics. It was mentioned by Ismail Abdel Radi (2000) that making decisions means an opinion or judgment to solve a problem or to resolve an issue; so that the individual makes logical choices from amongst the solutions and alternatives presented to him, and Marzaco (2004) noted that the skill of making decisions requires higher thinking skills, such as analysis, evaluation and induction and deduction, and can be classified within the thought processes; like critical thinking, and creative thinking; where the decision maker practices defining the problem (analysis), and then finds alternatives (installation), and then makes a decision based on the evaluation.

Based on the above, the skill of making decisions is one of the thought processes exercised by the individual, and relates to the search for alternatives to solve issues and problems, and to determine the best alternative and most effective among a number of available alternatives to solve every issue or problem, and then take the decision or the appropriate solution, as scientifically; decision-making depends on objective methodology, founded on unbiased logical thinking, and includes specific scientific steps, starting with the definition of the problem and identifying the target and ending with the optimal solution.

In this regard, both Bokras (2001), and Baker (2002) view that the skill of making decisions goes through several successive stages, which ends with making a decision, and implementing it, and those steps are: (identify the problem - setting goals - analyze the reason of the problem - identify suitable solutions - make the decision particularly for the problem - implementation of the decision). Also Omar (2004) defined a number of properties that characterize making decisions including: common sense to reach a reasonable limit; and not the maximum limit, to be affected by human factors resulting from the behavior of the individual who is making the decision or group of people who are making the decision; which is a general process, affected by the surrounding environmental factors; internally and externally, characterized by continuity; i.e. they pass from one stage to another continually and includes many activities, and consists of a set of sequential steps.

The study by Cerruti Bowman (2001) revealed how experts go about making decisions; through an experimental presentation of international experts, in the way they make decisions, the researchers found that experts rely on strategies and metacognition in gathering information, data analysis and selecting alternatives and evaluating them. The results of previous research and studies have proven, in the twelfth scientific conference for the Egyptian Society of curriculum and teaching methods (teaching curriculum and the development of thinking) and fourth scientific conference for the Egyptian Society for reading and knowledge (reading and the development of thinking), that there is a lack of thinking skills among students in schools, and lack of curriculum, teaching methods, evaluation techniques, learning activities, and education in the performance of the role of teaching in the development of thinking skills among students. Also many studies concluded that students in different levels of education, lack the skill of making decisions which can be improved by using training programs in this skill (Goran, 2003; Abu Latifa, 2005; Alfrehat, 2006).

Learning and teaching activities, whether they are associated with decision or complementary to it, are from the factors that help the learner to make his decisions with complete confidence and competence; as these activities seek to develop thinking, which is a prerequisite for decision-making, and to exercise high levels of mental skills

related to critical thinking, and the ability to solve problems, and that the reasoning of decision is not acquired by education, but practice and experience; decisions will not be once corrected by reading a book, or listening to a lecture, as it is an experience that matures little by little, and the experience that acquires it takes days and it is acquired by practice, gradually (Hilal, 2009), therefore the elderly and the owners of the experiment are characterized with statesmanship and right of opinion and accuracy of choice more than others.

And third-grade intermediate students are characterized, as agreed by each of Zahran (1999) and Aqel (1998) and AlMufda (2007), by the growth of capacity (sectarian) that differentiate and become clear to them; and includes language ability that underlie the superiority of the student in use of language and criticism and accuracy of expression, and are also characterized by mental, emotional and social maturity; responsibility, and decision-making; through the experiences and situations experienced by the student, and the speed of intelligence growth, and memory based on understanding and deducing relationships, and directed towards abstraction, analysis and conclusion. This change in thinking is of the most prominent mental changes at this stage, where abstract thinking emerges, so the student at this stage can think of things virtually, and test them, and can also make analysis, synthesis and discuss possible alternatives, as well as impossible; as the students thinking is characterized as more flexible abstractly and less concentrated on the self; so it was important to formulate the curriculum at this stage in a way that allows the student to, think, conclude and impose hypotheses; instead of the method of memorization.

### *1.1 Problem of the Study and Its Questions*

Perhaps the use of a set of various linguistic activities in the field of teaching English language, such as cultural competitions, linguistic games and dialogues and debates would lead to enrich the vocabulary in the English language, and training on the quality of pronunciation, fluency, and master the art of modern diction and rhetoric and good dialogue, and promote self-confidence and courage in the face of the public, as well as the development of thinking skills including: accuracy observation, agility, and decision-making in the light of Islamic education values; where each of the study of Nasr (1998), Abi Faïda (2008), Sifiani (1996) and Mahmoud (2006) confirmed on the need for attention to linguistic activities because it helps to develop a number of intellectual and linguistic skills, and helps good expression, and develop ideas and attitudes among students, and is working to develop their abilities intellectually, physically, spiritually and skillfully. And the problem of the current research is determined by the following question:

What is the effectiveness of the use of certain classroom language activities in teaching English Language in the development of performance of oral language skills and the skill of making decisions among third-grade intermediate students in Makkah?

### *1.2 Hypotheses of the Study*

Based on the results of many previous studies that demonstrated the effectiveness of the use of different activities and active learning in developing academic achievement in various branches of knowledge in general and counting the English language in particular, the researcher has formulated the following alternative hypotheses.

- 1) There are statistically significant differences between the mean scores of the study sample, in the two applications; pre and post, for the oral linguistic performance estimate card in the English language on the focus of words; in favor of the post application
- 2) There are statistically significant differences between the mean scores of the study sample, in the two applications; pre and post, for the oral linguistic performance estimate card in the English language on the focus of structure; in favor of the post application.
- 3) There were statistically significant differences between the mean scores of the study sample, in the two applications; pre and post, for the oral linguistic performance estimate card in the English language on the focus of ideas; in favor of the post application.
- 4) There are statistically significant differences between the mean scores of the study sample, in the two applications; pre and post, for the overall oral linguistic performance estimate card in the English language; in favor of the post application.
- 5) There are statistically significant differences between the mean scores of the study sample, in the two applications; pre and post, for the measure of the skill of making decisions; in favor of the post application.
- 6) No statistically significant correlation was found between the mean scores of the study, in the post application, to test the overall oral performance in the English language and the measure of the skill of making decisions.

### 1.3 Objectives of the Study

The present study aims to:

- 1) Confirm the role of linguistic activities in the development of oral linguistic performance skills in English; by revealing the effectiveness of classroom language activities in the development of oral language performance skills, and skill of making decisions among intermediate third-grade students.
- 2) Detect statistically significant differences between the mean scores of the study sample, in the two applications; pre and post, for the linguistic performance estimate card; on the focus of words, structures and ideas individually and in linguistic performance overall.
- 3) Detect statistically significant differences between the mean scores of the study sample, in two applications; pre and post for the measure of making decisions.
- 4) Detect for statistically significant correlation between the mean scores of the sample study in the post application for the linguistic performance estimate card; and the measure of making decisions.

### 1.4 The Importance of the Study

The present study derives its importance from the subject matter, which is to activate the role of classroom language activities in the development of linguistic performance skills, and the skill of making decisions among third-grade intermediate students in Makkah, and in addition, the current study contributes to achieve the following:

- 1) Help curriculum educational programs planners and provide them with ways to activate the classroom language activities in the development of linguistic communication skills and the skill of making decisions.
- 2) Provide teachers and administrators of English the required guidelines and suggestions for teaching developed English language course content, according to these activities, and in line with the characteristics of the learners at every stage.
- 3) The results of this study may benefit the educated and learners in the development of language skills; by activating classroom activities, and directing it towards teaching the English curriculum; including verified communication skills of the English language, job communication and thinking.
- 4) The current study satisfies, as recommended by many scientific conferences and scientific seminars, the need for attention to linguistic activities; to promote the linguistic and mental level of the students, and their access to the desired level in the acquisition of English language skills as a second language.

### 1.5 The Limits of the Study

The current study is limited to the following:

- 1) Some classroom language activities in the English language and represented by: (cultural competitions, language games, and dialogues and debates).
- 2) Oral language performance skills represented by: words, ideas and structures; individually and collectively.
- 3) The skill of decision-making from among higher scientific thinking skills.
- 4) The third-grade intermediate students at the Ibn AlQayim intermediate school in Makkah in the second semester of the year 2013.

### 1.6 The Study Terms

#### 1.6.1 Activity

Defined Joseph (2008) that “everything that enriches teaching and learning is experiences of the curriculum, and gives it pleasure and vitality, and allows the learner active participation with the teacher; to achieve maximum positive interaction with the surrounding environment and its components; with what links the learning experiences with reality”.

#### 1.6.2 Linguistic Classroom Activities within the Limits of This Study

the diverse colors of the practice of the English language; listening, speaking and reading, carried out by the students inside the classroom or outside as they desire, and they use the English language directly and successfully in lively and natural situations, and the current study assimilates contests and language games (puzzles and riddles), dialogues and debates.

### 1.6.3 Decision Making

Defined by Taghreed Imran (2006) to take the decision as, an expression from the speed of the learner in selecting an opinion, behavior or conduct; effective and efficient and influential in an interacting position that is in respect to him.

Intended by decision making, within the limits of the current study: the students version of an opinion or judgment to solve a problem or to resolve an issue; with unbiased logical and realistic choices from among several alternatives and solutions introduced to him, by carrying out a number of specific scientific steps; beginning with the definition of the problem and identifying the aim and ending with the optimized solution, while using non-classroom activities for the development of oral linguistic performance skills in the English language.

### 1.6.4 Oral Linguistic Performance Skills

they are oral expression skills practiced by the individual through speech skills; that deal with the human voice with its diverse manifestation of: accent, tone and vibration, and rhythm and timbre, and gratifying, laminating and magnification, extending the shortening, stopping and arriving, an art showing the learner's ability to provide material stored in the nearby or distant memory in an influential manner in a collective position (Abdul Hamid & Fareed, 1980)

Intended by oral linguistic performance skills within this study: words, structures and ideas produced by students; by linguistic performance, practicing the art of speech and conversation; to convey meanings to an audience; by dealing with the phenomena of the human voice, and employing some linguistic activities such as competitions and language games (puzzles and riddles), dialogues and debates.

## 2. Design and Methodology

### 2.1 The Curriculum

To answer the study question and test the hypothesis, the researcher used descriptive approaches, and quasi-experimental, as follows:

#### 2.1.1 Descriptive Approach

where the prospective study was prepared by the researcher and applied to the experts in the field; for guidance from their opinions in the correct alternatives that can be included to measure decision-making for each issue, and on each of the topics.

#### 2.1.2 Quasi-Experimental Approach

It aims to verify the effectiveness of some of the linguistic classroom activities in developing oral linguistic communication skills, in the English language, and the skill of making decisions among third-grade intermediate students in Makkah, and the quasi-experimental approach has been used per experimental group.

### 2.2 The Study Population and Its Sample

The researcher used a random sample, where Ibn AlQayim intermediate school was chosen in Mecca at random, and then the intermediate third grade was chosen deliberately; for they represent the medium node in adolescence, and they were in three classes; the rate of (90) students, in each class (30) students, and using a lottery 3/3 experimental groups were drawn (30 students), and so the study population is represented by all the third-grade intermediate students in schools in Mecca.

### 2.3 Tools of the Study

#### 2.3.1 Performance Estimate Test

To achieve the objectives of the study the researcher proceeded in constructing test an estimate test of oral linguistic performance, and was keen as possible to achieve in it good test specifications, to be tested before the introduction of the independent variables, and then re-apply its application again after the completing the experimentation, the test vocabulary is formulated in light of oral linguistic performance skills in the English language, at the level of words, structures, ideas, and overall performance, and the test passed several stages of preparation as follows:

- 1) Determine the purpose of the test: it is a measure of oral linguistic performance in the English language; in the necessary skills for words, structures, ideas, and overall performance.
- 2) Determine linguistic classroom activities that will be used to train third grade intermediate students, namely: competitions and language games, dialogues and debates, and then formulate behavioral objectives to be

measured to test the performance estimate, and included in the following points (words, structures, ideas, and performance).

- 3) Choose the test alternatives; represented by the following alternatives: the degree of skill availability: (very large, large, medium, weak, are not available), and the researcher allocated (4) degrees if the skill is available very largely, and (3) degrees if the skill is available largely, and (2) degrees if the skill is available moderately, and (1) degree if the skill is available weakly, and (0) if the skill is not available.
- 4) Determine the appropriate time to apply the performance estimate card on the study sample, so that it is equal.
- 5) Preparation of specifications for performance testing, which shows the percentage of each point of the points of the card, as was distributed, the ratio of the relative weights of the test elements.
- 6) The formulation of the test elements in its preliminary image; is that the test contains all the previous behavioral objectives identified, and in the same proportions available in the specification table, and the number of test items in its initial form is (55) terms, the test was applied on the experimental sample of (10) students from outside the school application; to calculate the stability of the test; using Cronbach's alpha equation, and the stability coefficient of the test grades reached (0.89); and it is a rate which lead us to making the experiment to completion of the study, and the calculated duration of the test; averaged: 20/min.
- 7) The test was shown to a number of specialist arbitrators in the field; to verify its apparent sincerity, where the arbitrators confirmed its appropriateness, also the authenticity of the content was verified, and after making the views of the arbitrators, and adjustments were made, the number of items of the performance test in its final form was (47) terms, that measure oral linguistic performance in the English language among third-grade intermediate students in (words, structures, ideas and overall performance).

### 2.3.2 Measure of Making Decisions

The researcher proceeded in constructing the measure of making decisions, and its preparation passed the following stages:

- 1) Determine the objective of the measure; and it aims to measure ability of third-grade intermediate on decision making, on some cultural issues, and current events that revolve around it.
- 2) Identify issues or topics from the real life of the students', and from the problems that they go through during their English lessons.
- 3) Generate alternatives; where the researcher relied, through reference to survey, on the views of specialists and studies and literature research in the same field to generate proposed alternatives, which consisted of three proposed alternatives to resolve all of the issues put forward in the measure; to be comparisons among the alternatives offered by the test in order to select the most appropriate alternative, after scrutinizing reading; in the light of the facts and information provided on these issues, enabling the student to take decisions based on scientific grounds, rather than take decisions based on speculation.
- 4) Scale design by providing special instructions to answers on the scale items, and then showing the raised problems in the scale. The number of issues and topics in the scale of the initial image reached (6) key issues, and (9) issues and sub-topics; where each case was displayed, and then provide situation facts closely associated with the issue or topic, followed by three alternatives to resolve the issue; where the student picks an alternative that he believes is the best solution for the issue, and the estimated degrees of these alternatives are on the scale, with respect to the best alternative, of (1, 2, 3).
- 5) Display the measure of making decisions to a number of arbitrators to express their views and suggestions about the clarity of its phrases and the safety of its formulation and the appropriateness of each of the topics, issues and alternatives that have been put forward, and the arbitrators proposed to modify some of the proposed alternatives to become more clarified, and after making the views of the arbitrators' the measure of making decision became finalized and included (5) key issues, and (9) sub-issues, and those issues were represented in (20) multiple choice questions.
- 6) Test the measure of making decisions on an experimental sample made up of (10) students from third grade intermediate from outside the current study sample; to calculate the stability of the measure of making decisions; using cronbach's alpha equation, which reached the value of (0.91), a value that will lead us to take the measure, as was also calculated, the appropriate time to respond to the measure of making decisions, which amounted to an average of 25 minutes.

### 2.4 Procedures Applied to the Tools of the Study

- 1) The post application of each of, the estimate of oral performance in the English language and the measure of making decisions, on the sample study before training the students of the sample study on linguistic activities; identified by the current study, and this is to determine the level of the students before using these activities in each of, oral linguistic performance of the English language and the skill of making decisions.
- 2) Train the third grade intermediate students/ 3 in Ibn AlQayim intermediate in Makkah on oral linguistic performance skills in English; using linguistic classroom activities represented by competitions and language games (puzzles, riddles), dialogues and debates, and training continued for (8) weeks; two classes per week.

## 3. Results of the Study

### 3.1 First Hypothesis of the Study

To test the hypothesis of the first study: “There are statistically significant differences between the mean scores of the study sample in the two applications, pre and post, for the oral linguistic performance estimate card in the English language on the focus of words; in favor of the post application”. The (t-test) value was calculated for the mean scores of the study sample in the two applications, pre and post, for the linguistic performance estimate card on the focus of words during oral language communication in the English language, the following table illustrates this result.

Table 1. The difference between the two applications, pre and post, for the oral linguistic performance estimate card on the focus of words

Application	Arithmetic mean	Standard deviation	T value	Significance level	Comment	Eta squared
Pre	10.58	2.165	25.416	0.000*	Significant	0.93
Post	29.96	3.043				

As illustrated in Table 1, there are statistically significant differences between the study sample scores in the two applications, pre and post, for the linguistic performance estimate card on the focus of words in the English language; where the value ( $T = 25.417$ ) and is significant at the level (0.001) in favor of the post application, which had the highest arithmetic mean. And hence the study hypothesis accepts the existence of statistically significant differences between the mean scores of the sample study in the two applications for pre and post linguistic performance estimate card on the focus of words in the English language; in favor of the post application. To estimate the size of the effect, Eta squared was used; where its value reached (0.93), a value indicating a significant impact of linguistic classroom activities in learning English; which indicates the effectiveness of linguistic classroom activities in the development of performance skills in the English language; at the level of words, among students of the intermediate third grade of the study sample.

### 3.2 Second Hypothesis of the Study

“There are statistically significant differences between the mean scores of the sample study in the two applications, pre and post, for the oral linguistic performance estimate card in the English language on the focus of structures; in favor of the post application”. The T value was calculated for the mean scores of the study sample in the two applications, pre and post, for the linguistic performance estimate card on the focus of structures during oral language communication in the English language, and the following table illustrates this result:

Table 2. The mean scores of the sample study in the two applications, pre and post, for the oral linguistic performance estimate card on the focus of structures

Application	Arithmetic mean	Standard deviation	T value	Significance level	Comment	Eta squared
Pre	13.33	2.371	30.650	0.000*	Significant	0.95
Post	41.33	3.796				

As illustrated in Table 2, there are significant differences at the level of significance (0.001) between the study sample scores in the two applications, pre and post, for the linguistic performance estimate card on the focus of structures in the English language; where the value ( $t = 30.650$ ), which is statistically significant at the level (0.001), in favor of the post-application, which had a higher arithmetic mean. And hence the study hypothesis accepts the existence of statistically significant differences between the mean scores of the sample study in the two applications, pre and post, for the linguistic performance estimate card on the focus of structures in the English language; in favor of the post application, and to estimate the size of the effect eta squared was used; which reached (0.95), a value that indicates a significant impact of the language classroom activities in teaching English; which indicates the effectiveness of the language classroom activities in the development of linguistic performance skills in the English language; at the level of structures, among students of the intermediate third-grade of the study sample.

### 3.3 Third Hypothesis of the Study

“There are statistically significant differences between the mean scores of the sample study in the two applications, pre and post, for the oral linguistic performance estimate card in the English language on the focus of ideas; in favor of the post application”. The value of (t-test) was calculated for mean scores of the study sample grades the in two applications, pre and post, for the linguistic performance estimate card on the focus of ideas during oral language communication in the English language, and the following table illustrates this result

Table 3. The mean scores of the sample study in the two applications, pre and post for the oral linguistic performance estimate card on the focus of ideas

Application	Arithmetic mean	Standard deviation	T value	Significance level	Comment	Eta squared
Pre	11.88	1.918	37.307	0.000*	Significant	0.97
Post	35.46	2.431				

As illustrated in Table 3, there are significant differences between the study sample scores in the two applications, pre and post, for the linguistic performance estimate card on the focus of ideas in the English language; where the value ( $t = 37.307$ ), which is significant at the level of statistical significance (0.001), in favor of the post-application, which had a high arithmetic mean. Thus, the study accepts the hypothesis that there are statistically significant differences between the mean scores of the sample study in the two applications, pre and post, for the linguistic performance estimate card on the focus of ideas in the English language; in favor of the post application. To estimate the effect of size Eta squared was used; where it reached (0.97), a value indicating a significant impact of linguistic classroom activities in teaching English; which indicates the effectiveness of linguistic classroom activities in the development of linguistic performance skills in the English language; at the level of ideas; among intermediate third-grade students of the study sample.

### 3.4 Fourth Hypothesis of the Study

“There are statistically significant differences between the mean scores of the study sample in the two applications, pre and post, for the overall oral linguistic performance estimate card in the English language; in favor of the post application”. The value of (t-test) was calculated for the mean scores of the sample study in the two applications, pre and post, for the overall linguistic performance estimate card during oral language communication in the English language, and the following table illustrates this result.

Table 4. The mean scores of the sample study in the two applications, pre and post, for the overall oral linguistic performance estimate card

Application	Arithmetic mean	Standard deviation	T value	Significance level	Comment	Eta squared
Pre	63.21	7.089	37.714	0.000*	Significant	0.97
Post	200.25	16.33				

As illustrated in Table 4, there are significant differences at the level of significance (0.001) between the study sample scores in the two applications, pre and post, for the overall linguistic performance estimate card in the English language; where the value ( $t = 37.714$ ), which is statistically significant at the level of (0.001), in favor of the post-application, which had a higher arithmetic mean, and thus the study accepts the hypothesis that there are statistically significant differences between the mean scores of the sample study in the two applications, pre and post, for the overall linguistic performance estimate card during oral linguistic communication in the English language; in favor of the post application. To estimate the effect of the size Eta squared was used; where it reached (0.97), a value indicating a significant impact of linguistic classroom activities to teach English; which indicates the effectiveness of linguistic classroom activities in the development of linguistic performance skills in the English language; at overall linguistic performance level, among intermediate third-grade students of the study sample; which indicates the effectiveness of the language classroom activities in the development of oral linguistic performance skill in the English individually and collectively, among intermediate third-grade students of the study sample. This result agrees with the findings of the studies of Hubbard (1991), Crystal (1996), Grander (1998), Nasr (1998), Nabeela Altawansa (2001), Jaballah and Sangay (2007), Abi Qaida (2008), Mohammed (2008) and Albri (2011), which resulted in that, language activities and games are an integral part of modern methods of teaching English language skills, and a tool to stimulate the practice of linguistic communication.

### 3.5 Fifth Hypothesis of the Study

“There are statistically significant differences between the mean scores of the study sample in the two applications, pre and post, for the measure of making decisions; in favor of the post application”. The value of the (t-test) was calculated for the mean scores of the sample study in the two applications, pre and post, to measure the skill of making decisions, and the following table illustrates this result.

Table 5. Mean scores of the study sample in the two applications, pre and post, in the measure of making decisions

Application	Arithmetic mean	Standard deviation	T value	Significance level	Comment	Eta squared
Pre	11.21	1.793	22.052	0.000*	Significant	0.91
Post	25.67	2.665				

As illustrated in Table 5, there are significant differences at the level of significance between the mean scores of the study sample in the two applications, pre and post, for the measure of making decisions; where the value ( $t = 22.052$ ), which is statistically significant at the level (0.001), in favor of the post application, which had a higher arithmetic mean. Thus, the study accepts the hypothesis that there are statistically significant differences between the mean scores of the sample study in the two applications, pre and post, for the measure of the skill making decisions; in favor of the post application. To estimate the effect of the size Eta square was used; where it reached (0.91), a value indicating the effect of the language classroom activities and its effectiveness in developing the skill of making decisions, among intermediate third-grade students of the study sample. And this result agrees with the findings of the studies of Hill (1999); Croke (1999); Ceruti and Bowman (2001), Goran (2003), Abi Latifa (2005), Alfrehat (2006), Butkowaski (1997), Beyer (1994), Aljlwi (2008), Seema and Raja (2010), which resulted in its entirety for the effectiveness of enrichment activities and puzzles in the development of thinking skills and making decisions.

Perhaps the all the above refers to the effectiveness of linguistic classroom activities in the development of oral linguistic communication skills in English language, on the focus of (words, structures and ideas) individually, and at the overall level of the performance of these combined skills, and in the development of the skill of making decisions, among intermediate third-grade students of the study sample.

### 3.6 Sixth Hypothesis of the Study

“There is no statistically significant correlation between the mean scores of the sample study in the post-application to test the overall oral performance in the English language and the measure of the skill of making decisions”. The correlation coefficient (Pearson) was calculated, and the following table illustrates this result.

Table 6. The relationship correlation between the scores of the sample study in the post application for oral language performance skills in the English language and between their scores in the measure of the skill of making decisions

The first variable	The second variable	Correlation coefficient	Statistical significance
Scores of the overall oral linguistic skills in the English language	Scores of the skills of making decisions	0.989	0.001

As illustrated in Table 6, the value of the Pearson correlation coefficient equals (0.989), which is statistically significant at the level (0.001), and suggests that increasing scores of overall oral linguistic performance skills in English is by accompanied by increasing levels of decision-making skills. Thus, the results of this hypothesis leads us to reject the hypothesis of zero, and accept the alternative hypothesis, which states: statistically significant correlation between the mean scores of the sample study in the post application to test the overall oral performance in the English language and the measure of the skill of making decisions; in favor of the post application; therefore this indicates, that the linguistic classroom activities in the English language have created incentive and interesting, educationally appropriate opportunities and climate, that helped the intermediate third-grade students of the study sample to acquire knowledge and develop the skill of making decisions; through what was made possible from the acquisition of functional skills of English, in a manner that combines fun and interest together, by ways of interaction and communication which pleased them, and made them self-confidence, and stir towards learning and acquire oral linguistic communication skills in the English language, according to their abilities and aptitudes, and the use of various language classroom activities in learning English language requiring practice of multiple mental skills such as, meditation; accuracy in inspecting results and interpretation, analysis, evaluation and deduction; and issuing judgments, and this in turn led to the development of the skill of making decisions.

#### 4. Recommendations

In light of the findings of the results, the researcher recommends the following:

- 1) The need to give linguistic classroom activities programs its educational value and position in teaching and learning languages, especially, teaching English as a second language.
- 2) To take into account the needs and interests of learners when planning language classroom activities; as the achievement of language proficiency among learners of English as a second language should stem from their self motivation; with the purpose of fun and interest and in line with their interests, abilities and aptitudes.
- 3) The allocation of an appropriate language activities program to teach English as a second language, with early planning from the start of the school year; to involve teachers, learners and supervisors in the planning process of those programs.
- 4) To hold regular sessions for teachers and supervisors to be trained on the programs of linguistic classroom activities to teach English as a second language, and train them to link education to thinking, and to measure its diverse skills; in order to increase their capabilities, and the development of their performance, and the renewal of their information, and provide them with modern educational trends in the field of active learning and thinking.
- 5) The need to prepare a guidebook for the language classroom activities program to teach English as a second language, explaining the goals of these activities, its importance, types, and how to exercise it, and how to employ it in the service of language courses.
- 6) To benefit from the measure of making decisions, in the current study; and develop it and use it among general education students in different stages of study.

#### 5. Suggestions

In light of the results and procedures of the study, the researcher suggests the following:

- 1) Conduct research projects on the effectiveness of the use of language and other activities on English language skills collectively.
- 2) Study the impact of the proposed training program for teachers of English as a second language in the development of the skill of making decisions in light of some of the diverse linguistic activities.

- 3) Study the impact of the proposed training program for teachers of English as a second language to employ classroom linguistic school activity in the development of linguistic performance skills.

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