

## The Effect of Filtering Thought Activities on Iraqi EFL Pupils

Nada Ahmed Mousa<sup>1</sup>, Muthana Mohammed Badie<sup>2</sup>

### Abstract

*This study aims to know the effect of filter thought activities on middle school students, where the sample consisted of 60 students who were chosen randomly for the academic year 2022-2023, and the pre and post-tests were used on the two selected groups A and B. Learn English.*

**Keywords:** *The effect filter thought activities, Iraqi Preparatory Pupils' Achievement.*

### Introduction

It is important to learn English because it is a global language of communication these days between people. Many investigations (McCardle & Hoff, 2006; Hoffman, 2001) have found that English as a foreign language (EFL) students face numerous challenges when learning English, negatively affecting their success. It is possible that the teacher is not prepared to teach the students well or does not attract their attention, and other reasons that result in the lack of a strong skill in learning the second language among the students. Several activities have been designed to encourage and enhance the student's learning motivation and reduce their level of anxiety and fear. Krashen (1986) cited motivation, self-confidence, and anxiety in the emotional filtering hypothesis as the three most important variables that play a role in second language acquisition. Education can become difficult when feelings of anxiety, fear, or embarrassment are high. Emotional filtering is often described as an imaginary barrier that rises in the mind and blocks input, thus blocking cognition. Emotional filtering is reduced, feelings of security are elevated, and language acquisition occurs. Current research supports Krashen's theory that stress affects thinking and learning.

### Purpose of the Study

Find out whether there are any significant differences between the achievement of the experimental group who taught using filter thought activities and the achievement of the control group who taught using the traditional method in the post-test.

### The Value of the Study

1. It provides the EFL pupils with the required steps to be followed throughout the employment of filter thought in teaching vocabulary. According to the theoretical value.
2. it could be useful for university students, book designers, interested people, and specialists.

### Operational Definitions of Terms

1. Effect

---

<sup>1</sup> Department of English, College of Education for Women, University of Tikrit, Anada5734@gmail.com

<sup>2</sup> Department of English, College of Education for Women, University of Tikrit, Muthana\_albazi@tu.edu.iq

It is the "treatment or the effect of an experimental factor under the controlled condition on the control variable" (Good, 1973:195).

It refers to a "change that is caused in a person or thing by another person or thing" (Collins, 1987: 451).

## 2. Strategy

Paris, et., (1991:692) describes strategies as "action selected deliberately to achieve particular goals".

Strategy means "the framework which guides those choices that determine the nature and direction of an organization" (Tregoe and Zimmerman,1980:17).

## 3. Affective filter

Du (2009) concludes that only the teachers who pay attention to the role of the learners' effect in L2 teaching could guarantee the learning effect and reveal the value of L2 teaching.

### Limits of the Study

The current study is limited to:

1. Pupils of the fifth preparatory class at the Alakeeda school in Salah- Aldeen Governorate.
2. Unit 2,3 of the "English for Iraq" textbook.
3. The academic year study 2022/2023.

## **Literature review**

The emotional filtering work was first published by Dully and Burt in 1977 and was established by Stehpen Krashen, which relies on five hypotheses in the learning process. Emotional factors of language learners may profoundly influence their acquisition effect. Krashen 1982 Those who are motivated and confident acquire more information because of the effect of lower filtering on language inputs, and vice versa.

Chen, C. (2020) focuses on Krashen's "affective filter hypothesis", analyzes the application of affective factors in teaching English grammar, and puts forward some teaching suggestions.

### Method and Procedures

This part of the study presents the methodology that the researcher conducted in this study. It includes the population, the sample, the instrument and its validity and reliability, and the procedures of the study.

#### The population and sample of the study

Lehmann and Mehrens (1971) believe that the population represents the group in general and the number of individuals it contains in particular. Best and Kahn (2006) also stated that a population is a group of individuals that have at least one common feature that distinguishes this group from other individuals. Arikunte (2006, p109) referred to the sample as a subset of the population that accurately reflects the basic characteristics of the population.

Population selection is one of the basic requirements for educational research in order to choose one school from the preparatory stage. The population of the current study was for the preparatory stage in the city of Tikrit for the fifth grade of middle school (a school for girls) and the total number of the aforementioned class (156 ) in the schools that were visited in the first semester of the academic year (2022 -2023) Al-Aqedah Secondary

School for Girls was deliberately chosen because the school consists of two classes in the fifth grade of middle school and also for the cooperation of the school administration with the researcher.

#### Construction of post-test

as stated by Khader (2016) that the test is based on what The pupils learned after completing the educational materials, whether they were units or supplementing books. as the test identifies the aspects that must be worked on in the future, and the most important purpose of the test is to know if the goals have been achieved. Table(1)

Table (1)

Total scores	Category	No. of item	Type	Table(2) No
20	Objective	6	Seen passage with a number of question	1
20	Semi objective	5	Answer questions by using information from a passage textbook	2
20	Semi subjective	6	Do as required	3
20	Subjective	5	Match the suitable word to the photo and write a phrase	4
10 10	Subjective subjective	A / Write a paragraph about mobile B / Complete the paragraph with a suitable missing word		5
<b>100</b>	<b>Total</b>			

#### Conclusion

The current study provided important data about the use of filter thought activities in the English language. The results of the study provided strong evidence for the use of filter thought activities as a method of teaching and learning to achieve better results in students' achievement in the English language in particular than the normal method. In addition, the study proved that filter thought activities had a positive effect on students' ability to share ideas, and showed that the technique was more effective in teaching English than the regular method. The use of filter thought activities also led to an increase in encouraging students to participate during the education process.

#### References

- (Eds.) Viewpoints on English as a Second Language. New York: Regents. pp. 95-126.
- Arikunto, S. (2006). Research Procedure: A Practical Approach. Jakarta: Rineka Create.
- Chen, C. (2020). The application of affective filter hypothesis theory in English grammar teaching. Journal of Contemporary Educational Research, 4(6).
- Collins,1987. Collins English Dictionary,p 451. -
- Du, X. (2009). The affective filter in second language teaching. Asian social science, 5(8), 162-165.
- DULAY, H., and BURT, M. (1977) Remarks on creativity in language acquisition. In M. Burt, H. Dulay and M. Finnochiaro

- Ebel, R. and D. Frisbie (1991). *Essentials of Educational Measurement*. 5th eds. Englewood Cliffs, NJ: Prentice-Hall.
- Goodman, K. S. (1973). "Psycholinguistic Universal of Reading Process". In Smith, F. (Ed) *Psycholinguistics and Reading*. New York: Holt, Rinehart, and Winston (21-29).
- Krashen, S. D. (1986). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Lehman, I. and Mehrens, W.A.(1971). *Educational Research Reading in Focus*. U.S.A. American Winston INC.
- McCardle, P., & Hoff, E. (2006). *Childhood bilingualism: Research on infancy through school age*. Clevedon: Multilingual Matters.
- Nisreen, S. and Khader, K. (2016). The Effectiveness of Blended Learning in Improving Students' Achievement in Third Grade's Science in Bani Kenana. *Journal of Education and Practice*, 7(33), 109-116.
- Tregoe, B.B. and J.W. Zimmerman (1980), *Top Management Strategy: What it is and how to make it work*, New York: Simon and Schuster.