The Effect of Filter Thought Activities on Iraqi EFL Pupils

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Abstract

This study aimed to know the effect of filter thought and their achievement in English on EFL . The sample consisted of 60 randomly chosen from EFL preparatory students in Salaheddin Governorate. The sample is divided into two groups, group (A) representing the experimental group comprising (30) pupils who have been taught according to the filter thought activities. Group (B) signifies the control group which also includes (30) pupils who have been taught according to the communicative method, Both groups have been equalized in such variables as parents' educational level, English scores achievement in the preceding schooling year, and the pre-test of both groups. Questions are composed to combine the post-test. The filter thought activities have been used to confirm the reliability

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coefficient. The discrimination power and difficulty level for each item has been determined via statistical analysis of the items. The entire sample has been exposed to the post-test as a result. The data gathered from the post-test findings have been statistically examined using the formula for the T-test of two independent and paired samples. According to the results, there is a statistically significant difference between the mean scores of the experimental group who is taught by using filter thought activities, and the control group who is taught by using the communicative method there is also a statistically significant difference between the mean scores of the experimental group in the pre-post achievement test then a conclusions of this study is presented forward.

Key words: filter thought, filter thought activities.

تأثير أنشطة ترشيح الأفكار على التلاميذ العراقيين في اللغة الإنجليزية كلغة أجنبية

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المستخلص

هدفت هذه الدراسة إلى معرفة تأثير أنشطة ترشيح الافكار وتحصيله في اللغة الإنجليزية على اللغة الإنجليزية كلغة أجنبية. تكونت العينة من 60 طالباً تم اختيارهم عشوائياً من طلاب المرحلة الإعدادية للغة الإنجليزية كلغة أجنبية في محافظة صلاح الدين. تم تقسيم العينة إلى مجموعتين، المجموعة (أ) تمثل المجموعة التجريبية المكونة من (30) تلميذاً تم تدريسهم وفق مرشح أنشطة الفكر. المجموعة (ب) تعني المجموعة الضابطة والتي تضم أيضاً (30) تلميذاً تم تدريسهم وفق الأسلوب التواصلي، وقد تعادلت المجموعتان في متغيرات مثل المستوى التعليمي لأولياء الأمور، ومستوى التحصيل في اللغة الإنجليزية في العام الدراسي السابق، ومستوى التحصيل في اللغة الإنجليزية. الاختبار القبلي لكلتا المجموعتين. تتكون الأسئلة من الجمع بين الاختبار البعدي. وقد تم استخدام أنشطة ترشيح الافكار للتأكد من معامل الثبات. وتم تحديد قوة التمييز ومستوى الصعوبة لكل فقرة من خلال التحليل الإحصائي للفقرات. ونتيجة لذلك، تم تعريض العينة بأكملها للاختبار

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البعدي. تم فحص البيانات التي تم جمعها من نتائج الاختبار البعدي إحصــائيا باســتخدام صــيغة اختبار T لعينتين مســـتقلتين ومقترنتين. وفي ضــــوء النتائج يوجد فرق ذو دلالة إحصــــائية بين متوسـطي درجات المجموعة التجريبية التي تدرس باسـتخدام أنشـطة التفكير المرشـح، والمجموعة الضـابطة التي تدرس باسـتخدام الطريقة التواصـلية كما يوجد فرق ذو دلالة إحصـائية بين متوسـط درجات أفراد المجموعة التجريبية في الاختبار التحصــــيلي القبلي والبعدي، ثم عرض نتائج هذه الدراسة

الكلمات الدالة: ترشيح الأفكار، التفكير، المرشح.

1. Introduction

Learning the English language is very important because it is a language of communication all over the world and plays an important role in our lives because it is linked to better life opportunities. Learning English indicates taking steps toward the present and the future because it is the language that everyone should know (Hijazi, 2012). Those who cannot read properly and who cannot process and understand what they read will not succeed (Kerubo,2014). Activities are designed to help students organize ways of regulating thoughts and emotions to raise awareness and say acceptable things. Through these activities, ideas can be filtered before they are uttered.

For example When the student feels confused or there may be so many thoughts in the mind that it is possible to escape from it. The mind contains a filter that helps to say useful things, rather than allowing every thought in the mind to rush out of the mouth. The term emotional filter originated from Stephen Krashen, an expert in the field of linguistics, who described it as several emotional variables contributing to second language acquisition.
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. In turn, 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.
Teaching English is crucial nowadays since it is an international language and the most widely spoken language on the planet. It enables pupils to interact with people from various nations. 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. The challenges may be attributed to English teachers not being properly trained on how to teach English and its four competencies.

It is possible that they may not attract pupils' attention or inspire them to study language, or the curriculum may not always be appropriate to help pupils improve their proficiency levels. Furthermore, teachers may not use appropriate instruction to strengthen the four language skills, (souriyavongsa et al., 2013).

Purpose of the Study

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

Hypothesis

There are no statistically significant differences between the mean score of the experimental group who is taught by filter thought activities and the control group who is taught by communicative achievement in the post-test.

The Value of the Study

1. Practically, it has a practical value since it will be useful for preparatory pupils and teachers and it will improve pupils' achievement in learning the English language.

2. This study will be valuable for teachers since it will enhance their knowledge of how to teach English textbooks by suggesting different teaching methods implemented by the teacher.

Operational Definitions of Terms

1. Effect

Effect means "something produced on action or cause which is produced usually more or less immediately" (Patric, 1971:46).

2. Affective filter

is the psychological barrier that becomes elevated and hence
prevents learners from internalizing the subject matter, concepts, or ideas presented to them (Chametzky, 2013b).

3. Filter Thought

The term filter thought is Mental filter is one of the common cognitive distortions that cause us to think negative or positive . in other word Filtering or mental filtering is an irrational thinking characterized by filtering out positive information but retaining the negatives (Panourgia ,2017) .

(Webster,2005) defines emotion as "referring to, arising from, or influencing feelings or emotions."

LITERATURE REVIEW

1. Filter Thought Activities: Historical Overview

Filter thinking activities refer to the process of selecting and analyzing information, sorting and prioritizing it, and then making informed decisions based on that analysis. This critical thinking approach helps people to avoid biases, overcome cognitive constraints, and arrive at sound conclusions. To that end, the purpose of filter thinking activities is to develop an individual's ability to think critically, creatively, and reflectively about a situation or problem (McNamara, 2000) .

Heard, et al. (2020) state that to think critically is to analyze and evaluate information, reasoning, and situations, according to appropriate standards, for the purpose of constructing sound and insightful new knowledge, understandings, hypotheses, and beliefs. Using critical thinking skills is essential in all areas of life, particularly in the

workplace. Employers seek workers who can not only perform their job duties with proficiency but also think independently and solve problems (Bynom, 2001) .

Filter thinking activities can help an employee to identify risks, issues, and opportunities, and then recommend and implement effective solutions. They can also help a person to adapt to change and remain open to new ideas and perspectives. Information is a result of processing data that is claimed to be important for its users and becomes the basis for determining a decision (Devilles, 2016).

2. The Advantages of Filter Thoughts

Krashen points out that there are four factors that affect the second language and are responsible for individual differences.

2.1. Affective Filter Hypothesis:

Affective filter hypothesis--the number of learners' acquisition of comprehensive input is affected by affective filter, including motivation, self-confidence, anxiety, etc. In other words, the emotional factors of language learners profoundly influence the effect of their acquisition (Krashen, 1982).

Krashen's (1982) hypothesis of second language achievement consists of five major key points, which are the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in the language learning process. It is possible that students would not be able to absorb what they should learn in class because of their teacher's uncongenial manners or classmates' aggressive and competitive attitudes. In his affective filter hypothesis, Krashen (1982) points out that in Second Language Acquisition (SLA), many key factors of learners' success in language learning should be associated with the student's emotional condition. A language learner's passion for participating in the class and confidence from teachers' encouragement can decide the accomplishment of their SLA.

Cognitive strategies are essential in learning a new language which enable pupils to understand and produce by using many different means ranging from repeating to analyzing expressions to summarizing with all their variety. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the pupil. Cognitive strategies are practical for language pupil typically found to be the most popular strategies with language pupils. These strategies are practical for language pupil and link new information with existing knowledge. Cognitive strategies include four subdivisions as follows: practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output Oxford (1990)

All pupils can benefit from instruction in learning strategies such as working with groups or pairs reinforce the notion that pupils who learn consciously monitor their own learning, and who have a storehouse of strategies to use when learning becomes difficult. When teaching a learning strategy ,teachers should identify the strategy, explain its usefulness, demonstrate its use, give pupils practice in applying it to a learning situation, and show them how to evaluate its effectiveness and what to do if it does not work (Chamot and O'Malley, 1994)

Cognitive function works as the ability to perform cognitive processing tasks. cognitive function refers to the process whereby the capacity to make accurate categorizations is met with the ability to evaluate outcomes or make accurate decisions

(McGuiness   &   Pribram,   1979).
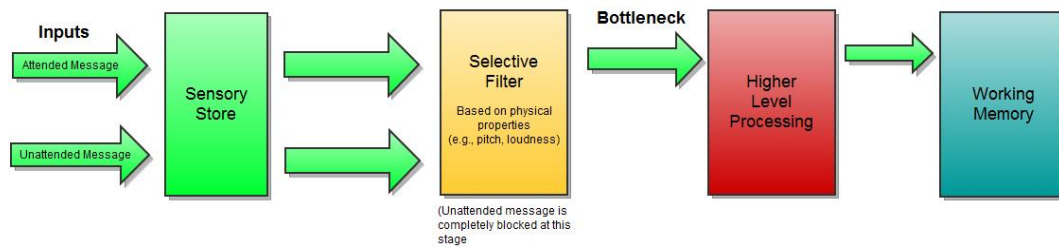
Typically, learners with clear motivation, strong self-confidence, and measurable anxiety can acquire more input because of the low filtering effects on language input. On the contrary, the usage learners have less input as a result of the high filtering effects. In language teaching, therefore, the degree of students' effective filtration should be reduced to effectively conduct language input in a harmonious environment (Gay, & Diehl, 1992).

2.2. Motivation

Most researchers agree that motivation is important in the second language learning process and cannot be abandoned even by gifted students, whatever the curriculum. Motivation from the educational point of view is defined according to the interpretation of Gardner (1985), which defines the motivation to learn a language as the extent to which the individual strives to learn the language because of the desire for it and the satisfaction that we find in this activity (Fraenkel, 2012).

2.3. Attitude

It is the attitude towards something or the way you think and feel. Psychological theories about situations refer to an evaluative and emotional response and consist of three components: affect perception, and behavior (Glass and Stanley ,1970) .

2.4.Anxiety

Gardner and Maclntyre (1993) argue that linguistic anxiety occurs when the situation requires the use of a second language that the individual is not well mastered. This apprehension is characterized by degrading self-perception, feelings of apprehension, and physiological responses such as increased heart rate. There are many ways to engage learners and help them remember and understand information. These classroom activities that can be used in our classrooms and that are ideal for teaching are:

A. Quizzes

These types of activities are fun to engage the students in the class and there are many of them like the multiple-choice tests or the test of true and false. We ask the students to work in groups and the group that gives the most questions correctly wins.

B. Buzz Groups

They are short discussions of a group or group of three or more students call buzz because when the participants start talking, they will make a loud noise in the class with their classmates. For example, ask the participants a question. Ask them to discuss and express a specific topic. This method is useful for engaging shy students and is important for thinking.

C. Brainstorming

This type of activity helps students come up with ideas to solve a problem or answer a question. Students are encouraged to say whatever comes to their mind first.

D. Discussions and Group Learning

The discussion should be among the topics of the curriculum in order to be useful, organized and focused. For example, it is possible to ask the question "Can you talk a little about that?" The question should be open in order to help the discussion.

E. Presentations

In this activity, the teacher divides the students into small groups and asks them to design a short presentation together in front of the class. This is a short group discussion.

F. Asking Questions

Asking questions is not an activity in itself, but it is an important tool for the teacher to engage the students. Instead of explaining the idea immediately, we direct the idea by asking a question and no matter if the answer is wrong because it will be directed later (Krashen 1986).

2.2. The Concept of Filter

The affective filter is the psychological barrier that increases and thus prevents the student from absorbing the topic or ideas are presented (Chametzky, 2013).

As cited by Ellis (1985) Krashen relates Motivation, self-confidence, and anxiety as factors that determine the severity of a student's emotional filtering. These influencing variables teach the language of learners, in addition to the factors contributing to a successful educational process that is linked to each other, and teachers should view them as factors that can affect language learning. In addition to the factors contributing to the successful teaching process.in brief ,the affective filter is a theoretical screen between learners of a second language and the input need to learn and acquire a second language. if the filter is high, the learner is blocking out input .conversely if the filter is lower, more input is received. learning environments with low levels of anxiety are deemed better for language learning (Kirk, 2013).

Concept of Thinking 2.3.

Thinking is a mental process and arranging some of what he knows to reach the unknown, , And think about the problem, and work his mind in it to reach a solution to it, (Krashen, 1985).

Thinking is the work of the mind to reach a solution to the problem or the work of the mind in the known to reach the knowledge of the unknown. What is noticeable in these definitions is that they revolve around my first matter, that thinking is an activity of the mind or is expressed by actions for it, and the second is that this mental activity should be for a specific purpose in the sense that it is an activity directed towards a specific matter to solve a problem or discover an unknown or to understand the meaning and defines thinking in its simplest way Definition: It is a series of mental activities that the brain performs when it is exposed to a stimulus that is received by one of the five senses (MacIntyre, 2002).

McCardle (2006) defines it as a mental activity is carried out by the mind and memory to solve a problem or create something new by exploiting the data and the stock in the memory.

2.4.The Purpose of Filter Thoughts Activities in Class

Filter thinking activities refer to the process of selecting and analyzing information, sorting and prioritizing it, and then making informed decisions based on that analysis. This critical thinking approach helps people to avoid biases, overcome cognitive constraints, and arrive at sound conclusions. To that end, the purpose of filter thinking activities is to develop an individual's ability to think critically, creatively, and reflectively about a situation or problem (McNamara, 2000).

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Understandings, hypotheses, and beliefs. Using critical thinking skills is es1sential in all areas of life, particularly in the workplace. Employers seek

workers who can not only perform their job duties with proficiency but also think independently and solve problems (Bynom, 2001).

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Putri and Umah (2020) state that filter thinking activities can be used in any area of life where decision-making is necessary. The process of filter thinking activities involves various steps (Ellis, 1985). Firstly, you need to identify the problem or situation which requires your attention. You then need to gather information in a systematic way, by conducting research, interviewing people, or using other sources. Secondly you have collected the information, you need to analyze it critically to identify its strengths, weaknesses, and gaps in knowledge lastly you can then use this information to formulate potential solutions, which you can analyze further to establish the most effective course of action(Gardner, 1985)

Critical thinking is part of higher-order thinking skills, along with creative thinking for problem-solving and decision-making (Facione ,1990). Both critical and creative thinking are related to each other.

Thinking is effective in solving problems and can be taught systematically. For this reason, teaching higher cognitive abilities such as critical thinking has always been the best in learning (spendlove2008). The most important role of the teacher during the lesson is to clarify the new lesson and give examples to the pupils, monitor the work of the pupils listen to the discussion among the group members, provide feedback to motivate the learners, and identify the weaknesses that need to be reviewed, follow up the progress made by the group members, and evaluate all the activities of the group during the lesson(Goodman, 1973). As for the role of the teacher after the lesson, the teacher summarizes the most important thing in the lesson, determines the score of each group, and determines the winner among them to provide the appropriate reinforcement for it (Healey, 2012).

2.5.Types of Filters Used in Thought Activities

Filters play an essential role in our daily lives, especially when it comes to thought activities. They help us sort through information and streamline our decision-making

process. However, not all filters are created equal. In the current study, we'll explore the different types of filters are used in thought activities Jaffke, (2004).

The process of filter thinking activities involves :

1. Cognitive Filters:Katharina,(2020) gives details about mental filter is a term used to describe one type of cognitive distortion, or faulty thought pattern, that can often lead to higher levels of anxiety and depression. When thinking through a mental filter, a person is focusing only on the negative aspects of a situation and filtering out all of the positive ones Kerubo, (2014). Cognitive filters are used to filter out information based on our beliefs and knowledge. These filters are often used unconsciously, and we may not even be aware that we're using them. For example, if we have a strong belief that dogs are dangerous, we might filter out information that contradicts that belief.

2. Social Filters: A Wilson,(2013) describes them as the selective engagement with people, communication ,and other information as a result of the recommendations of others , which has always taken place. Social filters are used to filter out information that doesnot fit with our social norms and values. For example, if we are part of a group that values vegetarianism, we might filter out information about the benefits of eating meat.

3. Confirmation Bias Filters: Willem (2019) states that confirmation bias is the tendency to search for, interpret, favor and recall information in a way that confirms one's preexisting beliefs or hypotheses. Various psychological tendencies can be considered illustrations of a confirmation bias. Confirmation bias filters are used to filter out information that doesn't confirm our pre-existing beliefs. This filter can be particularly dangerous, as it can lead us to ignore evidence that contradicts our beliefs and lead us to make poor decisions.

4. Attentional Filters: Broadbent's, (1958) presents an information processing model included an attention filter allowing only one channel of information to be processed, with the rest filtered out. In other words, attentional filters are used to filter out information based on our ability to focus on a particular task. For example, if we're trying to read a book in a noisy coffee shop, we might filter out the background noise to focus on the book(Kirk, 2013).

2.6. The Filter Thought and the Skill

Naturally, at the beginning of each chapter or stage of learning, we need to learn the main skills, which start with speaking, listening, reading, then writing. These skills are known as communication skills. It is very important to teach the student these skills to communicate with each other to transfer information and ideas using these skills. Listening and reading skills are receptive skills. As for writing and speaking, they are productive skills that come as a result of learning. It is necessary to learn the four skills (McNamara, 2000).

Brown (2000) states that despite the discussions about teaching the four skills, they are not isolated, as they enhance the language processes of the learners. For example, listening to others enhances the ability to Speak, as well as reading improves writing skills, and so on. There are other advantages to reading that help the learner to know grammar and acquire new vocabulary, and there are several different definitions of these four skills.

Smith (1998) defines "a good listener often speaks more exactly and more creatively than poor. listeners they have more words at their command" This means that a good listener gets in correct pronunciation and vocabulary during the lesson. Mendelsohn (1994) indicates that listening learning needs focus in order to distinguish sounds in words, especially phonetic differences, in order to collect the largest number of words or deduce new meanings while noting the differences and distinguishing between them.

In this skill, the teacher plays an important role to achieve the goal of listening. For example, all distractions that are not related to materials, noise, and movement must be removed, and appropriate conditions are established within the classroom (Nisreen, 2016). The teacher must ensure that students understand the language they need to complete the lesson. Mendelsohn (1994) stresses that the students must know whom they are listening to and why, and we should not forget the degree of understanding of the student and his ability to distinguish sounds and the use of material based on the original texts, and the teacher must also ensure that the speed of his speech does not exceed the speed of the student in listening and the teacher should encourage the students to participate to express what is heard (Patric, 1971).

There are types of activities that help to speak, including chants, which are the result of listening to them on the cassette or video. This activity helps to know the sounds through discrimination, after which speech is produced. Other activities that help in the speaking process are oral reports and discussions from the book after they finish reading (Putri & Umah, 2020).

Zang (2009) indicates that the integration of reading and speaking skills helps the student to understand the material and reveals any weakness they have in understanding the text. The most important thing is to apply the information that is read in speaking that helps their fluency in the language. As for reading, it naturally comes after listening and speaking.

In terms of developing communication skills, the teacher should put reading in the first place for language teaching because reading helps self-development and personal and social adaptation (Ravitch, 2007).

Brindley (1994) emphasizes the essence of the basic knowledge factor in reading, when he said, "Texts are not completely self-contained. They refer to the world. Texts are associated with knowledge on the part of the reader. Sometimes knowledge is based on facts and refers to things, events, and people. Do not depend on understanding facts but on understanding cultures".Brindley emphasized several points for the development of reading, and the teacher should take them into consideration, including that it is important for students not to work to understand every word so that it is not a tedious process, and he must choose the text in order to be more fun to read, discover something new within the text, and spend enough time to choose a task using explanatory means. The teacher should support the students' abilities and encourage them to make reading more enjoyable(Richards, 2017).

As for writing skills only, Johnson (2008) learning English . pupils rarely write what they do not say or read. pupils listen to sounds or speech while trying to use letters to record their ideas on paper. Writing is preceded by the process of introducing broad information to express it, so learning to write begins through letters, then short words and phrases until it reaches a syllable in which he expresses himself or his family, hobby, etc., because

students are often unable linguistically or intellectually at the required level yet, and it is important to spend enough time to build the language they have (Slavin, 1990).

So, from the highest levels of thinking in learning, including remembering, understanding, applying, analyzing, constructing, and evaluating. Through these classifications, pupils can develop language skills, the best of which are deductive skills, which are speech and writing(Stevens, 2007). Anderson and David (2006) develop the cognitive domain of Bloom. Its results are remembering, understanding, applying, analyzing, evaluating, and creativity. Therefore, thinking is important in learning the four skills for students

Method and Procedures

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

1. The Experimental Design

(Seltman,2013) indicates that the experimental design is a delicate balance of several functions such as strength, validity, scientific application, and cost. This study follows the pre-posttest design which is used to measure dependent variable before and after the application of an intervention.(Table 3.1)

Table (3.1)

The Experimental Design

Group	Independent variable	Post-test
experimental	Filter thoughts activities	Pupils achievement in post test
Control	Communicative method	Pupils achievement in post test

2. The Sample

The sample is also defined as that part of the target population that has already been verified by Richard (2017). Sampling is an important tool for the study because the population usually consists of a very large number of people as participants. Al-Aqeedah Secondary School for Girls in Salaheddin Governorate is chosen as a sample in this study. The group consists of sixty students, who are divided into two groups, the experimental group is selected randomly as section A, while section B is chosen as the control group. According to table (3.3) thirty students in each class.

Table (3.3)

The Sample

Group	Sections	Numbers	Total
Experimental	A	30	60
Control	B	30	

3. Equivalence of the Two Groups

The equalization between the two groups requires controlling the following variables which may cause a variance the students' achievement such as, their fathers' educational level, and their general level in English (Good, Barr and Douglas, 1976).

3.1. Fathers' Educational Level

In order to find out whether there is any significant difference between the educational level of the student's fathers, the chi-square formula has been utilized. Results show that the chi-square of the calculated value is (6.600) which is found to be lower than the tabulated value (12.592), at the degree of freedom (6) and a level of significance (0.05), which means that there is no significant difference between the two groups in fathers' educational level, as shown in table (4).

Table (3.4)

The Chi-Square Value of Fathers' Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Higher Study	4	3	7	6.600	12.592	6	0.05
Bachelor	0	5	5				
Diploma	4	6	10				
Secondary	4	3	7				
Intermediate	5	4	9				
Primary	8	5	13				
Illiterate	5	4	9				
Total	30	30	60				

3.2. pupils' Scores in the Pre-Test

The pre-test has been conducted for equalization (see appendix C). Both the experimental and control groups are submitted to the same pre-test. The pre-test questions are constructed from the book's title, which is called "English for Iraq 5th preparatory student's book" that both groups have already studied. The mean score value of the experimental group is (49.93) while that of the control group is (51.40) with standard deviations of (11.43) and (12.45), respectively. The t-test formula for two independent samples is used since the calculated t-value is (0.475), which is less than the tabulated value (2.00), at the degree of freedom (58), and (0.05) level of significance. These results show that there are no statistically significant differences between the two groups in this variable as it is illustrated in the table (8).

Table (3.8)
The T-Test Value of the Two Groups in the Pre-test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	49.93	11.43	Calculated	Tabulated	58	0.05
CG.	30	51.40	12.45	0.475	2.00		

4. Reliability of the Achievement Tests

A reliable test is necessary for a successful experiment. A test is considered to be accurate if its degree of precision is constant and consistent throughout administrations to the same set of students under the same circumstances (Veram and Beard, 1981). The dependability of a test is one of its required properties. According to Alderson (1995:294), "Reliability is a measure of how consistent test results are."

The term "reliability" relates to the degree to which Ravitch (2007) defines reliability as a measure of consistency measured via testing. For instance, if a person took two distinct versions of the same test on two distinct days, their results on both exams should be comparable.

The Alpha-Cronbach formula is used to determine the post-reliability. test's coefficient is determined (0.84), indicates that the test questions are reliable.

5. Construction of post-test

To measure the effect of filter thought activities on the experimental group, a post-test should be prepared McNamara (2000) stated that the test is limited to the curriculum that was taught within the question, 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(2)

Table(2)

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

	Total			100

Comparison between the Mean Scores of the Experimental Group and those of the Control Group in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean score of the experimental group is (71.56) and that of the control group is (57.50). By using the t-test formula for two independents, the calculated t-value is found to be (6.709), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This mean indicates that there is statically significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the hypothesis which states that there is no any significant difference between the mean score of the experimental group and that of the control group in the posttest is rejected, as shown in Table (4.1).

Table (4.1)
Means, Standard Deviation, and t-Values of the Two Groups
in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	71.56	7.56	Calculated	Tabulated	58	0.05
CG.	30	57.50	8.63	6.709	2.00		

Discussion of Results

The results of the research show that the intended goal is achieved through the experimental group which is obtaining the highest scores after it is taught by the filter thought activities, also the results show the success of the experimental group which is taught by the filter thought activities over the control group, which is taught in the communicative to increase the students' tendency to learn the English language. In addition, this filter thought activities is one of the teaching skills to know the pupil's thinking and understanding of the material and is interested in knowing their tendencies and desires, as it increases enthusiasm and helps them highlight their abilities and activities towards learning the language.

From the researcher's point of view, the improvement of the pupils achievement in the English language by using filter thought activities could be attributed to the following factors:
1. Filter thought activities can help to build up pupils competitive spirits and can increase their cognitive and social growth.

2. Filter thought activities are easy to apply by teachers and used by pupils.

3. It is flexible and interesting to use.

4. It motivates pupils by using cooperative groups.

5. It improves pupils' confidence in their learning ability.

6. When they are given the task of making groups, At the same time, they start to take control of their learning through the process of trial and error. This will help pupils become competent and independent learners.

Filter thought activities also help pupils become active learners. pupils feedback shows that many pupils tend to focus only on the process of memorizing in helping them learn English, but they overlooked one important aspect in this experience. They were engaged and motivated during the production process of the groups' answers. While explaining their own thoughts with their peers, they took the initiative to clarify any misunderstandings and misconceptions they had about the lesson and explored the different usages and applications of the new words. Through this process, student-student learning was promoted. Students did not rely on their teachers for learning. They have no longer to merely complete worksheets provided by their teachers in order to check their understanding of what was learned. They can take the initiative to filter their thought, share knowledge, and become active learners.

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.

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