

The Effect Of The (Mental Whirlwind) Strategy On The Expressive Performance Of The Second Intermediate Grade Students

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Research Summary

This research aims to know the effect of the (mental whirlwind) strategy on the expressive performance of the second intermediate grade students.

The researcher chose a sample of (60) students from the second intermediate grade students in the Secondary Outstanding High School for Boys affiliated to the General Directorate of Education in the Holy Karbala Governorate, and they were divided into two groups, with (30) students in the experimental group, and (30) students in the The control group, the researcher studied the expression material of the experimental group using the (mental whirlwind) strategy, and the same expression material was studied by the control group using the traditional method.

The researcher rewarded the students of the two research groups in the following variables: (chronological age calculated in months, Arabic language subject grades for the previous year, parents' academic achievement, and language ability), then the researcher tried to control a number of extraneous variables that the literature and previous studies indicated may affect In this type of experimental designs.

The researcher prepared (10) expressive topics, and presented them to a group of experts and arbitrators, to choose (6) topics for teaching students in the first course of the academic year (2021-2022).

The researcher applied a unified tool to measure the expressive performance of the students of the two research groups. A topic was selected and then corrected based on correction criteria (Al-Rubaie 1997).

The researcher used the t-test for two independent samples to find out the significance of the difference at the level (0.05).

Between the two research groups, and in light of the results reached by the researcher, he drew several conclusions, including:

The use of the mental whirlwind strategy in teaching expression contributed to revitalizing students' thinking, expanded their imagination and helped in the growth of their expressive abilities and their freedom to express their opinions.

Research problem:

The researcher found by reviewing the literature and studies related to the subject of expression, the problem of weakness in the subject of expression is clear to students in their different stages of study, so we find many errors in their expression in terms of thinking and style and the large number of grammatical and spelling errors, in addition to that students often manifest their weakness in Expression due to their deviation from addressing the main idea of the topic or their

adoption of a long and boring introduction, which leads to distraction and distortion of ideas (Al-Waeli, 2004, p. 84).

One of the reasons for students' weakness in expression is speaking colloquial and their lack of linguistic yield. The vernacular language dominates his life at home, school and the street, which makes him feel that the classical language is not the language of life, and the lack of reading and self-reading weakens his linguistic crop, so he cannot express his thoughts and not link expression with the colors of activity Different

types of theater, competitions, recitation, oratory (Sbitan, 2009, p. 142).

There are studies that showed students' weakness in the subject of expression due to the educational lack of qualification of the teacher at the university or speaking colloquial, and some of them restrict students to talk and write about a topic or complain about the large number of their students and the accumulation of lessons they have, or they neglect to correct topics and are satisfied with placing the sign without a degree, and it may be frequently crossed out without the student knowing What is correct and not choosing the appropriate method for teaching expression and the lack of educational supplies and aids, and students bear the lack of intellectual wealth as a result of not being informed, which reduces his balance of words and sentences, lack of training in expression, poor handwriting, and lack of mastery of punctuation, including Abboud study (2004), Al-Saadi study (2012) Al-Sharifi study (2016).

From the above, the research problem can be formulated as follows:

(What is the effect of the mental whirlwind strategy on the expressive performance of the second intermediate grade students?) ❖

The importance of the research:

To express a prestigious and high position in our original Arabic language, it is no less important, original, and uplift than the rest of the well-known language branches of literature, grammar, morphology, criticism and rhetoric, and others (Al-Saadi, 2014, p. 17).

Expression is one of the most important branches of the Arabic language, and the rest of its branches are its servants, because through it, purposes and needs are obtained, tendencies are created, interaction between people takes place, opinions are exchanged, and values are spread, and expression has a special place in the human race. In a clear and clear tongue, a person's access to mastering his mother tongue is only achieved through mastering the well-known language skills, which are: (reading, writing, speaking, and listening) by learning them in a coherent manner. The goal of learning the language is expression (Al-Suwerki, 2014, pp. 5-6).

Research goal:

This research aims to know: (the effect of the mental whirlwind strategy on the expressive

performance of second-grade intermediate students).

Research hypothesis:

(there is no statistically significant difference at the level of significance 0 and 05 between the average scores of the experimental group students who study the expression material using the mental whirlwind strategy and the average scores of the control group students who study the same material in the traditional way).

Research limits:

This research is limited to:

- 1) Second year middle school students in middle and secondary day schools in the General Directorate of Education in the Holy Karbala Governorate.
- 2) A number of expression topics.
- 3) The first semester (first course) of the 2021-2022 school year.

Define terms:

Mental whirlwind strategy

idiomatically: a form of private discussion that aims to produce original ideas related to a specific field, such as searching for reasons, means, solutions, or methodologies to solve problems, at a specific time, and by bringing up the participants' abilities of imagination and creativity (Haroshi, 2004, p. 174).

Procedurally: organized, interactive, sequential steps that the researcher uses to generate ideas for second-grade students (the research sample) through discussions and dialogue, so the work is productive to collect information that is easy to word and abundant in meaning and is classified as a cooperative learning strategy. From previous experiences and competing with the other group by asking questions to each other and writing down the correct answers.

theoretical aspects

cooperative learning

Cooperative learning is a form of organizing the classroom environment within a specific framework according to specific and well-defined strategies based on dividing students in classrooms into groups whose members are characterized by varying abilities, and asking them to work together and interact with each other to perform a specific work, so that they

teach each other the The way of this interaction is that everyone bears the responsibility for learning within the group in order to achieve the desired goals under the supervision and guidance of the teacher (Shehata, 2008, 122).

Mental whirlwind strategy:

The mental tornado strategy Big group system The teacher divides the students into a group of 12-15 people and presents as many ideas as possible without holding back because with this technique there is nothing forbidden. We can say anything and dare anything because there is no criticism or judgment on what someone says This climate encourages the expression of ideas without fear or shame, and the ideas of others can be inspired to enrich them. On the other hand, whenever the formulated ideas are many, there are chances for the appropriate ideas to appear. The activator (teacher) works during this period to respect the rules of work, but in the second stage He unloads and invests the presented ideas by helping the participants (students) to organize and prepare, then select good ideas according to the criteria proposed by the group members, and in the end he presents The activator is a comprehensive composition, and group or group discussions are among the easy techniques that can be used in various situations with different types of basic and continuous training courses, for different audiences, and for a few or many participants.

Steps of the mental whirlwind strategy:

- 1) Mental preparation.
- 2) Define the topic.
- 3) Form the two groups.
- 4) Define the technique: the various question box.
- 5) Collect the correct answers.
- 6) Teacher's Commentary (Haroshi, 2004, pp. 174-175).

Expression:

Expression is a literary and social activity through which a person can convey his thoughts, feelings and needs to others in a sound language and a beautiful style. It is the purpose of language education, as all arts serve and contribute to improving the learner's ability to express himself and convey his ideas to others in a sound language. The concepts presented by the scholars to define the concept of expression were varied, for example the following concepts: Expression Expressing the thoughts and feelings in the soul through linguistic methods, especially in

conversation or writing, and through expression it is possible to reveal the personality of the speaker or writer and his talents and abilities And his inclinations. Or it is a linguistic performance whose essence is information, ideas, opinions and feelings, and its apparent meaning is drawn letters and specific signs, and both of them (essence and form) are well organized and tightly organized with the aim of communication and improving expression and achieving proof and documentation (Ben Alaya, 2015, p. 32).

The aim of studying the expression material:

We study the expression material in order to:

- 1) Develop our ability to properly express our feelings, thoughts and needs
- 2) We acquire the ability to think organized in terms of the elements, and their good presentation, and linking them to each other
- 3) We make sure that our expression is free from linguistic, grammatical and spelling errors
- 4) We mastered writing skills, from clarity of line, following the paragraph system, observing margins, and punctuation (Al-Hazaa, 2008, pg. 2).

Expression types:

First: Expression is divided in terms of performance or form into two types, which are oral (oral) expression and written (written) expression. The method of the first is the tongue, and the method of the second is the language.

- A. Oral expression: If the expression is linked to the hadith, it is conversation or oral expression, which is earlier than written expression, and is more used than it in human life. It is done through pronunciation, and is received by the ear, and the situations in which speech is used are many in daily human life, and the goal is to learn it to enable the individual to acquire the skills of speaking and discussion, and the ability to express beautiful and effective expression, and its forms of free expression, discussion and comment, summarizing after reading Answering questions, speaking on different topics, speeches, debates (Al-Suwaikri, 2014, pp. 14-15).
- B. Written expression: the means of communication between the individual and others who are separated by temporal or spatial distances, and the need for this type of expression is dire in all professions, and it is considered a necessity of man in his yesterday, present and future, and it is one of the greatest blessings of God that distinguished man from the All creatures. The

Almighty said: “The Most Merciful (1) taught the Qur’an (2) He created man (3) He taught him eloquence (4)” (Surat Ar-Rahman / Verse: (1-4)) (Abd Aoun, 2015, p. 28).

Second:

In terms of content, expression is divided into two types, namely functional expression and creative expression.

- A. Functional expression:** It is a type of expression whose purpose is to connect people with each other to fulfill their needs and organize their affairs. It is related to the demands of life, such as writing reports and official letters (The Supervisors of Arabic Language in Jeddah Education, 2001, p. 19-20).
- B. Creative expression:** It means every expression that a person uses in his life for the purpose of expressing psychological thoughts and feelings and conveying them to others in a sober, distinct and interesting literary style, characterized by aesthetics with the intention of influencing the hearts of readers and listeners (Ismail, 2011, p. 128).

It depends on the selected fictional phrase, the polished pronunciation, and the style sheet. The creative expression is manifested in poetry systems, writing self-essays, personal diaries, writing emotional messages, and descriptions (Al-Hallaq, 2010, p. 238).

Previous studies:

include two axes, one related to strategy and one related to expression:

- 1) **Al-Azergawi study (2011):** aims at the effect of Forest Picture in a thousand words strategy on the expressive performance of the second intermediate grade students. The study sample consisted of 61 students. The researcher used the T-test for two independent samples, and the results showed that the experimental group outperformed the control group.
- 2) **Jassem’s study (2020):** aims at the effect of the (Shor) strategy on the expressive performance of fourth-grade literary female students. The study sample consisted of 62 students. The researcher used the T-test for two independent samples, and the results showed that the experimental group outperformed the control group.

Research Methodology:

The researcher chose the experimental method because it is the only research method that represents the real test for the hypotheses of cause or effect relationships, and it has the highest levels of scientific control (Saber, Mervat, 2002, 57).

❖ **First: Experimental design:** The researcher used the one-group design with the post-test only because it is considered a treatment program or a new approach that suits the research goal. He relied on the experimental design with partial control appropriate to the factors and conditions of his research.

❖ **Second: The research community:** The researcher identified his research community with students of the second intermediate grade in the middle and secondary day schools for boys affiliated to the General Directorate of Education in the Holy Karbala Governorate for the academic year (2021-2022).

❖ **Third: The research sample:** The researcher randomly chose the second outstanding secondary school for boys from among the intermediate and secondary day schools for boys affiliated to the General Directorate of Education of the Holy Karbala Governorate, the district of the Center, to be the research sample.

The school consists of two divisions for the second intermediate grade, which are (A and B), and in a random drawing method, the researcher chose Division (A) to represent the experimental group and the number of its students is (30) students, who are taught the expression material using the strategy (mental whirlwind), and Division (B) is the control group and the number of its students (30 students The subject of expression is taught in the traditional way, and thus the total number of the total students is (60) students, and no student was excluded because the students are all successful to the second intermediate grade.

Fourth: The equivalence of the two research groups: Before the start of the experiment, the researcher conducted a statistical equivalence between the two groups in some variables that may affect the safety of the experiment, and the accuracy of its results, and the variables were as follows:

- 1) The chronological age of the students is calculated in months.
- 2) The educational attainment of the parents.
- 3) Academic achievement of mothers.

- 4) Final test scores for Arabic language for students in the first intermediate grade for the previous academic year (2021-2022).
- 5) Language ability test.

Fifth: Control for some extraneous variables:

they are the variables that affect the dependent variable, participating with the independent variable in the events of the changes, and the researcher tries, as much as possible, to isolate their effects from the dependent variable by fixing or neutralizing them (Abd al-Moumen, 2008, p. 173).

The researcher tried to control some non-experimental variables, including:

- 1) Circumstances surrounding the experience and accompanying disasters:
- 2) Experimental extinction:
- 3) Processes related to maturation:
- 4) Adjusting the differences between the members of the two groups:
- 5) Measuring tools:
- 6- The effect of the experiment procedures:
 - a) Search confidentiality:
 - b) Duration of the experiment:
 - c) School building:
 - d) Teaching:
 - e) Distribution of lessons:

Sixth: Research Requirements:

A- Determining the scientific material: The researcher chose (10) of the expressive topics and prepared a questionnaire with it, then presented it to a number of experts and specialists in the Arabic language and its methods of teaching before starting the experiment, Appendix No. (10) for them to choose six topics for the researcher to study during the experiment.

B- Formulating teaching objectives:

- ❖ **General objectives:** These objectives were prepared by the Iraqi Ministry of Education, and the researcher was briefed on these objectives and the subject of expression for the secondary stage, as shown in the appendix.
- ❖ **Behavioral objectives:** The researcher formulated behavioral objectives that are compatible with the nature of the content of the topics that will be studied during the duration of the experiment.
- ❖ **Teaching aids:** The researcher used a white board and colored pencils for the experimental and control groups, and he used the question box, and small colored papers for the experimental group only.

Preparation of Teaching Plans: The researcher prepared the necessary teaching plans for the purpose of teaching the subjects of expression to the students of the two research groups.

Seventh: The research tool:

In his research, the researcher relied on the post test as a tool to measure the level of the students of the experimental and control groups in expressive performance.

Eighth: Correcting the Topics of Written Expression:

- 1) **Correction metrics:** The researcher has adopted ready-made criterions, which are a tool for measuring the expressive performance of the students of the experimental and control groups. In order to correct their writings on the topics of expression and the criteria adopted by the researcher in the research, they are (the criteria for the correction of al-Rubaie), which was built in 1997.

- 2) **How to correct:** After completing the writing on the topic specified by the students of the two research groups, the notebooks are collected, and then corrected outside the class according to approved correction criteria and explained to the students before they write in the first topic.

- 3) **Stability of correction:** to extract stability to correct the test for expressive performance according to the approved spring correction criteria, and by using the Pearson correlation coefficient, the researcher extracted two types of agreement: the agreement over time, and the agreement with another corrector, where the researcher corrected the writings of thirty students chosen randomly from the research sample.

Ninth: Application of the experiment:

The researcher applied the experiment to the students of the two research groups (experimental and control) in the Second Outstanding High School for Boys on Sunday 7/11/2021 and the experiment ended on Monday 17/1/2022.

Tenth: Statistical Means: The researcher used the Statistical Package for Social Sciences (SPSS).

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Show result:

The researcher confirmed the truth of the hypothesis by applying the post test of expressive performance to the students of the two research groups (experimental and control) and analyzed the data of the results of the students of the two

groups by extracting the arithmetic mean, standard deviation and variance. 81,53), with a standard deviation (4.04) and variance (16,39), and the arithmetic mean of the scores of the control group students who studied the same material in the traditional way was (73,23), with a standard deviation (3.47) and variance (12,11), and using The T-test for two independent samples shows that there is a statistically significant difference at the level of significance (0.05) and the degree of freedom (58) in favor of the students of the experimental group.

Interpretation of the result:

The current result of the research resulted in the superiority of the students of the experimental group who studied the expression material with the strategy (mental whirlwind) over the students of the control group who studied the same material in the traditional way in expressive performance, and the researcher believes that this is due to the following reasons:

- 1) Learning according to the (mental whirlwind) strategy helped students build their knowledge of themselves by helping them organize and build ideas and mental abilities.
- 2) The (mental whirlwind) strategy constitutes a suitable psychological climate for learning, in contrast to the traditional method, as this climate helps to employ the role of the group and participate in the classroom.
- 3) The (mental whirlwind) strategy helped students to involve more than one sense in the learning

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process by presenting facts and information and examining the relationships between them.

Conclusions:

- 1) The (mental whirlwind) strategy was built on the principle of mental arousal, which led to motivating students and their desire to research, investigate and see evidence related to the subject of expression.
- 2) The (mental whirlwind) strategy has a significant impact on expanding the students' ideas, as well as exchanging information and experiences among them.

Recommendations:

- 1) Adopting the (mental whirlwind) strategy when teaching expression in the secondary stage.
- 2) Benefiting from the (mental whirlwind) strategy in delivering study materials to students' minds, as it is one of the modern strategies that support the teaching process and supplement the educational process.

Suggestions:

- 1) Experimenting with the (mental whirlwind) strategy for teaching expression to different genders and grades in the middle and preparatory stages.
- 2) Implementation of the (mental whirlwind) strategy on other branches of the Arabic language (grammar, literature, texts, reading, reading, calligraphy, spelling, rhetoric, and literary criticism).

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