

## The impact of mind-clearing method in teaching reading book to second class intermediate students

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### Abstract

The current research aims at knowing the impact of the mind-clearing method in teaching second year intermediate students "reading book". To achieve the study objective, the researchers intentionally chose Arjwan middle school, located in Baghdad Directorate of Education Al-Rusafa/2, which includes five classes for the second intermediate class. Division (A) was chosen randomly to represent the experimental group, which is taught in the mind-clearing method, while Division (B) represented the control group, which is taught in the traditional way. The sample of the research included (79) female students divided into (39) students in the experimental group, and (40) female students in the control group. To achieve the objective of the research, the researchers put the following null hypothesis: There is no statistically significant difference between the average scores of the experimental group students who study (reading) according to the mind-clearing method, and the average scores of the control group students who study (reading) according to the traditional method. The researchers 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 (2016/2017), and parents' academic achievement. The researchers employed the t-test for two independent samples (t-test) to find out the significance of the difference at the level (0.05) between the two research groups according to the traditional method.

**Keywords:** mind-clearing, intermediate, reading, effect, achievement test

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### Research definition

#### Research problem

Arabic language is the functional part in Arabian individual's life, because it is the tool for expressing his feelings and thoughts, and it is a means of communicating with others. Through this communication, an individual achieves his goals and needs, and is provided with many opportunities to benefit from his leisure time. This is basically achieved through reading, which makes him look out over the world by increasing his knowledge and intellectual production. (Abdul Bari, 2009, p. 2). Arabic language also has other functions: it is a tool for developing and knowing the individual and his personality, a means of individual's communication with his society, and preserving the cultural heritage of the nation. Language plays a major role in developing thinking and intelligence (Abdul Hamid, 2006, pp. 116-118). Scientists tend to believe that language is a social phenomenon that arises in society growing with society and develops with society. Therefore, the credit for its inception is due to the society itself. If it were not for the people's meeting with each other, and their need for cooperation, understanding, exchanging ideas and expressing the meanings in their thoughts, language would not exist at all (Al-Baja, 2006, p.11). Despite the importance of reading as one of the main skills in which linguistic communication is achieved, there are obstacles that prevent it from taking its proper place. Students and teachers still view it as an entertainment and a killing of leisure time in the school schedule. There is no doubt that this view leads to belittling and neglecting reading and losing the desired benefit from (Ashour and Muhammad, 2009, p. 347). Accordingly, the problem of the current research is summarized in answering the following question: What is the effect of mind-clearing method in teaching reading to second-grade intermediate students?

**Research importance**

Several studies emphasize the need to use modern teaching strategies and methods, whose role is not only limited to facilitating the process of teaching, but also helps students to acquire many knowledge and skills (Al-Hosari and Youssef, 2000, p. 52).

Therefore, it has become necessary to make use of more technical and advanced methods to suit the learner, and in order to create a developed learner, who is confident in his knowledge and cultural stock. We must provide him with experiences provided according to logical and psychological foundations studied (Ameo, 1982, p. 84). Whenever the method or strategy is appropriate to the teaching situation and is consistent with the students' ages, intelligence, abilities and tendencies, the teaching goals are achieved through and become more effective and beneficial (Rayan, 1984, p. 173). Therefore, the importance of the research lies in finding the effect of mind-clearing method in teaching reading to second intermediate grade students. Therefore, the researcher presents the steps of this teaching method in teaching reading to the second intermediate grade for the practical application of middle school students.

**Research objective**

The current research aims at knowing the impact of mind-clearing method in teaching reading to second-grade intermediate students.

**Research hypothesis**

There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study according to mind-clearing method, and the scores of the control group students who study according to the traditional method in the reading test.

**Research limits**

The current research is limited to:

- 1- A sample of the second intermediate grade students in the middle and secondary day schools of the General Directorate of Education in Baghdad / Al-Rusafa 2.
- 2- The reading book for the second intermediate grade
- 3- The first semester of the academic year 2017-2018.

**Defining terms****First: the effect**

A- Linguistically: “**effect**” means what remains of a thing; influence/impact means keeping the trace in the thing. He affected something means he left a mark on it.” (Ibn Manzur, DT, Vol. 1, p. 25)

b- Idiomatically: the ability of the factor under study to achieve a positive result, but if this result is not achieved, then the factor may be one of the direct causes of negative repercussions (Ibrahim, 2009, p. 30).

**Second: the method**

A - Linguistically: the method: the way. The way of a man means his destination. It is said that so-and-so is still on the same path, that is, on one condition. So and so is on a good way, and the way is the situation. (Ibn Manzur, p. 588)

b - Idiomatically: “It is a set of sequential steps that the teacher follows in the classroom to implement a lesson. It usually begins with an introduction and ends with a conclusion, passing through a presentation of the topic of the lesson” (Zayer et al., 2014, p. 39)

**Third: mind clearance**

A - Clearance: the source of the pure thing.

When someone takes water from a creek, he said: I poured purified water. Clearing the pot means I take the prime (Ibn Manzur, D. T., p. 454)

b- Idiomatically: “It is a method of forming new ideas in the mind, in addition to the possibility of reviewing these ideas, identifying them mentally, and checking them in a sound manner.” (Zayer et al., 2014, p. 148)

The researchers define the method of mind clearance as one of the most spiritual methods based on five steps is choosing the appropriate place for the individual and choosing the appropriate individual for innovation, determining an appropriate ground for the solution. Find out for yourself what you want to think and produce the

largest number of innovations that help them create an appropriate classroom environment attracting their attention and creating new creative ideas.

As for the procedural definition: it is the organized steps based on the basis of clarity of mind through which the experimental group studies the reading material according to the model plans prepared by the researchers for this purpose.

#### **Fourth: Reading**

A - Linguistically: "I read something means I collected it and combined it with one another. The meaning of the Qur'an is the meaning of combining, and everything I collected, I read it. A warmly reading man means he is good at reading. Some of them said: I read means "I understood." (Ibn Manzur, 2004, p. 50).

B\_ Idiomatically:

"It is perceiving written symbols, pronouncing them, then assimilation and translating them into ideas, understanding the material being read, then interacting with what is read, and finally responding to what these symbols dictate" (Abdul Hamid, 2006, p. 12)

#### **Intermediate second class**

"It is the second grade in the middle stage in Iraq, which comes after the primary stage and before the preparatory stage. (Ministry of Education, 2010, p. 18).

#### **Theoretical background**

Recently, teaching was believed an art, but it has become a modern science that requires an organized knowledge of its origins, methods and strategies to suit the characteristics of the learner and his ways of thinking and measuring his progress towards achieving his goals and identifying the effectiveness of the learning process in order to improve its practice in the future (Darwaza, 1995, p. 65). Also, many researches still focus on teaching methods, the nature of curricula, and educational goals to develop students' level (Hamdan, 1985, p. 92). This means that teaching has gained the attention of specialists, but rather has become a science, meaning that it requires an organized knowledge of its origins, methods and strategies (Habib, 2000, p. 96). Reading is one of the important lessons that benefit students, because it allows them to benefit from books in all lessons. The benefit of reading is not confined to the school alone, but extends to the whole social life, where every person can expand his knowledge at all times, and see anything he needs. Therefore, it can be said that reading is the key to learning and education. (Zeinhom, 2004 :5)

#### **Steps of the mind-clearing method**

1- Choosing the right place for the individual

This stage aims at creating a suitable classroom environment for the students, attract their attention and involve them in the activity by using the students' own mental abilities and own way to find new images and ideas in the mind that can be employed in the current situation.

#### **2- Choosing the right person for innovation**

At this stage, students begin to recall past experiences related to certain topics or events, with the person aware that they are experiences that occurred in the past. The mind-clearing occurring in the mind is an essential characteristic of the human mind. It is the vision through the eyes of the mind, because through this feature that Allah (Almighty and Majestic) has endowed to it which whereby we can draw events in our minds, in addition to people and things that we are not in direct contact with. To evoke it from the human mind and link it to the topic of the current lesson.

#### **3- Determining a suitable ground for the solution**

Serenity is the companion of creativity and its base on which it is focused. There is no creativity without serenity of the mind and creative ideas are born and nurtured, and they reach the stage of maturity when they are raised in the sea of serenity that occurs in the mind that refines, decorates and develops them, just as clarity of mind suggests to the creator the ways that He takes it to see his idea of light and come down to the ground.

#### **4- Find out for yourself what you want to think?**

At this stage, creative students begin with their abilities to visualize ideas, and they show a distinct skill in depicting them in the form of ideas, events, shapes, drawings and images, and they restrain verbal thinking to start focusing on forming a mental image of the subject or issue being under study.

#### **5- Produce the largest number of innovations**

The process of innovation and the production of the largest number of innovations is an important role in feeding the existing situation. Mind-clearing has a relationship with innovation and generating the largest possible number of ideas, events, images and drawings. (Saad et al., 2014: 148-149)

### Research Methodology and Procedures

This section includes a detailed description of the research methodology and the procedures followed by the researchers in carrying out this research. The procedures that were followed will be presented to verify the objectives of the research, sample selection, equivalence of research groups, preparation of teaching plans, formulation of behavioral objectives, and procedures for applying experience. It also includes the statistical methods that you will rely on in analyzing the research results.

**Research Methodology:** The researchers followed the experimental method to achieve the research objectives, because it is an appropriate method for research procedures and reaching results. The term "experimental" is intended to change one thing and to note the effect of the change on another. (Abu Hawij, 2002, p. 59), Table (1) illustrates this

Table (1) Experimental design

Group	Independent variable	Tool
Experimental group	Mind-clearing	Post-test achievement
Control group	Traditional method	

### Research procedures:

#### 1- Experimental Design

Testing the experimental design is the first step that falls on the shoulders of the researcher when conducting a scientific experiment, as the accuracy of the results depends on the type of experimental design chosen, which gives a guarantee that the difficulties encountered in statistical analysis can be overcome. The results of experimental research also depend on the type of experimental design used. (Odeh, 1998, p. 250) Experimental design is a blueprint and work program for how to implement the experiment. The experiment means planning for the conditions and factors surrounding the studied phenomenon in a certain way and then observing what happens. Thus, the experiment is an intentional change in itself that the researcher deliberately makes in the circumstances of the phenomenon to be studied. The experimental design is the first step that the researchers implement, so every experimental research must have its own design and to ensure its safety and accuracy of its results." (Abdul-Rahman and Zangana, 2007, p 487). Experimental design requires a high degree of competence and skill, because it is necessary to limit all the factors and variables related to the phenomenon studied. Determining the type of experimental design depends on the nature of the problem, the conditions of the sample, the time and place of conducting the experiment, and clear preparation of the means to measure the results and test their validity. Educational research did not reach a perfect experimental design, because controlling variables is a difficult matter, as a result of the complex nature of educational and psychological phenomena. (Alyan and Ghoneim, 2004, pp. 52-54)

### Research community and sample:

A- **Research community** means all individuals or things that have certain observable characteristics. The only test for a society is the existence of a common characteristic between its members, and the observable characteristics of society are called "the features of society" (Abu Hawejj, 2002, p. 44). The current research community has been determined in Al-Arjwan Intermediate School, located in the Baghdad Directorate of Education, Al-Rusafa/2, which includes five classes for the second intermediate class. The number of second-grade students is 195, which represented the current research community.

b- **Research sample:** Testing the research sample is one of the most important steps, because when the researcher wants to collect data on an entire community, she cannot include all members of the community, but rather resorts to a sample from this community that she uses in collecting her data. The sample is defined as "a subset of a community that has common characteristics. Its aim is to generalize the results drawn from it to a larger community." (Abu Hawejj, 2002, p. 45). The sample was chosen randomly from Arjwan intermediate school.

Division (A) represented the experimental group, which is taught in a clear-mind method, while division (B) represented the control group, which is taught in the traditional way, and the research sample amounted to (79) students, with a score of (39). a female student in the experimental group, and (40) female students

**Equality of research groups:** to obtain accurate results, and to determine the effect of extraneous variables that may affect the accuracy of the results of the experiment, and their exposure to the influence of factors other than the independent factor, the researcher should form equal groups with regard to the variables related to the research. (Van Dalen, 1985, p. 398)Therefore, the researchers were keen to make a process of equivalence between the research groups (experimental and control), statistically in the variables that may affect the results of the experiment, and these variables are:

**1- Chronological age calculated in months:**

The average age of the first experimental group was (162.879) months, while the average age of the control group was (163.85) months. Using the T-test for two independent samples to find out the significance of the differences between the ages of the students of the two research groups, it became clear that the difference is not statistically significant at the level of significance (0.05). The calculated T value was (0.0795), which is smaller than the tabular value (2.009), with two degrees of freedom (77). This indicates that there is no difference between groups in chronological age.

Table (2)The results of the T-test for the students of the two research groups in the age variable

Group	Calculated T- value		Degree of freedom	Variance	Arithmetic mean	Sample no.	Lev. of significance (0.05)
	Tabular	Calculate					
Experimental	2.009	0.0795	77	28.462	162.879	39	Statistically non-sig.
Controlling				45.153	163.85	40	

**2-Grades of the Arabic language for the first intermediate grade**

The average scores of the first experimental group students reached (74,974) degrees, while the average scores of the control group students reached (73,882) degrees. There is no statistically significant difference at the level (0.05). The calculated T-value was (0.382), which is smaller than the tabular T-value (2.009), with two degrees of freedom (77). This indicates that the students of the two research groups are statistically equivalent in their previous achievement in the Arabic language.

Table (3)The results of the T-test for the students of the two research groups in the Arabic language grades variable

Group	Sample No.	F- value		Degree of freedom	Variance	Arithmetic mean	Lev. of significance (0.05)
		Tabular	Calculate				
Experimental	39	2.009	0.382	77	162.18	74.974	Statistically non-sig.
					158.024	73.882	
Controlling	40						

**Parents' academic achievement**

After collecting data on parent’s academic achievement in the two research groups, the levels of achievement were: (elementary, intermediate, preparatory, institute, college and above). The numbers for each of these levels were as shown in Table (3). To find out the equivalence of the two research groups in the academic achievement of the parents, the researchers used the (K2) equation. After calculating (K2) value, it became clear that the difference was not statistically significant at the level of significance (0.05), as the calculated (K2) value of

(0.568) was smaller than the tabular value of (K2) reached (7.82) and at a degree of freedom (3). This indicates that the two research groups are equivalent in the educational attainment of the parents. Table 4 illustrates this.

Table (4)The equivalence of the two research groups in the variable of parent’s educational achievement

Group	Sample No.	(k2) value		Degree of freedom	Academic achievement					Level of significance (0.05)
		Tabular	Calculated		College and so forth	Institute	High school	Intermediate	Primary	
Experimental	39	7.82	0.568	3	8	6	6	10	9	Statistically non-sig.
Controlling	40				7	6	7	11	9	

**Mothers' academic achievement**

After gathering data on mother’s academic achievement in the three research groups, the levels of achievement were: (elementary, intermediate and preparatory, institute, college and above). The numbers for each of these levels were as shown in the table (4). To find out the equivalence of the three research groups in the academic achievement of the mothers, the researcher used (Ka2) equation.After calculating the value of (Ka2), it became clear that the difference was not statistically significant at the level of significance (0.05), as the calculated (Ka2) value of (0.881) was smaller than the value of (Ka2). The tabular amount is (7.82), and the degree of freedom is (3). This indicates that the two research groups are equivalent in the academic achievement of the mothers. Table (5) illustrates this.

Table (5)The equivalence of the three research groups in the variable of academic achievement of mothers

Group	Sample No.	(k2) value		Degree of freedom	Academic achievement					Level of significance (0.05)
		Tabular	Calculated		College and so forth	Institute	High school	Intermediate	Primary	
Experimental	39	7.82	0.963	3	8	7	6	8	10	Statistically non-sig.
Controlling	40				9	5	5	10	11	

**Determining the scientific subject:** The researchers determined the scientific subject that will be taught to the second-grade students, the average of the research groups during the experiment, according to the vocabulary of the prescribed curriculum for the reading subject, which are the following topics: Brotherhood 2- Ambition and vigor, 3- One pursues his knowledge and work 4- We and the sciences Arabic 5- The glories of our civilization

**Determining the general objectives:** The researchers reviewed a number of sources, where the general objectives of the reading subject for the second grade intermediate were determined.

**Formulating the Behavioral Objectives:** The researchers formulated (30) behavioral objectives based on the general objectives and content of the topics to be studied in the experiment, distributed over the year levels in Bloom's classification (knowledge, understanding, application, analysis, synthesis, and evaluation).In order to confirm its validity and fulfillment of the content of the course, it was presented to a group of experts and specialists in the Arabic language and its teaching methods and in psychological sciences. After analyzing the experts' responses, some goals were modified, and no objective was deleted, depending on the percentage of agreement adopted by the researchers, which is (80%) of the experts' approval. Thus, the number of behavioral objective in its final form became (30) behavioral objectives.

**Sixth: Preparing Teaching Plans:** The researchers prepared teaching plans for the subjects of reading that will be studied in the experiment in the light of the book contents and the formulated behavioral objectives, and according to the strategies chosen in the current study, which is the mind-clearance strategy for the first experimental group. Samples of these plans were presented to a group of experts and specialists in Arabic language and its teaching methods, to seek their opinions, observations and suggestions for the purpose of improving the formulation of those plans and making them sound to ensure the success of the experiment. In light of what the experts have shown, some necessary modifications have been made to it, and it is ready for implementation.

**Research tool:** Tests are among the achievement evaluation methods that focus on evaluating students' academic or non-scholastic achievement. The researchers followed the following steps in preparing the test:

**1- Preparing the test map:** The researchers prepared a test map for the topics that will be studied in the experiment, and it included five topics. The weights of the objective levels were calculated based on the number of behavioral objectives at each level according to the objective of each topic to the total number of objectives, and the number of test items was determined by (30) objective items distributed among the cells of the test map matrix.

Table (6) Specification table (test map)

Objective Content	Items of reading Test						Percentage significance	No. lessons	Total
	Evaluation	Composition	Analysis	Application	Understanding	Knowledge			
1 <sup>st</sup> topic	1	1	1	1	1	1	%20	2	6
2 <sup>nd</sup> topic	1	1	1	1	1	1	%20	2	6
3 <sup>rd</sup> topic	1	1	1	1	1	1	%20	2	6
4 <sup>th</sup> topic	1	1	1	1	1	1	%20	2	6
5 <sup>th</sup> topic	1	1	1	1	1	1	%20	2	6
<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>%100</b>	<b>10</b>	<b>30</b>

**2- Formulating test items:** An initial image of the post-reading test was prepared, consisting of (30) items divided into two questions: The first question includes (15) items of the type of multiple choice. The second question includes (15) items of the type of fill in the blanks

**3- Test Validity:** In order to confirm the validity of the test prepared by the researchers was presented to a number of experts and specialists in Arabic language and its methods of teaching, education and psychology to express their opinions and observations regarding the validity of the items from their inadequacy in measuring what they were designed for the purpose of measurement. After the researchers obtained the experts' observations and opinions, some items were modified; others were reformulated according to the percentage of approval set by the researchers at (80%) of the total experts.

**4- Test instructions:** The researchers put the following instructions:

**A- Answer instructions:**

- Write your name and division in the space provided on the answer sheet.
- You have a test consisting of a number of items which all must be answered
- The answer is on the paper

**B - Correction instructions:** One point is assigned to the itemof correct answer, and zero to the itemof incorrect answer, and the item left or that carries more than one answer is treated as the incorrect item.

**5- The exploratory experiment:** for the purpose of knowing the duration of the answer to the test, the clarity of its items, and the detection of the ambiguous ones, the researchers applied this experiment ona sample of the second grade students. The average number was (50), where it became clear that the item were clear and unambiguous for the students. The average time spent to answer is (45) minutes.

**6- Statistical analysis of the test items:** The researchers applied the test to (150) female students of the second grade average. To facilitate the statistical procedures, the researchers arranged the scores in descending order from the highest degree to the lowest degree, then the upper and lower extreme samples were chosen at a rate of (27%) as

the best two groups to represent the whole community, and the following is an explanation of the statistical analysis procedures for the test items

**A- Level of items difficulty:**

Table (7)Difficulty coefficients for test items

1 <sup>st</sup> question		2 <sup>nd</sup> question	
Item No.	Coefficient Difficulty	Item No.	Coefficient Difficulty
1	0.543	1	0.456
2	0.623	2	0.477
3	0.356	3	0.548
4	0.435	4	0.634
5	0.521	5	0.464
6	0.499	6	0.428
7	0.534	7	0.567
8	0.444	8	0.465
9	0.637	9	0.527
10	0.432	10	0.565
11	0.466	11	0.686
12	0.483	12	0.516
13	0.472	13	0.445
14	0.436	14	0.338
15	0.456	15	0.490

**B –Item ofdiscrimination power:**

Table (8)Discriminative power coefficients for the test items

Item No	Discrimination power	Item No	Discrimination power	Item No	Discrimination power
1	0.472	11	0.868	21	0.428
2	0.336	12	0.643	22	0.478
3	0.350	13	0.653	23	0.503
4	0.469	14	0.509	24	0.435
5	0.346	15	0.675	25	0.505
6	0.493	16	0.606	26	0.478
7	0.263	17	0.483	27	0.443
8	0.468	18	0.455	28	0.428
9	0.443	19	0.336	29	0.454
10	0.663	20	0.498	30	0.474

**A- The effectiveness of the wrong alternatives:**

Table No. (9): The effectiveness of the wrong alternatives for the first question items in the test

Item No	The effectiveness of the 1 <sup>st</sup> wrong alternative	The effectiveness of the 2 <sup>nd</sup> wrong alternative	The effectiveness of the 3 <sup>rd</sup> wrong alternative
1	37-	16-	11-
2	20-	17-	19-
3	10-	12-	23-
4	9-	14-	19-
5	13-	17-	15-
6	11-	9-	13-

7	22-	15-	13-
8	10-	16-	10-
9	13-	13-	25-
10	16-	8-	29-
11	10-	11-	12-
12	11-	10-	10-
13	11-	22-	9-
14	14-	10-	11-
15	12-	13-	14-

7- **Test stability:** the researchers extracted the stability by the method of split-half, wherethey adopted the scores of the same statistical analysis sample. After correcting the answers, setting the scores and using the Pearson correlation equation, the reliability coefficient reached (0.79). The Spearman-Brown equation was used where stability coefficient reached (0.83), which is an acceptable reliability coefficient for unregulated tests.

8- The final form of the test: After completing the statistical procedures related to the test and its items, it consists of (30) items divided into two questions: the first question includes (15) items of the type of multiple choice, and the second question includes (15) items of the type of completion blanks.

**Eighth: Statistical Means:** The researchers used the following statistical means:

- 1- T-test of two independent samples to extract the results of the research.
- 2- Pearson correlation coefficient: This method was used to calculate the stability of the test.
- 3- Difficulty coefficient: This method was used to calculate the difficulty coefficients for test items.
- 4- Discrimination power coefficient: This method was used to calculate the discriminatory power coefficients for the test items
- 5- The effectiveness of alternatives. This method was used to measure the effectiveness of incorrect alternatives to the multiple test items in the first question of the reading test.

**Research results**

The researchers present the results reached after applying the test, and according to the research hypothesis which states:-

There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study according to mind-clearing method, and the scores of the control group students who study according to the traditional method in the reading test.

The arithmetic mean of the experimental group sample in the post test was (28.765) and the standard deviation (3.7414), while the arithmetic mean of the control group sample in the post test was (19.885) and the standard deviation (4.5567). After applying the T-test for two independent samples, it was found that the calculated t-value (9.416), which is significant at the level (0.05) and the degree of freedom (77). This indicates that there are significant differences between the experimental group and the control sample in favor of the experimental group, who are female students those who studied in a clear-mind way.

Table (10) T-test for the significance of the differences between the mean of the experimental sample and the control sample

Group	No	Tabular T-value	Calculated T-value	Standard deviation	Arithmetic mean	Level of significance 0.05
Experimental	39	2.009	9.416	3.7414	28.765	Sig.
Controlling	40			4.5567	19.885	

**Results Interpretation:** The results showed the superiority of the first experimental group that was taught by mind-clearance method over the control group that was taught in the traditionalmethod, and these results may be attributed to one or more of the following reasons:

1. The mind-clearing method has the ability to make students more skilled in handling and giving multiple ideas by passing judgment on them.
2. The prevailing classroom climate has a role in motivating, encouraging and guiding in a way that female students can feel free to experiment with new ideas.
3. The success of the method depends on the appropriate coordination between the students and the teaching staff and the correct directions by the school in solving the chosen exercises as well as the content and exercises of the class and the training of the school.

**Conclusions:** In light of the research results, the researchers can conclude the following:

- 1- The possibility of using the mind-clearing method in teaching reading to second-grade students in the middle school.
- 2- Intermediate second-grade students interact with reading lessons when there is a new method that helps in acquiring information in an unconventional spiritual way.

**Recommendations:** In light of the research results and conclusions, the researchers recommend the following:

1. Benefiting from mind-clearing method employed in the current research in modifying student's behaviors, especially those related to the low level of academic achievement in many academic subjects.
2. Benefiting from mind-clearing method as a starting point for building educational programs that address cognitive motivation in a way that includes other schools
3. The necessity of emphasizing the continuous guidance through lectures to consolidate the students' beliefs in the abilities and potentials they possess and the efforts they can make to qualify them to achieve advanced success.
4. Adopting the program strategy and techniques employed by female teachers and students and employing them in classroom interaction and teaching subjects.

#### **Suggestions**

The researchers suggest conducting the following studies:

- 1- Conducting a similar study on more than one school and comparing its results with the results of the current study.
- 2- Conducting other studies to find out the effect of using mind-clearing method on other variables, methods of thinking and cognitive methods.
- 3- Conducting a study to compare the effect of this method in acquiring linguistic concepts according to the variable of gender and scientific branch among college and middle school students.

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