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The Effect Round House strategy on pupils Writing skill

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Abstract

The present study aims at finding out the effect of Round House strategy on developing EFL Intermediate pupils' Writing skill. To achieve the aim of this study , a hypotheses is assumed to be established. there is no statistically significant difference between the experimental group in the pre –post writing test . A sample consists of (60) pupils in first grade at Al-Hammiya Intermediate School for Boys distributed into two groups. Group (A) represents experimental group that includes (30) pupils are taught according to Round House strategy. Group (B) represents control group who also includes (30) pupils who are taught according to the prescribed method. Both groups have been equalized in such variables educational level of parents. English scores achievement in preceding year, and the pre-test of both groups. The dependability coefficient has been validated using the Alpha-Cronbach method. A statistical study of the items has been done to determine the discrimination power and level of difficulty for each item. As a result, the post-test has been administered to the full sample. The formula for "the T-test of two

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independent and paired samples' has been employed to statistically analyze the data acquired from the post-test results. There is a statistically significant difference between the mean scores of the experimental group" when using Round House strategy. Appropriate recommendations and suggestion for future research are made in light of the study's results and conclusions

Key Words: Effect, Strategy, Round House, Writing Skill

تأثير استراتيجية البيت الدائري على مهارة الكتابة لدى التلاميذ

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المستخلص

تهدف الدراسة الحالية إلى معرفة دور استراتيجية البيت الدائري في تطوير تحصيل التلاميذ المتوسطين في اللغة الإنجليزية كلغة أجنبية في اختبار ما بعد الكتابة. لتحقيق أهداف هذه الدراسة، تم افتراض لا يوجد فرق دال احصائياً بين المجموعة التجريبية في الاختبار القبلي والبعدي . العينة مكونة من (60) تلميذ في الصف الأول في متوسطة الهاميه للبنين موزعة على مجموعتين وهي. الشعبة (أ) تمثل المجموعة التجريبية وتضم (30) تلميذ تم تدريسهم وفقاً لاستراتيجية البيت الدائري. والشعبة (ب) تمثل المجموعة الضابطة وتضم ايضاً (30) تلميذ تم تدريسهم وفقاً للطريقة التقليدية.

و قد كوفئت المجموعتان في عدة متغيرات طبقاً للتحصيل الدراسي للأبوين و درجات التلاميذ في مادة اللغة الإنكليزية للعام الماضي و درجات الاختبار القبلي لكلا المجموعتين، تم تحليل من صحة معامل الاعتمادية باستخدام طريقة Alpha-Cronbach تم اجراء دراسة إحصائية للعناصر لتحديد القوة التميز و مستوى الصعوبة لكل عنصر. نتيجة لذلك، تم اجراء الاختبار اللاحق

على العينة الكاملة. حيث تم استخدام صيغة اختبار لعينتين مستقلتين ومزدوجة للتحليل الاحصائي للبيانات الحاصل عليها من نتائج الاختبار اللاحق.
الكلمات الدالة: أثر، استراتيجية، البيت الدائري، مهارة الكتابة

Introduction

The Developing teaching of the English language, it is necessary to diversify the teaching strategies, especially those that make the pupils an active actor and not a passive recipient. The researcher believes that one of the most important reasons pupils' weakness in English language due to Traditional teaching strategies based on indoctrination, characterized by stagnation and focus on memorization, weak programs for preparing teachers of English; Therefore, many studies recommended diversification Teaching strategies to suit the subject to be taught, and in accordance with individual differences For pupils, and the need to use modern strategies that have proven effective and efficient in teaching, we find that there are modern strategies in Teaching in general, and can be employed in teaching English, including the Roundhouse Strategy designed by the American scientist Wandersee from the University of Louisiana in 1994 as a metacognitive teaching strategy to help pupils in Dismantling and fragmenting difficult material, and applied at first in science, and then used in different Study materials, which have proven their effectiveness and efficiency, and are suitable for all ages and different levels. And this name is given to it as an analogy to the wheel that is involved in the installation of many home appliances. It is the focus the wheel is like the mind that contains the main scientific concept, so it is written inside the axis, after that it is divided the concept is divided into simple parts, and the outer parts of the wheel are seven interconnected sectors directly in the main concept (Ward & Lee, 2006). The Round House strategy supports pupil learning and helps teachers teach the Round House strategy supports pupil learning and helps teachers teach Concepts. This strategy involves building knowledge and understanding sequential relationships between parts information, as it represents an interconnected system of concepts and symbols that have been built before; Circular construction A visual map designed to enhance long-term memory, which requires building knowledge using Conscious visual associations replace unconscious practices related to

reading and memorizing content Thus, pupil form a plan to link concepts together (Ward & Dugger, 2012). The importance of this strategy lies in the fact that it gives pupils the opportunity to organize their information and develop their skills their thinking, so you see them drawing and writing to represent the concepts that the mind works to process, it is like Visual representations of facts and concepts, and help them deal with, organize, and select information ideas, discover relationships, and summarize. Ward & Wandersee (2002) see that the Round House strategy It helps pupil to link the information they derive from the topic, build a knowledge base, and develop Creativity and thinking, transforming information from difficult and complex to easy and clear.

1.1 Research Problem

English is one of the languages that must be learned, but learning English is not an easy task for pupils, especially within the limited abilities of Iraqi pupils. Many difficulties are known to affect their English performance, such as; lack of use and application the four skills (speaking, listening, reading and writing) sufficiently and applying them all; many teachers teach the content of the book without the most direct involvement of the pupils and take part in the conversation failure to view the English language as a language of communication has created a problem in the way it is learned (Obilistennu & Niculescu, 2016)

Most teachers do not use modern strategy in teaching methods, such as the Round house strategy which is due to their inexperience or lack of information in this regard.

McCartney and Figg (2011:87) stated that the Round house strategy can be used as an instrument to help pupils learn difficult subjects in curricula by apportion them..

1.2 Aim of the Study

This research aims at investigate the effect of Round House strategy on developing EFL intermediate pupils' writing skill.

1.3 Hypothesis of the Study

There is no statistically significant difference between mean score of the experimental group in the pre and post writing test.

1.4 Limits of the Study

The limitation of the study is to:

1. First grade intermediate pupils' at AL- Hamamiya Intermediate School for Boys.
2. The academic year 2022-2023.
3. The model of the study is Wandersee (1994)

1.5 The Significance of study

The current study is expected to be of Value to:

1. English language teachers in schools as it will give them a chance to think about new methods, strategies and techniques in teaching EFL.
2. Teachers plan and construct information according Round House Strategy to improve EFL pupils' achievement.

1-6 Definitions of Basic Terms

1.6.1 Effect Hornby (1995) states that effect means a change of procedure that is caused by an event or action through the happened development.

The operational definition of Effect means to reveal the change of pupils' achievement according to round house strategy.

1.6.2-Strategy It is a technique consciously employed by second language listeners to compensate for incomplete second language knowledge or ability in order to avoid problems (Field, 2000)

The operational definition of strategy is a set of methods, plans and methods in order to achieve a goal in limited time and effort as possible.

1.6.3Round House Strategy It a learning strategy used to represent all themes, actions, and activities; it focuses on drawing a circle diagram corresponding to the conceptual form of knowledge in which the center of the circle represents the main subject to be learned and divided to seven external departments (salem, 2018)

The operation definition Round House Strategy is a strategy based on the theory of constructivism, which requires learners to construct their own knowledge by

constructing visual representations, help to display a concept through seven sectors that contain the most important ideas of the concept in addition to picture or a symbol for these ideas, to be in easy retrieval.

1.6.4 Writing Skill is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Nunan (2003)

The operation definition writing skill is to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed

Section Two

2-Theoretical Background

The Round House strategy is one of the metacognitive methods proposed by WanderSee in (1994) to help pupils learn and construct new information in a meaningful way. The Round House strategy is developed based on Paivio's "Dual Coding Theory" (1986), which confirms the importance of the use of verbal and visual knowledge on learning and remembering (Ermiş, 2008).

The Round House strategy, which is designed as a two-dimensional circular figure, consists of a central circle and seven sectors that surround it. The number of sectors can be increased or decreased when needed. The chart is filled starting from the first sector, located in the 12 o'clock position, and moving clockwise. Information given in the sectors is not only related to the main concepts in the center, but also related to one another. The information is written in sectors as textual units with different expressions. These texts include of words of the pupils that express the main concept in a more apprehensible manner (Ward & Wander see ,2002) An example of the Round house strategy that Wander see developed is given in Figure 1 (Ward & Wandersee, 2001)

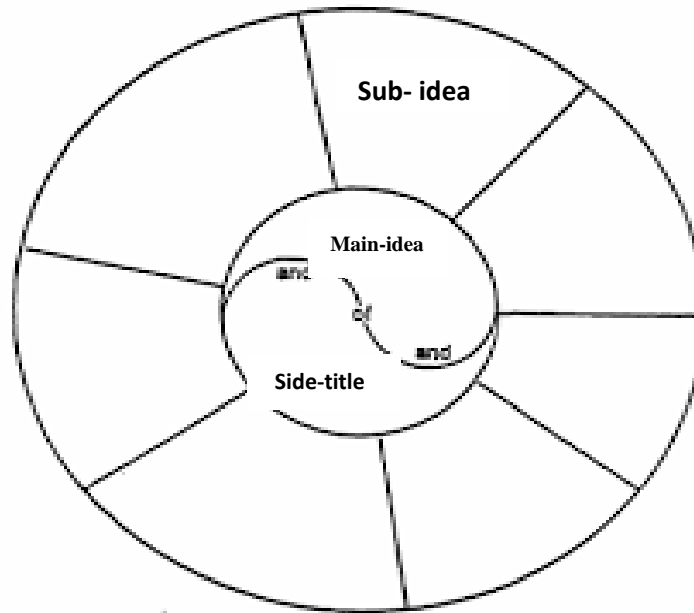


Figure 1: Round House Strategy (Ward & Wandersee,2001)

Pupils attempt to strengthen their understanding of concepts by drawing a symbolic figures related to each text located in the sections. Teachers, on the other hand, examine the diagrams created by pupils and are thus able to detect their misconceptions and can try to address them. Teachers, in this process, provide pupils with empowering by helping them to develop their creativity (Ward & Wandersee, 2001). The central circle in the diagram is divided by S curve and includes the main concept related to the subject. Pupils attempt to express this main concept through their own words using “of”, “from”, “and” etc. and write it down inside this circle.

This strategy is a proposed strategy to represent all topics, procedures, and activities. It is considered a template through which the learners can learn. Linking information, defining relationships, providing clarifications and describing topics is where the learner focuses on the general idea and then separates it into parts, starting from the general to the specifics. , linking all of this with what he knows about organized forms. Wander see gave this name as an analogy to the circular structures with round diskettes used on railways, so that the central disk represents the basic idea and the optional line divides this idea or puts the ideas opposite to it.

2.1 Round House Strategy Model.

The process of building a Round House strategy requires the learner to go through three specific models of planning, diagramming and reflection, which are abbreviated as follows (PDR) (Mc Cartney & Figg, 2011)

1-Planning refers to an initial plan where pupils use worksheets to illustrate their ideas

2-Diagramming refers to the stage in which pupils connect the icons and pictures with the conceptual sentences inside the Round House strategy.

3-Reflection refers to the stage in which pupils express their knowledge in an easy way, whether oral or written.

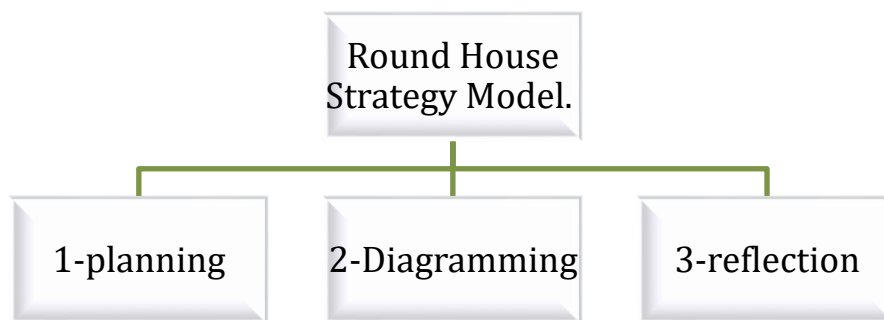


Figure (2) models of construction of the round house strategy. (Al-kahlout,2012:10)

1-The planning

The first model of the building Round House strategy is the planning stage, which is a stage where pupils draw a storyline or write down their ideas. It is considered a basic and preliminary step through which pupils to follow some instructions. (Ward ,1999)

1. What are the main ideas pupils explore?
2. Write new title by using the “and” & “of” words.
3. Write down goals and objectives for creating this diagram.
4. T create seven sectors according to provided concept.
5. Paraphrase or “chunk” concepts in each sector

6. Find clip-art, photos or draw icons that directly relate to each chunk of information.
7. Make sure that each concept relates to the next one in a sequential manner.

2-The diagramming

The second component of the Round House strategy, pupils draw the chunking concepts and associated icons selected in the first stage into a blank roundhouse diagram along with the Round house strategy worksheet. Pupils draw each sequence of concepts and associate icons as sectors on a blank diagram. The sequence begins at the twelve o'clock position on the chart and progresses clockwise around the seven sectors. Each sector must be related to the next one to form a connected network.

All seven sectors are represented by a comprehensive title in the center of the diagram. The title deliberately uses the “and” & “of” words to make the pupils think and help the pupils by limiting the verbiage for the main ideas contained in the outer circle of parts. Reading skills are used during the entire lesson as the pupils reflect on the main thoughts, learn to write titles, actively paraphrase and summarize concepts, as well as to think critically and generate iconic images that trigger their memory of the relevant subject content. Pupils complete an individual diagram. There are two reasons why having pupils go through the drawing process individually. **First**, if pupils initially created the diagram, they would have no problem remembering it when tested later. **Secondly**, individual feedback, is an integral part of any creative endeavor, easier to provide. Individual drawings ensure that teachers can more easily observe how each pupil answers questions in the checklist to assess conceptual understanding. Stretching can be done immediately if necessary, because it is obvious that the pupils either understood or misunderstood. (Ward & Lee, 2006).

An important part of the drawing phase is for teachers to facilitate the drawing process through pupils interviews. While pupils are self-assessing using the mastery technique checklist, when constructing the Round House diagram.

The instructor provides feedback on the accuracy of conceptual understanding through interviews with the pupils. The interview process allows teachers to identify pupils' thinking in order to correct misunderstandings.

3-The reflection

This is the final component of the Round House strategy. After the pupils has drawn that shape and received feedback from the teacher, the pupil explains to in his own words the meaning and significance of the shape he drew, and he may be asked to write an essay telling the story of that shape (McCartney and Wadsworth, 2012; Ward and Lee, 2006). The importance of the Round House strategy to the learner lies in exposing his misconceptions and changing his actions, transforming him from a passive recipient to an active, active communication, or Simple and meaningful actions that connect new knowledge With the previous knowledge existing in the cognitive structure, linking it to the information that can be extracted from the content of the study, finding appropriate explanations through drawing (McCarteny & Samsonov, 2011) In this regard, Wandersee indicates the importance of the Round House shape strategy in developing the visual thinking skills of the learners by helping to process information in a creative visual way by converting it from difficult, abstract information into easy, simplified information that facilitates its reading and recall through the use of graphics, pictures, forms, and simple words.

The strategy of the Round House Strategy depends on several steps where finish the preparation in a way that is intended to be presented to the learners or the learners want to build this strategy by themselves, which is the circular shape so that the center represents the circle that is the subject to be learned, the outer part of which is divided into seven sectors (more or less).

So that the most important ideas that represent the concept, or its components, or some examples belonging to the concept are presented in each of the seven sectors, in addition to a drawing , picture, symbol, icon, or videos in each sector, starts with the sector that represents the position (12). The pupil continues to fill it with a clockwise progression, starting with the sector that represents the position.

Section Three

3- Methodology.

3.1 Experimental design

According Nunan (1992) Defines an experimental design as the part of the research that deals with the issues of the validity of a variable being manipulated and its effect on other variables that are observed. Creswell (2012) defines experimental design as the traditional method of conducting quantitative analysis or evaluating an idea or procedure to determine whether it affects an outcome or dependent variable. The aims and hypotheses of the current study required the use of a "Non-Randomize Pre-Post-test Design." The two groups of pupils are then chosen, as displayed in table (1) .

Table (1) The experimental Design of the Study

Group	Pre-test	Independent Variable	Dependent Variable	Post-test
Experimental Group	Pupil's achievement	Round house strategy	Achievement in English subject	Pupils' achievement
Control Group	Pupil's achievement	Traditional teaching methods	Achievement in English subject	Pupils' achievement

3.2 The sample.

According to Frey, et al (2000) define sample as a subgroup and a small part of a large population. Sampling is an important tool in research because population numbers often consist of too many people. The sample consists of (60) pupils who have been selected from first grade at Al- Hammiya School for Boys in Al – Tikrit center. is a reasonable size for the current study in order to meet the study's aims and hypotheses. They are split into two groups, A and B, with (30) pupils for each group as displayed in table (2).

Table (2) The sample of the study

Groups	Section	Number of pupils
Experimental	A	30
Control	B	30

Total		60
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3.3 Equalization

It is important to consider variables that may cause differences in testes completion, or they may affect the study results. Before the experiment begins, the two classes should be balanced according to the following variables: the pupil's mother's academic achievement variable, the pupil's father's academic achievement variable, the pupil's achievement at previous schooling year and the pupil's pre- achievement test

3.3.1 Fathers' Educational level

The chi-square formulation was used to determine whether or not there is a statistically significant difference in educational level between the fathers of the pupils who participated in the study. Following analysis, the calculated value (4.131) was found to be lower than the tabulated value which is (11.070), with (5) degree of freedom at a level of significance (0.05), It indicates that there is no statistically significant difference between the two groups in terms of fathers' educational level, as illustrated by the table (3)

Table (3) The Chi-Square Value of Fathers' Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Bachelor	4	7	11	4.131	11.070	5	0.05
Diploma	1	1	2				
Secondary	5	6	11				
Intermediate	5	1	6				
Primary	10	8	18				
Illiterate	5	7	12				
Total	30	30	60				

3.3.2 Pupils Previous Year Degrees in English

Pupils' achievement in the final exam of English during the previous academic year (2021-2022) has been reviewed and compared, as shown in the appendix (7). The mean scores value of the experimental group is (70.60) while that of the control group is (69.70) with standard deviations (11.01) and (11.50) respectively. The calculated t-value is found to be (0.310) which is less than the tabulated value (2.00), at the degree of freedom (58) and (0.05) level of significance. This result indicates that there is no significant difference between the two groups in their previous schooling year achievement in English, as shown in table (4).

Table (4) Mean scores, standard deviations, and t-value for the pupils Previous Year Degrees in English

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	70.60	11.01			58	0.05
CG.	30	69.70	11.50	0.310	2.00		

Section Four

4.1 Comparison between Experimental Group in the Pre-Test and the Post-Test Scores

It is found that the mean score of the difference between the pupils' achievement of the experimental group in the posttest is (75.93) with a standard deviation of (8.64). Whereas that of the pretest is (52.26) with a standard deviation (15.96). The calculated t-value is (7.093), which is found to be higher than the tabulated t-value which is (2.04) at (0.05) level of significance when the degree of freedom is (29). Thus, the second hypothesis which states that there is no a statistically significant difference between the pupils' achievement in experimental group for post-test in favor of post test as shown in table (5).

Table (5)

The T-test Value of paired samples, the Experimental Group in the pre- posttest

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
posttest	30	75.93	8.64			29	0.05

pretest	30	52.26	15.96	7.093	2.04		
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4.2 Discussion of Results

The results indicate that the English language achievement of the experimental group, who is taught by using Round house strategy, is higher and better than the control group, who is by using the prescribed methods. The following factors can be related to the significant differences in pupils English language achievement while teaching English using Round house strategy.

1. Pupil's achievement in the experimental group who have been exposed to Round house strategy get better scores than the control group who have been taught using the prescribed method in the post-test.
2. The round house strategy help the pupils to summarize, classify, prioritize, and sequence ideas knowledge, which makes the knowledge specific and clear to the pupils.
3. The round house strategy take into account the storage capacity of the short-term memory, so the format is not crowded with information that distracts the pupil and reduces his concentration. This is what George Miller's research results show. The storage capacity of the short-term memory has seven elements (more or less two) .

This study show the importance and benefits of using Round House strategy for enhancing intermediate pupils' achievement in Writing skill helps pupils think deeply about a text by activating background knowledge about a text, recording thinking while reading a text, and extending thinking about what was read. It is used before, during, and after reading a text. This strategy supports pupils' comprehension by using writing to facilitate pupils' processing of their understanding of a text.

5- Conclusion

Based on the result of the study, Round House strategy is a strategy that used in this study. The aim of this study is to investigate the effect of round house strategy on the achievement and writing skill of EFL pupils.

After analyzing and collecting data, the study find out the results of the scores show that the pupils who are taught by round house strategy is better from pupils that used traditional methods.

The teaching process according to the round house strategy helps attract pupils' attention and increases their motivation, and increases their enthusiasm and eagerness for learning, in addition to providing a visual model and increasing pupils' understanding and organizing their ideas in the circular shape. In addition to that, it helps identify the concept through seven sectors containing the most important ideas of the concept in addition to images or symbols of these ideas helping ease their retrieval.

5.1 Recommendation In the light of the conclusions of the current study, some recommendations can be drawn:

1. There is a need for diversity in the use of modern methods and strategies in teaching, and not to be limited to one method in teaching.
2. The need to use the round house strategy in teaching English at all academic stages.

5.2 Suggestion For Farther studies

The researcher suggests conducting studies aimed at identifying the effectiveness of round house strategy in:

1. Studying the effectiveness of the round house strategy in the developing of multiple intelligences.
2. Studying the effectiveness of the round house strategy for the English language material in other educational stages.

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