

The Effect of the Round House Strategy on Acquiring Geographical Concepts for Fourth-grade Literary Pupils and Developing their Effective Communication

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Abstract

The current research aims to identify (the effect of the round house strategy in acquiring geographical concepts for fourth-grade literary pupils and developing their effective communication). This sample Andalusia for girls was randomly divided into two groups, one of them was an experimental group that included (32) male and female students who studied geography using the circular house strategy, and the other was a control group consisting of (33) male and female students, who studied the same material in the traditional way. Which: (Chronological age of students in months, educational level of parents, measure of effective communication). The researchers identified the topics studied during the experiment, which included the first, second and third chapters of the geography book for the fourth literary grade to be taught for the academic year (2019-2020) in the Republic of Iraq. The first test was the Geographical Concepts Acquisition Test consisting of (13) items, and its validity, stability and distinction were verified, as well as conducting statistical analyzes of its paragraphs. The results showed that the experimental group outperformed the control group in the test of concept acquisition and the effective communication scale.

Keywords— Round house strategy, concept of acquisition, effective communication.

I. DEFINITION OF RESEARCH

First, the research problem:

The world is witnessing a massive information revolution that prompted man to search for new ideas capable of meeting the requirements of the times, and keeping pace with its rapid and advanced developments, which imposed on learning basic and important requirements. Thus, it became necessary for educational institutions to not only transfer knowledge and skills, but also learn ways of thinking, creativity and dealing with life. The age to be a trainer, a producer capable of contributing to advancing development in all areas of life.

Therefore, geography studies are among the appropriate studies to achieve the goals of modern education. What is the best way to teach them in teaching methods that lead to their teaching and learning to learners, as the reality of teaching geography depends largely on recipients of what the teacher says, the traditional method based on memorization and memorization takes its way in teaching concepts in Our schools, which led to a lack of response and the participation of all learners, as the learners write

down what the teacher says, and this led to their grumbling and feeling frustrated and losing the benefit they gain from the school this subject.

The researchers noticed throughout their teaching of geography that most students do not distinguish between geographical concepts, and this reason may be due to the fact that the method of their acquisition of these concepts is incorrect.

The results of the studies indicated a low level of learners' acquisition of social concepts, especially geographical concepts, because they did not reach a deep and accurate understanding of them, a study (Al-Masoudi, 2017), a study (Al-Lami, 2019).

From the foregoing, the researchers found that the problem of the current research is the need for modern methods and strategies that take into account the process of building knowledge in an effective manner to create a suitable environment for learning, and expose students to real situations. The researchers suggest employing new and modern models and strategies in teaching geography, including the circular house strategy, perhaps enabling

them to acquire concepts and develop effective communication for them. The problem of the research is manifested in answering the following question: - What The effect of the round house strategy on acquiring geographical concepts for fourth-grade literary students and developing their effective communication?

Second: The importance of research: -

Education is a purposeful process by which a person moves from ignorance to science, so he becomes more aware of what is going on around him because it works to guide individuals and formulate them in a social manner. Others, it works to change the behavior of individuals towards the desired directions, and works to achieve a lot of scientific experiences (Al Rayyan, 19: 2004).

The importance of education emerges as a purposeful organized process aimed at preparing the individual to live a happy life in the society in which he lives according to programs that contain what is necessary for the development of the individual physically, mentally, emotionally and socially in a balanced manner, and that the teaching, education and training processes are planned with the intention of providing the individual with expertise under supervision Educational institutions and their cooperation with the family and society, and based on the needs of the individual and the society in which he lives, and the requirements and developments of the age (Atiya, 2009: 21).

Education, in its contemporary concept, aims to build an integrated personality, which is a process of change and development, and an important means of civilized construction, and a key factor in the events of scientific, educational and social changes, which makes reform its first and most successful tools and benefits. An organization that depends on the method or manner in which it is managed, and the ability of this organization to direct actions and activities towards achieving the desired goals (Struck, 2004: 47),

It works on developing society, protecting human rights, strengthening the principles of tolerance and understanding between nations and peoples, and developing interest in positive interaction with humanitarian issues, in an educational environment based on strengthening partnership between education and various sectors (Al Rawabdah, 1995: 15).

Teaching methods and methods are the main and important means of conveying the educational material to the educated minds. The teaching method has a prominent impact on the success of the educational situation, as it provokes the learners' activity and explodes their energies, and as a result plays an active role in achieving the goals. The effective teaching methods used by the teacher in the

educational situation are an important pillar that contributes to achieving educational goals. Effective teaching methods have positive effects on the nature of students' thinking and the continuous interaction among them, and these methods have an important and significant role in the growth of the student's personality in its various aspects, and they work to increase the teacher's abilities to reveal facts and information in the entire curriculum (Al-Muqram, 2001: 116).

The interest in cognitive and social strategies has increased in recent years, and work on developing thinking of its various types among students more than acquiring the knowledge itself, because the great diversity in the sources of knowledge requires individuals and societies to acquire methods that enable them to choose the most appropriate and employ it in a useful and effective manner to suit the size of cognitive development. (Balawi and Abu Gilban, 2008: 286).

The round house strategy is a learning strategy for an overall representation of science topics, procedures and activities, and focuses on drawing circular shapes that correspond to the conceptual structure of a specific part of knowledge, so that the center of the circle represents the main subject to be learned, and the seven outer sectors represent the component parts of the subject. 24)

The researchers stress the need to work on using modern methods and methods that depend primarily on the learner and his interaction in the classroom and his participation in the educational process, which contributes to the development of the educational process, and this may be in the strategy of the round house.

The process of forming concepts and teaching patterns have assumed a distinguished position in modern educational sciences because of their importance in organizing the knowledge structures of the curricula and the thinking process. Concepts, methods of teaching them and developing effective models and strategies (Al-Jallad, 2000: 63).

The reason behind this interest is that learning the concept provides an opportunity for students to analyze their thinking processes, helps them develop more effective strategies, and helps them discover and investigate major and secondary concepts, so that it can achieve several educational goals, including developing the learner's ability to use the main objectives that are represented in: Interpretation, judgment, prediction and planning, and as a result this leads to the discovery of new concepts, as well as the achievement of a functional standard for facts and information, which leads to an increase in the learner's ability to use these concepts in other situations (Abdul Hamid, 2005: 293).

Communication is of great importance as it contributes to the transfer of ideas and information between people. Every person has a lot of ideas, opinions and information, but sometimes that information is incomplete. Each of us sees the world from his point of view. Communication enables people to transfer this information and ideas among themselves and form ideas. And integrated information that leads to solving the various problems facing them (Abdul-Hamid, 1993: 38).

Communication represents the main part in the study of the human soul. Without it, individuals are unable to understand the suffering of the human soul and know its desires. Rather, the lack of communication makes scholars unable to identify diseases and disorders of the soul, and this saying leads us to the conclusion that the more the understanding of human psychology develops, the more people realize their sensory shortcomings. In contact with oneself (Dwidar, 1999: 17).

Third: Research goal: -

The current research aims to get acquainted with:-

- 1- The effect of the round house strategy on acquiring geographical concepts for female students of the fourth literary grade.
- 2- The effect of the round house strategy in developing their effective communication among female students of the fourth literary grade.

Fourth: Research Hypotheses:-

In light of the research objective, the researchers formulated The following null hypotheses:-

- 1- There is no statistically significant difference at the significance level (0.05) between the mean scores of female students. The experimental group that was taught the geography subject according to the round house strategy, and the average grades of female students. The control group that studied the same subject according to the usual method in the test of acquiring geographical concepts.
- 2- There is no statistically significant difference at the significance level (0.05) between the mean scores of female students. The experimental group that studied the subject of geography according to the strategy of the circular house, and the average grades of female students. The control group that studied the same material according to the usual method in the scale of effective communication after the post.
- 3- There is no statistically significant difference at the level of significance (0.05) between the mean

differences in the scores of the experimental group students who were taught geography according to the circular house strategy in the tribal and remote scales for effective communication.

Fifth: Research limits

Current research confined on:

1. The human limit: a sample of fourth-grade literary students in preparatory and secondary schools affiliated to the General Directorate of Education in Anbar Governorate, Morning study.
2. Spatial boundary: a secondary school in Anbar Governorate, the center of the Habbaniyah district.
3. Knowledge limit: the first, second and third semester, the geography subject for the fourth literary grade and specified for the first semester (first course) third edition 2019, for the fourth literary grade in Iraq.
4. Time limit: the first semester (first course) of the academic year(2019-2020).

Sixth: Definitions and terms

1- Round House Strategy:-"A set of educational and learning activities based on preparing a circular visual organizer that helps present the concept through seven sectors containing the most important ideas of the concept in addition to images and symbols for these ideas, which helps to facilitate their retrieval" (Muhanna, 2013: 13).

2- Procedural definition of the circular house strategy

A teaching strategy based on Activity and interaction followed by the researchers in teaching the research sample through the students' employment of their mental processes in order to export situations, whether life or educational, through three precise and organized stages that lead to the creation of the desired behavior of the students.

3- Concepts: "A mere mental perception of events or a category of information or behavior that is formed through successive experiences that are collected by common elements and can be expressed by a symbol, a term, a single word, or an additional structure" (Al-Samarrai and Al-Khafaji, 2014: 27).

4-Definition of the geographical concept

A group of abstract geographical concepts identified by the experts, which amounted to (13) thirteen concepts contained in the geography subject for the fourth literary grade, which are studied for the two research groups (experimental and control), and it is measured by the total score obtained by the students of the research sample through their answers to the test prepared by the researchers for this purpose".

Effective communication is defined as “A process through which knowledge is transferred from one person to another, until it becomes common between them, and leads to understanding between them” (Shehata and Al-Najjar, 2003: 8).

Procedural definition of effective contact:

It is the continuous interactive reciprocal process in which knowledge, ideas, customs and traditions are transferred between the school and the students of the experimental group and the control group in the experiment, and this communication is confirmed through the communication scale prepared by the researchers.

II. THEORETICAL ASPECTS AND PREVIOUS STUDIES

The first: is theoretical aspects of Round House Strategy:

Many researchers and educators have presented what the strategy of the circular house plan is, as I have known it. It is a set of educational activities based on preparing a circular visual organizer that helps to present the concept through seven sectors containing the most important ideas of the concept in addition to images and symbols for these ideas, which helps to facilitate their retrieval. (Mohanna, 2013: 13).

It is considered a learning strategy in order to represent the entirety of geographical topics, and it focuses on drawing circular shapes that correspond to the conceptual structure of a specific part of knowledge, so that the center of the circle represents the geographical subject to be learned, and the external sectors represent the component parts of the subject, and aims to provide students with geographical concepts and visual thinking skills. (Al-Kahlout, 2012: 9)

Stages of creating a pie chart:

To achieve the desired goals of building the circular plan and achieve meaningful learning, the process of constructing the circular house should include three stages, namely: -

1- The first stage: the planning stage: is the basic primary stage, in which a well-thought-out plan is made for the design of the round house.

2- The second stage: the pie chart stage: is considered the basis of the strategy of the circular house plan, and the teacher must follow the following steps in a sequential and sequential manner until the goals of the strategy are achieved.

3- The third stage: the stage of reflection and contemplation: After the students complete the drawing of the circular house diagram and fill it out, and they

receive feedback from the teacher, the student begins to present his diagram expressing in his own words the purpose of drawing it and the results it reached, which enhances the speaking skill of the students, and then the teacher asks the students to write A small article or story that tells about the pie chart and the ideas it contains, which in turn develops the writing skill and stimulates the deep processing of information through the expression of knowledge in a written way. (Muhanna, 2013:33).

Second: Acquisition of concepts: -

Concept growth and development

The developments that the world is witnessing at the present time and in various fields make it imperative for us to keep pace with these developments through technological and scientific progress. On learning knowledge from its basic concepts (Al-Zind, 2004: 286).

Concepts constitute the main pillars of knowledge construction, as they help the learner to make judgments and generalizations for similar issues and issues that he faces. Chances of success in his studies (Al-Samarrai and Al-Khafaji, 2014: 25).

Concept components:

The nature of the concept requires defining its basic elements, which are the following: -

1. The name of the concept, indicating what the concept belongs to.
2. Affiliated and Unaffiliated examples.
3. Distinctive and undistinguished features.
4. Known value, is related to what is known in the concept.
5. The base of the concept (Qatami, 1989: 157).

Concept properties

Concepts have several characteristics, including the following: -

1. Concepts can differ from one group to another, meaning that some concepts may be present in one group and not present in another group.
2. Concepts can differ in the same group from one stage to another, concepts may prevail in one stage and not exist in another stage.
3. The same concept can have different names for more than one group.
4. The concept may be used in one sense by some groups, and it may have more than one meaning for another group.
5. There are concepts that disappear and disappear and other concepts arise with the emergence of new phenomena (Al-Naqeeb and Al-Mayman, 2002: 94).

Concept acquisition assessment

Evaluation of concepts is carried out through standardized tests, which aim to measure achievement at different levels

of the concept. There are several levels of measurement for the achievement of the concept, including:

1. Definition of a concept or guaranteed knowledge.
2. Measuring the extent to which the teacher understands the concept or his ability to use the concept in similar situations to what he has experienced before.
3. The ability to use the concept in solving problems, or situations that were not mentioned before from the teacher's experience (Abu Ma'ileq, 2006: 26).

The teacher can also measure the extent to which learners have mastered the concepts by using multiple measurement tools, including written and oral tests and observation. Concepts can be evaluated through:

1. Discover the scientific concept by applying the three processes of forming the scientific concept: distinction, classification, and generalization.
2. The student's ability to determine the verbal significance of the practical concept.
3. Apply the scientific concept in new educational situations.
4. Interpreting observations, observations, or things in the environment in which the student lives, according to the learned scientific concepts.
5. Use the scientific concept to solve problems.
6. Using the scientific concept in various scientific inferences, generalizations, or hypotheses (Zaytoun, 2002: 81).

Third: effective communication

Scientists believe that the process of human communication was not born complete, but passed through stages of development as follows: -

- 1- **Pre-language stage:** is the stage in which the human being used in the process of communication direct and indirect sounds, manual and physical signals, fire and others.
- 2- **Language stage:** At this stage, the communication process developed, as it turned from incomprehensible sounds to understandable sound symbols, carrying an idea from one person to another or to a group through direct conversation.
- 3- **Writing stage:** The circle of communication and its means has expanded at this stage, as the communication process has shifted from understandable phonetic symbols to linguistic symbols and does not require the presence of the sender and receiver together, as happens in direct conversation.
- 4- **Printing invention stage:** This stage was represented by the invention of printing by German Joe Tenberg, which contributed to the

emergence of printed materials in the form of books, magazines, newspapers, and others, which contributed to the dissemination of science and culture on a large scale and to the development of the communication process.

5- **Communication technology stage:** In which the telephone, radio, television, and satellites were invented, and communications and information networks appeared. (Alayan and Debs, 2003: 23-25).

Elements of an effective communication process:-

Communication is a set of integrated overlapping elements, and communication is only possible with the presence of these elements, provided that there is interaction between them. These elements are:

- 1- **The sender (source):** The sender in the communication process is meant the person, group of people, body or device who would like to influence others in a certain way in order to share with him his ideas, opinions, or certain trends and experiences.
- 2- **The receiver:** is the addressee or the person to whom the message is directed by the sender (the source) through a specific channel (means of communication) and it may be a person or a group of people, and that if the receiver receives the message, he solves its symbols and understands its meanings in order to reach an interpretation of its content and then answer.
- 3- **The message:** means the content, content, or subject to be conveyed or communicated from the sender to the receiver, whether it is information, news, or a report. It is also the goal that the communication process aims to achieve. If the intended goal is achieved, the message has achieved the intended or intended purpose and vice versa. (Kandil and Ramadan, 2005: 92).
- 4- **Means of communication (communication channel):** It is the method in which the message is transferred or communicated from the sender to the receiver, especially if the distances between them are far apart or the number of recipients or the number of recipients increases.
- 5- **Communication environment:** They are the place and time through which the

transmission of the message takes place from the sender to the audience of recipients, with all the circumstances and stimuli that this environment includes, and with all the occasions that time brings. (Kandil and Ramadan, 2005: 94).

6- **feedback (impact):** It is the answer that the sender (the source) gets from the receiver on the message he received from him. Through this answer, the sender can understand whether the receiver has received the message or not, and understand the way in which the message was received and what he understood of its content and he can predict the impact of the message in the future. (Atiya and Al-Mahdali, 2004: 36).

Previous Studies

1- Study of (Ataya, 2014) This study aimed to investigate the effect of the circular house plan strategy and a computerized educational bag on the achievement of ninth-grade middle school students in the subject of life sciences and their attitudes towards the subject. To achieve the objectives of the study, the researcher built an achievement test and an attitude scale towards the subject of life sciences, and included study sample on (77 student). The results of the analysis of accompanying variance, analysis of multiple variance and Scheffe's test for post comparisons showed the following: There are no statistically significant differences between the circular house plan strategy and the computerized educational bag in the achievement of ninth-grade students in the subject of life sciences and in all areas of directions towards matter.

Study of Harat (2019): The effectiveness of an educational program based on critical thinking strategies in developing persuasive writing among students of the Arabic language department and their effective communication. This study was conducted in Iraq on second stage students in the Arabic language department. The research sample consisted of 93 male and female students and a department. The two researchers divided the research sample into an experimental group and a control group, then the researchers prepared an essay test in persuasive writing, and a scale for effective communication consisting of (40) phrases. The researchers have used statistical methods, including the t-test for two independent samples, and the t-test for two correlated

samples, chi-square, the Facronbach equation, and the researchers concluded that the experimental group outperformed the control group in the persuasive writing test and the communication scale.

III. RESEARCH METHODOLOGY AND PROCEDURES

This chapter includes a set of procedures adopted by the researchers in order to verify the objectives and hypotheses of the research, starting with the research methodology, describing the research community and its sample, choosing the appropriate experimental design, the equivalence of the sample members in a number of variables, the tools used in the research and procedures of validity and reliability, and ending with the statistical methods used in Data analysis, to achieve the objectives of the research, and the research will be dealt with in detail as follows:

First: Research Methodology:

The research method is an organized method based on a number of foundations, principles and steps that are used to achieve the objectives of the research (Abd al-Rahman, 2007: 16), so the researchers followed the experimental method, to achieve the objectives of their research.

Second: Experimental Design:

Experimental design means that it is a deliberate and controlled change of the specific conditions of a particular incident, while noting and interpreting the changes that occur in this event itself. It is difficult to find an ideal experimental design that can be applied or used in all types of experimental research, as each experiment has its own specificity and conditions. Therefore, the researcher faces a challenge, and needs high skill in choosing the appropriate design for his research (Al-Jabri and Sabri, 2015: 103).

Thus, the researchers chose a partial experimental design with two equal experimental and control groups, to suit the conditions of the current research, as the first experimental group is exposed to the independent variable, which is the circular house strategy, while the second control group is exposed to the traditional or usual method of teaching, and they were chosen randomly, and the design can be clarified Experimental figure (1)

The group	pretest	independent variable	dependent variable	post test
Experimental	Effective Communication Scale	round house strategy	Acquisition of geographic concepts and effective communication	Geographical concepts acquisition test and effective communication scale
Control		the usual way		

Figure (1) Experimental Design

Third: Determination of the research community:

1- Research group:

The research community means all individuals, things, or people who represent the subject of the research problem, and it is all the elements that are related to the study problem that the researchers seek to generalize the results of the study to. (Abbas et al., 2011: 217), and defining the research community is a basic process. It should be taken care of, and it is an important step in educational research, and it requires great accuracy, as it depends on conducting the research, designing its tools, and the adequacy of its results (Melhem, 2010: 271)

The research community consists of fourth-grade literary students in secondary and preparatory day schools in Anbar Governorate, Habbaniyah District for the academic year (2019-2020), the number of students in it reached (800) male and female students in the fourth literary grade, according to the statistics of the Department of Educational Planning in the General Directorate of Education in Anbar Governorate.

2- Choosing a research sample:

The sample is defined as “a part of the community in which the study is being conducted, chosen by the researcher to conduct his study on it, according to special rules in order to properly represent the community, and this selection is made because of the difficulty of performing it on all members of the community (Daoud and Abdel Rahman, 1990: 67), and the researchers chose

intentionally (secondary school of Andalusia for girls), which is one of the schools affiliated to the General Directorate of Education in Anbar – Habbaniyah District, to apply their experience; Because they are a teacher of geography in the school, and the school includes two divisions for the fourth grade literary pupils for the academic year (2019-2020) and in a random way, the researchers chose a group (A) (to represent the experimental group) that will study the geography subject according to (the round house strategy), and section (B) represented the (control group) that will study the same subject according to the (normal method). The number of students in the two divisions reached (65) pupils, with (32) pupils for group (A) and (33) pupils for group (B).

Fourth: Equality of the two research groups: For this reason, the researchers were keen, before conducting the experiment, to ensure that the students of the two research groups were statistically equal in some of the variables indicated by the literature and previous studies, which may affect the results of the experiment. tribal.

1- Chronological age for female pupils calculated in months:-The researchers used the t-test (t-test) for two independent samples, in order to find out the significance of the statistical difference between the experimental and control groups. The results showed that there was no statistically significant difference between the two research groups as shown in Table No. (1) and this indicates that the two research groups are equivalent in this variable.

Table (1) the arithmetic mean, standard deviation, and the two calculated and tabulated T-values for the chronological age degrees

The group	The number	Arithmetic mean	standard deviation	degree of freedom	t value		indication
					calculated	tabular	
Experimental	32	195.9375	3.11021	63	0.191	2.000	Non-function
Control	33	195.8182	2.78959				

2- Parents' educational level: The researchers adopted the school card in the equivalence of the two research groups in the educational level of the parents' female pupils directly through a form prepared by the researchers for this purpose. The researchers divided the levels of

parenting achievement according to the educational level, according to three categories and using the chi-square (K2); It was found that the two research groups are equivalent in the educational level of the parents, and table (2) shows this.

Table No. (2) Parental Academic Level of female pupils of search group

The group	Parents' educational level			the number	degree of freedom	chi value		Indication 0.05
	Reads and writes and above	medium and above	institute and above			calculated	tabular	
Experimental	8	8	16	32	2	0.306	5.99	Non-function
Control	14	9	10	33				

3- Academic level of mothers: The researchers adopted the school card in the equality of the two research groups in the academic level of the mothers of female pupils indirectly through a form prepared by the researchers for this purpose. The researchers divided the levels of mothers'

achievement according to their educational level according to four categories and using the chi-square (K2). It was found that the two research groups are equivalent in the academic level of the mothers, and Table (3) shows this.

Table No. (3) Equal educational level for mothers of female pupils of research group

The group	Academic level of mothers				the number	degree of freedom	chi value		indication 0.05
	Reads and writes	Primary	medium and above	institute and above			calculated	tabular	
Experimental	6	13	9	4	32	3	0.65	7.82	Non-function
Control	11	9	5	8	33				

4- Tribal Effective Communication Scale Scores: Before the experiment began, the two researchers conducted an effective communication scale for parity between the two research groups in this scale, and the researchers used the t-test (T.Test) for two independent

samples, and no statistically significant differences between the two groups appeared. Thus, the experimental and control groups are equivalent in the tribal effective communication scale, as shown in Table (4).

Table (4) The arithmetic mean, standard deviation, and the two calculated and tabulated T-values for the scores of the tribal effective communication scale

the group	the number	Arithmetic mean	standard deviation	degree of freedom	T value		indication 0.05
					calculated	tabular	
Experimental	32	147.6250	9.55038	63	0.056	2.000	Non-function
control	33	147.7576	9.65347				

Fifth: Research Requirements:

1- Define geographical concepts: Abstract geographical concepts from the first, second and third chapters of the geographic subject, which are (13) geographical concepts, were determined by a group of experts and specialists, and

some appropriate modifications were made to a number of them.

2- Derivation of Behavioral Objectives: The researchers prepared behavioral objectives in light of the main concepts that he identified, which are included in the first,

second and third chapters of the geography subject for the first course of the academic year (2019-2020), which are (13) geographical concepts, and since the processes of acquiring the concept are limited to three processes: (Defining the concept, distinguishing the concept, applying the concept) the researchers formulated the (39) behavioral objectives of those main concepts, the corresponding concepts and the level of acquisition of each concept.

3- Preparing teaching plans: The two researchers prepared teaching plans for teaching the subject of history that will be taught during the experiment, according to round house strategy to teach the students of the experimental group, and according to the usual method of teaching the students of the control group, the researchers presented two models of these plans to a group of experts and specialists in geography and its teaching methods, and educational and psychological sciences, to explore their opinions, suggestions and observations, for the purpose of improving the formulation of those plans, and making them sound and valid to ensure The success of the experiment, and in light of what the experts showed, the necessary modifications were made to it and its final form is ready for implementation.

Sixth: Search tools:

The two researchers will explain the two research tools and each tool separately in order to achieve the desired goals and hypotheses of the research. This requires two tools: testing historical concepts and preparing an effective communication scale and as follows:-

1- Concept acquisition test: The two researchers worked on building a test for acquiring geographical concepts, because there was no ready test, based on the concepts and behavioral purposes that had been identified. In addition, this test is characterized by flexibility, as it can be used in evaluating educational objectives of different levels of knowledge. Accordingly, the researchers prepared the test consisting of (39) items, covering the material contained in the experiment, and taking into account that each concept has three processes that measure (the level of definition, the level of discrimination, and the level of application) and it consists of (39) items in the acquisition of geographical concepts. The total (13) is a multiple-choice concept, then the researchers applied the test to an exploratory sample consisting of (100) students from the same research community and after analyzing the results, the researchers extracted the discriminatory power of the paragraphs as ranging between (0.30 -0.58) and when the researchers used the method Internal consistency Alpha Cronbach in order to know the stability of the test, as the reliability coefficient reached (0.80), which is a good

percentage, and thus the test became ready for application in its final form consisting of (33) items.

2- Effective Communication Scale:-After the researchers reviewed many previous studies that dealt with effective communication, the researchers prepared the effective communication scale, where the researchers formulated (60) items that measure communication, and each item of the scale corresponds to three alternatives (it applies to me a lot, sometimes applies to me, does not apply to me). The two researchers presented the scale to a group of experts and specialists in educational and psychological sciences to express their opinions on the scale if some minor modifications were made to the scale. Then the researchers presented the scale to an exploratory sample of the research community consisting of (100) students. The researchers calculated the discriminatory power for each paragraph of the scale, and it was found that it ranges between (2.976 - 8.230), and thus all paragraphs are acceptable because the calculated T-values are greater than the tabular value of (2.00) at the level of significance (0.05) and a degree of freedom (52) and thus all paragraphs are considered acceptable, and the researchers used the Alpha-Cronbach internal consistency method in order to know the stability of the test, as the reliability coefficient reached (0.81), which is a good percentage, and thus the test became ready for application in its final version (1.2.3.), if the highest degree of the scale reached (180) degrees, and the lowest degree on the scale reached (60) degrees, and the hypothetical average reached (120) degrees.

Seventh: Statistical Means:

The researchers used the following statistical methods: (T-test for two independent samples, chi-square (Ka2), the coefficient of ease and difficulty for the test items, the coefficient of discrimination for the test items, the Pearson correlation coefficient, and the alpha-Cronbach equation.

IV. RESULTS

First: View of the results:

A. The result of the first null hypothesis:

For the purpose of verifying the first null hypothesis which states that (there is no statistically significant difference at the level of significance (0.05) between the mean scores of female pupils. The experimental group that was taught the geography subject according to the circular house strategy, and the average grades of female pupils. The control group that studied the same subject according to the usual method in the test of acquiring geographical concepts. The researchers applied the geographical concepts acquisition test on the two research groups, and when using the T-test

(T-test) for two independent samples, to measure the significance of the difference between the two averages, the calculated T-value was (3.430), which is greater than

the tabular T-value of (2.00), at the level (0.05) and with a degree of freedom (63), and the table (5) explains it.

Table (5) The results of the T-test for the pupils of the two research groups in the test of acquiring geographical concepts

The group	the number	Arithmetic mean	standard deviation	degree of freedom	T value		indication 0.05
					calculated	tabular	
Experimental	32	32.0938	3.39221	63	3.430	2.00	function
Control	33	28.3939	5.10477				

Which indicates that there is a statistically significant difference between the average scores of the experimental group that was studied according to the circular house strategy and the average scores of the control group that was studied in the usual way and in favor of the experimental group, and accordingly rejects the null hypothesis and accepts its alternative.

B. The result of the second null hypothesis:

For the purpose of verifying the second null hypothesis, which states that (there is no statistically significant

difference at the level of significance (0.05) between the mean scores of female pupils. The experimental group that studied the subject of geography according to the strategy of the round house, and the average grades of female pupils. The control group that studied the same material according to the usual method in the scale of effective communication after.)The researchers used the T-test (T-test) for two independent samples, where the calculated t-value was (4.37), which is greater than the tabular T-value of (2.00), at a significance level (0.05) and a degree of freedom (63), and the table (6) explains it.

Table (6) The results of the T-test for the pupils of the two research groups in effective communication after

The group	the number	Arithmetic mean	standard deviation	degree of freedom	T value		indication 0.05
					calculated	tabular	
Experimental	32	158.78	6.77	63	4.37	2.00	function
Control	33	149.58	9.89				

Which indicates that there is a statistically significant difference between the average scores of the students of the two research groups and in favor of the experimental group, and accordingly the null hypothesis is rejected and its alternative is accepted.

C. The result of the third null hypothesis:

For the purpose of verifying the third null hypothesis which states that (there is no statistically significant difference at the level of significance(0.05) between the

mean differences in the scores of the experimental group students who were taught geography according to the circular house strategy in the tribal and remote scale of effective communication).The researchers used the t-test (t-test) for two correlated samples, as the calculated t-value reached (9.04), which is greater than the tabular t-value of (2.04) with a degree of freedom (31), and at a significance level (0.05), meaning that the result is statistically significant and in favor of an effective communication scale. and the table (7) explains it.

Table (7) The results of the t-test of two correlated samples for the pre and post application for effective communication for the experimental group.

The group	SMA	Standard deviation	average differences	skew difference	degree of freedom	T value		indication 0.05
						calculated	tabular	
Before	147.63	9.55	11.16	6.98	31	9.04	2.04	function
After	158.78	6.77						

Thus, the third null hypothesis is rejected and its alternative is accepted.

Second: Interpretation of the results:

In light of the research results that were presented, the following becomes clear:-

After analyzing the results, it appeared that female pupils in the experimental group performed well. Female pupils in the control group in the test of acquiring geographical concepts, and the researchers believe that this is due to the following reasons: -

1. The circular house strategy added more effectiveness to the lesson and created a more active study environment by asking the subject with various questions, which made it more suitable for teaching and acquiring concepts compared to the usual method.
2. The presentation of the strategy of the circular house of the study material in the form of circles, sequential and interrelated concepts, increased understanding and understanding female pupils concepts, and had a great impact in facilitating their recall of concepts and information.
3. The strategy of the round house created the atmosphere of the discussion for female pupils within the class, which created a broader horizon of information allowed for female pupils searching for multiple answers before giving the final answer, thus increasing their ability to effective communication.

V. CONCLUSION

In light of the findings of the researchers, the following can be concluded: -

1. The possibility of applying the circular house strategy to the fourth literary grade students.
2. Teaching according to round house strategy is more effective than the traditional method in acquiring concepts for the pupils of the fourth literary grade.
3. Sequence in communicating facts and information to female pupils by arranging the levels of comprehension for the learner.
4. Teaching according to round house strategy requires more time, effort, experience and skill from the teacher than the usual method.

RECOMMENDATIONS

In light of the research results, the researchers recommend the following: -

- 1-The Ministry of Education approved the round house in the teaching of geography in secondary education stages.

2-Benefit from the results of this study to help teachers of social sciences in secondary and middle schools to diversify teaching strategies and models.

3-The need for those concerned with education affairs, curricula and teaching methods to pay attention to communication of all kinds in general and effective communication in particular, and to include it when developing and updating curricula.

SUGGESTIONS

To complement this research, the researchers suggest conducting future studies, including:

1. Conducting a study to identify the impact of the round house strategy on acquiring historical concepts for fourth-grade literary students and developing their national values.
2. Conducting a study to identify the effect of the round house strategy on the fourth grade literary pupils' achievement in geography and the development of their logical thinking.

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