The Effect of Interaction between Active Learning Strategies of Random Excitement and Rolling Stone and Audio and Visual Learning Styles in Developing English Conversation Skills Among 9th Graders in Gaza governmental Schools

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Abstract:

The aim of the study is to explore the impact of interaction between two active learning strategies (random excitement and the rolling stone) and the learning styles (auditory and visual) in developing the oral, and performance aspects of the English conversation skills among ninth graders in Gaza. The mixed approach was used. The sample contained (207) ninth graders and was chosen randomly from Al-Aysheya Basic Elementary School for Girls. To collect data, a conversational skills rating scale and an oral conversation test were used. The results showed a significant difference between the average scores in the experimental group 1 which was taught through the random excitement and the experimental group 2 taught through the rolling stone in the posttest of the oral side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual). The results also proved that a significant difference between the average scores in the experimental group1 which is taught through the random excitement and the experimental group 2 taught through the rolling stone in the posttest of the performance aspect of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual). Considering the outcomes, the study proposes creating managing materials to furnish educators with the required information to utilize dynamic learning techniques, building up instructors' capacities in picking the perfect discussion exercise procedure to meet diverse learning styles, and concentrating on all conversation skills such speaking rate, volume, and accuracy in teaching conversation.

Keyword: Interaction, Active Learning Strategies, Learning Styles, Conversational skills.

أثر التفاعل بين استراتيجيتين للتعلم النشط وأساليب التعلم (سمعية وبصرية) في تطوير مهارات المحادثة باللغة الإنجليزية لطلاب الصف التاسع في المدارس الحكومية بغزة

الملخص:

هدفت الدراسة إلى استكشاف أثر التفاعل بين (الإثارة العشوائية والحجر المتدرج) وأنماط التعلم (السمعية والبصرية) في تطوير الجوانب الشفوية والأدائية لمهارات المحادثة باللغة الإنجليزية لدى طلاب الصف التاسع في غزة. اتبعت الباحثة المنهج المختلط. واختارت الباحثة العينة عشوائيا من مدرسة العائشية الأساسية للبنات. احتوت العينة على (207) طالبة من الصف التاسع. ولجمع البيانات، تم استخدام بطاقة ملاحظة واختبار المحادثة الشفوية. أظهرت النتائج وجود فرق دال بين متوسط درجات المجموعة التجريبية 1 التي يتم تدريسها من خلال الإثارة العشوائية والمجموعة التجريبية 2 التي يتم تدريسها من خلال الحجر المتدرج في الاختبار البعدي للجانب الشفوي لمهارة المحادثة يعزى الى تأثير التفاعل بين (الإثارة العشوائية والحجر المتدرج) وأنماط التعلم (السمعية والبصرية). أثبتت النتائج أيضًا وجود فرق دال بين متوسط درجات المجموعة التجريبية 1 التي يتم تدريسها من خلال الإثارة العشوائية والمجموعة التجريبية 2 التي يتم تدريسها من خلال الحجر المتدرج في الاختبار البعدي لجانب الأداء في مهارة المحادثة بسبب تأثير التفاعل بين (الإثارة العشوائية والحجر المتدرج) وأنماط التعلم (السمعية والبصرية). في ضوء النتائج ، تقترح الدراسة إنتاج مواد إرشادية لتزويد المعلمين بالمعرفة اللازمة لاستخدام استراتيجيات التعلم النشط ، وتطوير قدرات المعلمين في اختيار استراتيجية مثالية تناسب دروس المحادثة لتلبية أنماط التعلم المختلفة ، والتركيز على جميع مهارات المحادثة مثل معدل التحدث وحجمه ودقته في تعليم المحادثة.

كلمات مفتاحية: التفاعل ، استراتيجيات التعلم النشط ، أنماط التعلم ، مهارات المحادثة.

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

Introduction:

English learners often consider producing spoken language as an obstacle. One reason is the absence of rehearsing English, all things considered, circumstances and the absence of utilizing procedures and methodologies which center around improving student's chances to practice speaking. The qualities of familiar speech, for example, fixed expressions, collocations, and diminished structures are required deeply in all the pace of speech and the regular verbally expressed.

Darmuki (2018) stated that to create conversation skills every one of these qualities of familiar speech must be mulled over while rehearsing conversation in class. To accomplish the ideal utilization of English as a spoken language and to improve conversation, it is fundamental for instructors to present and practice "genuine" correspondence with the students inside the learning procedure. Concentrating on real communication will help students avoiding feeling stunned and baffled when utilizing a foreign language for the first time whilst interfacing in foreign environment. Teachers can use modern trends which focus on developing spontaneous communication and adapting to all conversation concurrent and contending requests.

The improvement of English language proficiency is accomplished using modern learning methods and new approaches, notably active learning methods. In the twentieth century, modern learning methods emerged that depended on the student and enhanced his or her role. For example, the concept of active learning developed in the last years of the twentieth century, and increased attention to it as at the start of the twenty-first century as one of the current instructive and mental patterns that have an incredible positive effect on the way toward learning inside and outside the school by school and university students (Kerrigan, 2018).

Active Learning is defined as one of the learning styles where students participate in activities, exercises, events, and projects with great effectiveness through a rich environment Hanner et. al. (2019). The rich environment allows them to make constructive dialogue, rich discussion, sound thinking and deep reflection on what is read or study. It is done under the oversight of an instructor who can oversee collaboration among students and direct them to the limit of their capacities (El Shaban, 2017).

In recent years, active learning has been viewed as a successful training approach and it is generally acknowledged by numerous researchers and English educators. Involving students in active learning encourages them improve maintenance and thinking capacity, yet additionally comprehend the new information better by allowing students to take an interest effectively and holding greater duty for their learning. Killian and Bastas (2015) argue that active learning underscores the improvement of students' aptitudes as well as their investigation of their own perspectives and qualities. At the point when active learning is completed, conversations, student introductions, games, role play, and simulations are fundamental components of English exercises.

Studies such as El Shaban (2017) and Hanner et. al. (2019) mentioned different active learning methods, techniques, and strategies that can be utilized to accomplish the instructive points and enhance students in making a fruitful environment in the classroom. The strategies of random excitement and rolling stone are closely related to generating creative ideas, increasing knowledge wealth, and linguistic fluency. The two strategies also develop thinking, including contemplative thinking through mental processing of sensory images by developing students' ability to perceive situations and events and imagine available solutions to the problems facing them. Perhaps this is the primary goal of teaching in general and teaching conversation in particular. Actually, a good conversation enables the student to adapt to any educational situation and use it smoothly by linking between different stimuli and then reaching new relationships (Al-Zubaidi, 2012, p43) .

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

The current study aims to explore the effect of the interaction between two active learning strategies (random excitement and rolling stone) and learning styles to upgrade students' presentation in English conversation skill . It is normal that the results of this investigation with respect to the effect of the interaction between active learning strategies and learning styles would reveal insight into ways instructors could utilize these techniques and strategies viably and productively to upgrade all students' proficiency whatever their learning style and improve their performance in the conversation lessons in their class.

The Study Problem

What is the effect of interaction between two active learning strategies and learning styles (Auditory and Visual) in developing English conversation skills among 9th graders?

This question is divided into the following sub-questions:

1. Is there an effect of the interaction between the active learning strategies of random excitement and the rolling stone and the learning styles (auditory and visual) in developing the oral aspect of the English conversation skills among the ninth graders in Gaza?

2. Is there an effect of the interaction between the active learning strategies of random excitement and the rolling stone and the learning styles (auditory and visual) in developing the performance aspect of the English conversation skills among the ninth graders in Gaza?

Objectives of the study

The present study aims at:

1. Exploring the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual) in developing the oral aspect of the English conversation skills among the ninth graders in Gaza.

2. Exploring the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual) in developing the performance aspect of the English conversation skills among the ninth graders in Gaza.

The importance of study

The importance of the study can be determined in the following points:

1. Providing educational material on active learning strategies, which can be used by teachers, students, supervisors and other researchers.

2. Adding new dimensions to use active learning strategies in learning situations according to different learning styles.

3. Instructing curriculum designers to the need to provide different types of learning in the curriculum to meet the individual differences between students.

4. Identifying the two active strategies of random excitement and rolling stone and exploring them in creating an interesting environment in class.

Study Limitations:

1 **Place limitation**: The investigation was implemented at Al-Aysheya School in the Middle Governorate.

2 **Human limitation**: It was applied to the ninth graders' at Al-Aysheya School who use learning styles (auditory, visual) according to the active learning strategies.

3 **Subject limitation**: The study employed two active learning strategies (random excitement and the rolling stone) in developing conversation skills and learning patterns (auditory and visual).

4 **Time limitation**: The study was applied in the academic year (2019/2020).

Operational Definition of Terms:

- **Interaction**

   It is the combined effect of the active learning approach and the two modes of learning (auditory and visual) in the development of conversational skills among 9th grade students in Gaza.

**The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors**

**Nobogh Siyam, Mohammed Asqule, Khader
Khader**

- **Active learning strategies:**
  The researcher defines them as the efficient teaching and learning process which empowers the ninth graders to adequately take an interest in the classroom exercises directed in the conversation lessons. The ninth graders are not passive listeners as they take an interest in obtaining, thinking, breaking down, assessing and delivering data. This can be accomplished by the motivating teacher who improves his or her students to investigate the instructive materials, their capacities and past information that lead to understanding the presented theme. Active learning strategies are determined in this study by two active Learning strategies (random excitement and the rolling stone) and the researcher investigates their interaction with learning styles (Auditory and Visual) in developing English conversation skills among ninth graders in Gaza.

- **Random Excitement Strategy:**
  The researcher defined it as the process of introducing a conversational topic that raises students' thinking (the research sample), increases their motivation towards the conversation lesson, and makes the ninth graders look at the topic from multiple corners, and are able to generate new ideas that they had not reached before the process of thinking of them, by linking the excitements raised to the topic of the conversation lesson, even though these stimuli have nothing to do with the topic

- **Rolling Stone Strategy:**
  The researcher defines it as the ability to build on a temporary idea that can lead us to a successful new idea to create a new stream of conversation among the ninth graders.

- **Learning Styles:**
  They refer to ninth grader's preferential way or ways of learning conversational skills as students acquire, comprehend, analyze, synthesize, evaluate and produce information differentially. In this study, the researcher will investigate two types (auditory and visual) learning styles.

- **Visual Learners:**
  They refer to ninth grader's learners who best understand conversation skills through the use of images, maps and graphic organizers.

  Auditory Learners:
  They refer to ninth grader's learners who best understand conversation skills through listening and speaking, they use repetition and mnemonic techniques.

- **The oral Side of Conversation:**
  The oral side of conversation should provide a platform for fair and candid exchange of ideas. The communicator should keep in mind the following tips and guidelines: consider the objective, think about the interest level of the receiver, be sincere, and give full facts.

- **The oral Performance Side of Conversation:**
  The performance side of conversation let students know how their performance measures up to study expectations. They offer an opportunity to revisit old goals and set new ones. And most important, they ensure that students have the information they need to continue to be productive contributors to the conversation process.

- **Conversational skills:**
  The researcher characterizes conversational skills as those abilities which empower the students to take part in a powerful procedure of progressing, intelligent and fulfilling discussions to facilitate that result comprehensible utterances. For better conversational results, students should rehearse these skills. Eight conversational skills have been picked to improve utilizing the active learning strategies including: vocal confidence, speaking fluency, articulation, vocal variety, asking questions, speaking rate, volume, and accuracy.

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

Literature Review

The first domain: Conversational Skills

Preparing students for unconstrained conversation is probably the greatest test to current language educating approach. To enhance the students' conversational skills, teachers utilize the conversation class which centers on upgrading students' capacities to speak with one another. The significant objective for some language material designers, students, and teachers, is to accomplish "fluency". Hanner et. al. (2019) expressed that the fundamental point that makes the methods for rehearsing the language, considering, remembering jargon worth the exertion is to have the option to communicate obviously and normally with native speakers of a language.

Eriksson (2017) demonstrated that conversation classes are frequently not methodical enough as they have been assembled from an arbitrary assortment of open exercises despite their developing popularity. Rondon-Pari (2014) held that the inability of the approach to give data about which conversational abilities or language information ought to be utilized; upsets conversation classes from being methodical.

Communicative language teaching methodology has neglected to indicate which conversational skills and what sort of language input instructors should concentrate on in spite of the fact that it has offered point by point rules for how to make real open circumstances in the language classroom. For this, methodologists can hardly blame teachers who run a large number of activities in the conversation classes..**The second domain: Active learning:**

Active learning Strategies:

In a changing environment, there is a developing acknowledgment that students need to accomplish something other than tune in to learn. Naithani (2008, p. 115) indicated the effectiveness of active learning as a key component in the learning procedure. In addition, most grown-up learning models see active learning as a significant segment in the association of students in the learning procedure. The idea of active learning opposites the merely passively listening to an instructor, s lecture the only inactively tuning in to a teacher's talk and stresses whatever students do in a classroom(Candido, et. al., 2007, p. 8).

Most importantly, student's interaction in the class room can go further more than listening practices to more developed practices which help the students to digest the data and explore opportunities to engage actively in reading, writing, discussing, or using activities such as critical thinking and participate in group activities and agreeable learning. In particular, Fayombo (2011, p10) pointed out the value of engaging students in such higher-request thinking errands as investigation, union, and assessment.

Some active learning strategies:

Educational literature indicated many active learning strategies, for example the use of visual aids, present - write - share - learn, brainstorming, problem solving, peer teaching, conceptual mapping, role playing, small work groups, question and answer in pairs , Learning Course, and Think - Pair - Share. The researcher uses the following strategies: (random excitement and rolling stone), and the researcher addresses each strategy in some detail as follows:

A. Random Excitement Strategy:

Random excitement strategy is one of the strategies that brainstorm the brain by provoking it to generate the greatest amount of creative ideas previously unknown. It was developed by Corden (AL Fartousi, 2016). Later, it was adapted in the field of education and teaching. Then several countries used it at the forefront (Japan, for example). But unfortunately (Mahmoud, 2016, p15). Random excitement strategy aims at creating a convergence between scientific concepts and unintended random words, and links them to the idea under consideration, so it requires professional and high thinking abilities from the teacher.

Definition of Random Excitement Strategy

**The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors**

Nobogh Siyam, Mohammed Asqule, Khader
Khader

- De Bono (1995) defined it as: "It is a form of unplanned motivation, and the most easily-used lateral thinking technique which is particularly suitable for a creative situation when you are asked to come up with creative ideas but you do not know where to start" (Obeis and Al-Juboori, 2014, p10). Moreover, Abu Gado and Muhammad (2007, p. 472) defined it as: "A kind of creative focus that we resort to when we need to generate new ideas, and we randomly choose a word from among the ideas discussed."
- Obeidat and Suhaila (2007, p105) defined it as: "The ability to obtain new ideas by using any other random idea unrelated to the topic." Attia (2009, p. 207) defined it as "it is one of brainstorming strategy methods and a mechanism of creative thinking based on brain stimulation, to generate creative ideas that were not previously known, and to find relationships between concepts or things that were not apparently relationships known in the original. So the excitements raised are called irregular stimuli.
- Mahmoud (2016, p.13) defined it as one of the mechanisms to produce creative ideas by moving the brain and provoking it to break previous templates by finding new relationships between things that do not already exist, including relationships.
- While Mohamed et. al. (2012, p. 10) defined it as finding a convergence that did not exist before in the experiences of students and their knowledge by choosing the words intended and linked to the idea under consideration and this leads mainly to the generation of new ideas.

The researcher defined it as the process of introducing a conversational topic that raises students' thinking (the research sample), increases their motivation towards the conversation lesson, and makes the ninth graders look at the topic from multiple corners, and enables them to generate new ideas that they had not reached before the process of thinking, by linking the excitements raised to the topic of the conversation lesson, even though these stimuli have nothing to do with the topic.

Characteristics of random excitement strategy

The field of teaching methods has recently witnessed a tremendous development in the use of active and effective teaching methods based on the learner's mind, the positive interaction between the teacher and learning, and the transition from a culture of memory that relies on memorizing and remembering information to a culture of creativity that enables the learner to employ in different situations (Obeis and Al- Juboori, 2014, p. 16).

The random excitement strategy is a deliberate mental means by the teacher in order to obtain the largest number of ideas from a certain group during a certain time, in order to solve a problem in a non-traditional creative way, or to create a new idea that did not exist before, or to develop an idea that already exists.

In light of this, Jum`a (2011, p. 13) refers to the advantages of using the random excitement strategy where this strategy helps to:
- Develop the student's ability to think creatively.
- Check a cognitive understanding of the topic.
- Help correct concepts and information.
- Increase the effectiveness of students in the education process.
- Expand the students' perceptions and general culture

Considering the above, it is also possible to add some of the advantages that a random excitement strategy can achieve within the classroom with learners:
- Developing the skill of meditating on the things involved and looking at them differently in many ways.
- Generating enthusiasm for learning. By controlling the imagination, most learners advance quickly.
- Developing the communication skills of learners.

Steps of Random Excitement Strategy

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

Obeis and Al- Juboori (2014, p. 26) indicated that this strategy goes through seven steps (conceptualization, presentation of scientific material, presenting random stimuli, presenting ideas, recording, finding relationships, summarizing). These steps can be clarified through the following:

Defining concepts: The teacher defines the concepts by writing them on the blackboard.

Presenting scientific material: The teacher presents scientific material in briefly

Providing random stimuli: A random stimulus is provided from teacher to learners.

Presenting ideas: The teacher asks learners to provide and find relationships between concepts and random stimuli.

Summarizing: The teacher Writes briefly reached links related to the subject of the lesson.

In light of the above, it can be said that the random excitation strategy works to produce new and unconventional creative ideas among a set of data, and the idea of random excitation is based on the acts of the mind.

For example, What is the relationship between the butterfly and the manager?, or the relationship between the teacher and the key?. In fact there are no apparent relationships between them, but all these things together force us to search for links and relationships that may produce new ideas, so we rely on the search for excitement, preferably random, in the sense of unintended, if we want to produce ideas for the teacher, we provide any random excitement, such as a lion, a pen, a mirror, a pin. These words are words that have nothing to do with the teacher and they attribute but linking them together leads us to many new ideas from the teacher.

B. The Rolling Stone Strategy

Definition of the rolling stone strategy:

Rolling stone is a method used by anyone who wants to cross a stream of water to the other edge. The function of this stone takes us to the place (x), where the new idea(y) (Obidaat and Abu AL Sameed, 2005, p. 22). DeBono (1991) defined it as a mental process in which an idea is used creatively, that is, it is used to develop new ideas. In other words, the idea is not judged, but used as a rolling stone to get new ideas (Al Hawamda, 2015, p. 15). Moreover, Saadeh and Al-Sabbagh (2013) defined it as an idea of what an individual moves to, not to survive with this idea, but to skip it to access other ideas. The researcher defines it as the ability to build on a temporary idea that can lead us to a successful new idea to create new stream of conversation among the ninth graders.

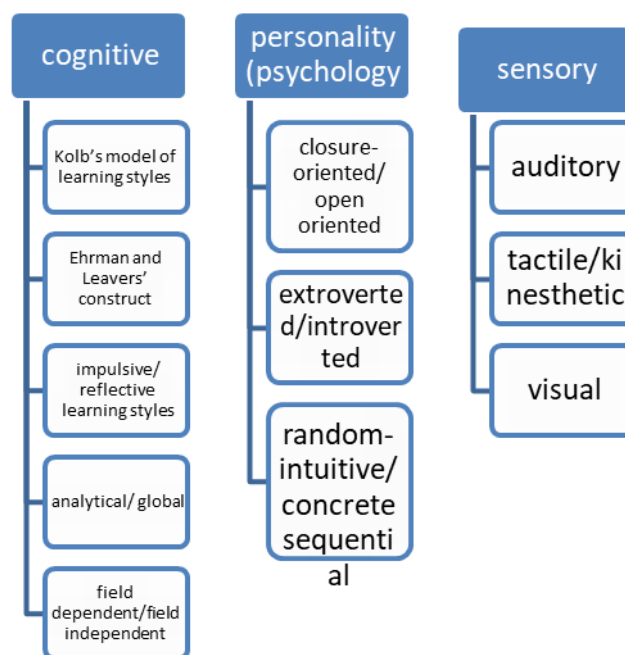**Steps to apply a rolling stone strategy in the classroom:**

There are three steps to apply a rolling stone strategy (Al Hawamda, 2015, p28)**:**

 1. Using the student's reference card, where the transition process becomes clear to the new idea, not to stay with it but to move again toward a new creative idea. What is required is not to look at what is right or wrong in the sentence or idea, but to look at what is new in that idea, in order to move towards proposed new ideas.
 2. Dealing with the paragraph in the form of an open classroom, the teacher choosing students by name, or volunteers are asked to answer, and can be applied on a group basis. The group separates the sentences into two types: rolling sentences, and descriptive sentences.
 3. Recording thee presented ideas behind the reference card of each group. Then the teacher begins discussing each group with its own training as it is illustrated by example, provides an opportunity for students from other groups to come up with quick ideas. The teacher also indicated that each new idea is a freestanding rolling stone.

Learning Styles

1. Classification of Learning Styles

In general, there are three main types of learning styles: sensory, personality, and cognitive.

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

Figure (1): Classification of Learning Styles

Visual Learners:

This category incorporates ordinary people who realize through what they are prepared to witness firsthand. Visual students are intrigued to portray everything that they find as far as appearances. Those people for the most part love to be front and center for games so as to acquire the best view. Visual people move for the situations at the front of the class, and should have front push theater seats. These students lean toward utilizing visual guides, for example, charts, outlines, photographs, and maps. They will generally perform very well on composed assignments as they normally are extraordinary journalists (Tongson and Eslit , 2018, p.20).

Auditory Learners:

This category incorporates ordinary people who learn through what they are ready to hear with their own ears. They are very good listeners so they may find that perusing so anyone might hear will assist them with retaining data. They appreciate books on tape, tend to do better on oral presentations and reports, instead of composed reports. These people will be bound to record addresses with the goal that they can replay them sometime in the not too distant future for study purposes (Alnujaidi, 2019, p.15).

Previous Studies

The First Domain: Studies Related to Conversation Skill in English:

Imbertson (2017) conducted another study aiming at investigating the effectiveness of using Accountable Talk enhanced by consistent integration of technology and higher-order questioning in improving English Language Learners and low-income students outcomes. The experimental approach was used. The researcher chose 70 students of an urban fourth-grade classroom. The first group enhanced by consistent integration of technology and higher-order questioning and the second group taught conversation without any technology. To evaluate the impact of the intervention, the researcher used pre and post-assessments where students recorded these conversations. The findings indicated significant growth in students' outcomes relative to previous years' outcomes. The results were in favor of students using the Accountable Talk model

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

as they grew more than students in previous years without the strategy. The study encouraged the use of this strategy in mathematics perhaps, in particular, with students who may be facing some problems with academic language and English language fluency. The study recommended implementing further research to assess what effect more time and different grouping may have.

At the level of graduate students, the investigation of Meyer, Blondel and Mall-Grob (2017) has gone to explore the significance of the improvement of conversational skill inside advanced education and proposed approaches to pursue this objective. To thoroughly consider these issues, the researcher embraced the descriptive method. The examination contained 70 high investigations learners. The researcher structured broadened models from three discussion courses that were educated by an expansive and standardizing meaning of discussion that is combined with a didactics of discussion established in basic hypothesis and basic talk investigation to be the device of his examination. The findings of the investigation uncovered that there were three courses: conversation between students of German where discussion serves to strengthen intercultural, intergenerational and auto/historical agreements. English conversation bunch in which students consolidate theme arranged discussions and the third was the French conversation class in which discussion fills in as a middle person of personality and distinction in an envisioned network. The examination suggested joining these courses hint for creating conversational fitness.

The Second Domain (Studies related to active learning strategies):

Kerrigan (2018) researched the effectiveness of active learning procedures in improving performance in performance in mathematics lessons. The descriptive approach was used to describe basic approaches to turn course presentations, survey of earlier information, and developmental appraisal into active learning encounters for learners. The researcher utilized a survey to gather the information. The sample of the investigation contained 45 students from secondary schools. The results of the questionnaire revealed that there are really numerous straightforward approaches to make undergrad mathematic courses progressively dynamic, beginning with the conversation of the prospectus. The study indicated using different active learning strategies to improve mathematics skills and other skills.

Moreover, on the level of teachers, Mangram et al. (2015) investigated the adequacy of utilizing active learning procedures in improving Kenyatta University instructor. To accomplish the objectives of the investigation, the researcher utilized the experimental method. The experimental group concentrated on educating and demonstrating twelve dynamic learning methodologies that could be utilized in their classes, which are held in auditoriums with upwards of 500 students in a class. The outcomes uncovered that utilizing the previously mentioned dynamic learning systems (the lecture technique) can be changed into a device that advances dynamic as opposed to latent learning. The examination suggested of utilizing active learning techniques.

The Third Domain: Learning styles

Tongson and Eslit (2018) conducted the study to decide the relationship between seventh graders learning styles and their variety of language execution in Iligan City National High School employed the engaging correlational strategy. To get the required data, the researchers structured learning styles questionnaire and Module 1 Pre/Post-test from K-12 English Learners Material which were regulated to 971 seventh graders. The findings of the exploration demonstrated that there was measurably critical contrast between the accomplishment scores as per learning styles and there was factually noteworthy distinction between their variety of language execution. The outcomes additionally uncovered that the execution of students in listening is approaching authority and least aced for perusing and composing. This sensibly indicated the segment profile of the students played noteworthy factor to their language execution. By and large, respondents' language execution is obviously identified with encouraging styles and dissimilarity is evident and should be

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

tended to. It was suggested that considering learning styles in the guideline of training situations can assist with expanding accomplishment and their variety of language execution.

On the other hand, Alnujaidi (2019) led a descriptive study in Saudi Arabia to explore the EFL students' favored learning styles and their connection to the scholastic accomplishment. 130 EFL members took part in the investigation. To distinguish members' learning styles, Felder and Silverman's learning style model was utilized. The investigation's outcomes uncovered that EFL students favored the visual, sensing and sequential learning styles. The investigation uncovered a factually huge contrast in the accomplishment among students' learning styles. The examination suggested that instructors ought to know about their students learning styles to confirm their methods to meet all styles.

General Commentary on the Previous Studies

Looking at all the previous studies in the three areas, the researcher concludes that they have the accompanying highlights:

1. Understanding the significance of utilizing distinctive active learning procedures and strategies in improving learning process in general and conversation skills in particular.
2. Assessing the impact of students' learning styles in learning.
3. The need to create and join various procedures and strategies to improve conversation skills learning

Then again, the current examination differs from the previous studies in the accompanying highlights:

1. Concentrating not just on the impact of two active learning procedures, yet additionally on researching the impact of interaction with learning styles to develop the students' conversational skills in terms of appropriateness and efficacy.
2.   As far as the researcher knows, it is the main investigation to be directed in Gaza's schools which examines the relationship active learning procedures, learning styles and conversational skills.

The Methodology

Study Approach

Since this study aims at explaining the effect of interaction between two active Learning strategies (random excitement and the rolling stone) and learning styles (Auditory and Visual) in developing English conversation skills among 9th graders in Gaza, the researcher followed the mixed approach.

Experimental design:

Because the study variables include two independent factors, the first is the learning method and it has three levels (traditional way, random excitement strategy, and the rolling stone strategy), and the second is the learning styles and it has two levels (auditory and visual), the researcher will use the experimental design (3 x 2). The following table shows the study's experimental design:

Table (1): The experimental design according to the learning styles

Learning Method	Traditional way	Random excitement	Rolling stone
Learning style			
Audio	15	19	20
Visual	26	23	20

Table (1) shows that the number of audio students who studied in the traditional way is (15), the number of visual students who studied in the traditional way is (26), the number of audio students who studied in the random excitement is (19), the number of visual students who studied

656

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

in the random excitement is (23), the number of audio students who studied in the rolling stone is (20), and the number of visual students who studied in the rolling stone is (20).

Population of the study

Based on Directorate of Education Middle Area Governorate, the population contains all ninth female graders at the public schools in the first semester of the scholastic year (2019, 2020) totaling (1035) students.

Sample of the Study:

The researcher chooses three ninth grade classes randomly from Al-Aysheya Basic Elementary School for Girls with a total number of (123) graders. The three classes were appointed randomly into three groups: experimental (1), experimental (2) and control. Then the researcher adopted the learning style scale on all the three groups to classify the students according to their learning styles into two main categories (Audio and visual). The students who chose items (3, 5, 6, 9, 10, 12, 13, 16, and 17) were classified as auditory learners. Students who chose items (1, 2, 4, 7, 8, 11, 14, 15, 18) are visual learners. The number of auditory female learners was 54 and the number of visual female learners were 69. Table (2) shows the distribution of the sample. The researcher chose three class session. Each class studied by its own away three sessions per a week. The experiment lasted for three month from September until November. The researcher used different materials such as cassette, flash cards, LCD, power point presentation, and wall charts.

Table (2): The distribution of the study sample according to the groups and learning styles

Group	Learning style	No	Total No
Control	Auditory	15	41
	Visual	26	
Experimental 1	Auditory	19	42
	Visual	23	
Experimental 2	Auditory	20	40
	Visual	20	
All	Auditory	**54**	**123**
	Visual	**69**	

Instrumentation:

Since the present study aims to detect the impact of interaction between two strategies of active learning and learning styles, the researcher used the following tools:
- A rating scale for conversational skills
- An oral conversation test

Conversational Skills Rating Scale (CSRS)

- ### The Aim of the Conversational Skills Rating Scale

   The conversational skills rating scale (CSRS) was planned for estimating how handily the learners utilized, or didn't utilize the chosen conversational skills. The researcher utilized the rating scale which is the most reasonable device to gather exact information that could help in settling on increasingly precise choices. The conversational skills rating scale relied upon the CSRS (Spitzberg, 2007). The CSRS Rating of Self Form was a scale appraisal which contained a 30 Likert-type thing instrument. The researcher modified the CSRS to gauge the learners' level in the conversational skills. She depended on related investigations, English language educational plan for ninth grade, and the substance examination brings about altering the conversational skills rating scale.

- ### Validity of the Conversational Skills Rating Scale

The validity of the conversational skills rating scale was checked according to the following   - steps:

The Pilot Study

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

A sample that consists of (35) pupils from Al-Aysheya Basic Elementary School for Girls was chosen randomly to apply the conversational skills rating scale. In the light of the measurable outcomes, the items of the conversational skills rating scale were altered.

Referee Validity

The researcher sent the conversational rating scale to a panel of experienced teachers, supervisors and specialists in English language and methodology.**Internal Consistency Validity**

To process the conversational skills rating scale internal consistency, the researcher utilized Pearson correlation coefficient. Table (3) indicates the internal consistency between the items and all degree.

Table (3): Correlation coefficients between conversational skills rating scale items and all degree

Items	Correlation coefficients	Sign value
1	**0.901	0.01
2	**0.830	0.01
3	**0.888	0.01
4	**0.935	0.01
5	**0.864	0.01
6	**0.887	0.01
7	**0.891	0.01
8	**0.895	0.01

** r table at (df.= 33), sign level (0.01) = (0.463)
* r table at (df.= 33), sign level (0.05) = (0.361)

Reliability of the Conversational Skills Rating Scale

Split-Half methods and Alpha Cronbach were used to calculate the reliability of the scale.

Split- Half Method

The correlation between odd-numbered items and the even-numbered items were calculated. To modify the length of the scale, the researcher used Spearman-Brown formula, see Table (4) below.

Table (4): Reliability of the conversational skills rating scale by spilt half method

Model Items	Items	Correlation	Correction Correlation	Sig. Value
The first scale (Observer 1)	4	0.924	0.971	0.01
The second scale (Observer2)	4	0.953	0.977	0.01
all scores	8	0.982	0.993	0.01

Table (4) shows that the reliability coefficient after modification by using Split- Half for all items equals (0.993).

Alpha Cronbach Method

The researcher calculated the cronbach's Alpha coefficients for domains and all scores. The results show that Alpha Cronbach coefficients are more than (0.6), and Alpha Cronbach Coefficient for all scores of the two halves equals (0.977). This result indicates that the conversational skills rating scale is suitable for conducting the study.

2.English Oral Conversation Test

The General Aims of the Oral Test

The test aims at investigating the effect of interaction between two active learning strategies (random excitement and the rolling stone) and learning styles (Audio and Visual) in developing English conversation skills among 9th graders' in Gaza.

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

The oral conversation test was designed as a pre- posttest to test the students' performance. Most of the students could respond to the inquiries as they were somewhat ordinary to be replied and natural to the Students' levels and interests. Enough time was given before the test to empower the learners to contemplate their replies. Each question planned for assessing the learners' performance as indicated by the chose abilities.. Each question aimed at evaluating the students' performance according to the selected skills. The Oral conversation test consists of (6) questions:

(Q1): Students work in pairs and talk about future plans (3 items).

(Q2): Work in pairs. Imagine that you are a tourist who is phoning for details of the tour (2 items).

(Q3): Students in pairs practice telling each other about their plans, hopes and intentions. (2 items).

(Q4): Work in pairs. Talk about the people (4 items).

(Q5): What would you say in the following situations (2 items).

(Q6): Look at the picture and answer the questions (2 items).

In this manner, the absolute sign of the oral conversation test equals (15) marks.

Validity of the test: The validity of the oral conversation test was checked according to the following steps:

The pilot study:

A sample consisting of (40) pupils from Al-Aysheya Basic Elementary School for Girls was chosen randomly to apply the oral conversation test. In the light of the measurable outcomes, the items of the oral conversation test were altered

Referee Validity:

The researcher sent the oral conversation test to a panel of experienced teachers, supervisors and specialists in English language and methodology. A few changes were made according to their recommendations.

Internal consistency validity:

To process the conversational skills rating scale internal consistency, the researcher utilized Pearson correlation coefficient. The results showed thatoral conversation test questions were suitable and valid as the correlation coefficients were significant at (0.05).**Reliability of the test:**

Split-Half methods and Alpha Cronbach were used to calculate the reliability of the scale.

Split Half Method: The results show that the reliability coefficient is acceptable because it was (0.86) and it is above 0.7, which means that the test was reliable and valid to apply.

Kuder-Richardson (K-21) method:

The results show that the reliability coefficient through Kuder- Richardson coefficient equals (0.89), which means that the test was reliable and valid to apply.

Findings, Results, and Data Analysis This section deals with a presentation of the results reached. It focused on discussion, recommendations, and suggestions. The statistical program (SPSS: Statistical Package For Social Science was used to process the header data. The results will be presented for each of the study hypotheses separately

1- Answer to the first question:

Is there an effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual) in developing the oral aspect of the English conversation skills among the ninth graders in Gaza?

To answer the first question, the researcher tested the first hypothesis by using Two way Analysis ANOVA test.

There is statistically significant difference at ($\alpha \leq 0.05$) between the average scores of the students in the experimental group1 which is taught through the random excitement and the

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

experimental group 2 taught through the rolling stone in the posttest of the oral side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

The findings of Two way Analysis ANOVA test revealed that there were statistically significant differences among the groups as pointed out in Table (5) and Table (6) below:

Table (5): Means and standard deviation between groups in the posttest of the oral side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

Model	Group	Learning Style	No.	Mean	Std.
Posttest of the oral aspect of the conversational skill	Control	Visual	26	9.4615	1.39229
		Auditory	15	8.6000	.91026
		Total	41	9.1463	1.29540
	Experimental 1 (random excitement)	Visual	23	10.9565	1.42950
		Auditory	17	12.9412	1.47778
		Total	40	11.8000	1.74238
	Experimental 2 (rolling stone)	Visual	26	10.6957	1.89340
		Auditory	15	13.7895	.97633
		Total	41	10.6957	1.89340
	Total	Visual	72	10.3333	1.69506
		Auditory	51	11.9804	2.50192
		Total	123	11.0163	2.21390

Table (5) shows that there are differences in the means due to the interaction between learning style and group. Learning style (Auditory) in the random excitement strategy is (12.9412) and (10.9565) in learning style (visual) which means that there is a significant differences in favor of (auditory learning style).

Table (6): Two way Analysis ANOVA test for differences between groups in the posttest of the oral side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Learning Style	58.584	1	58.584	29.045	.000	.199
Group	245.385	2	122.692	60.830	.000	.510
Learning Style * group	81.731	2	40.866	20.261	.000	.257
Error	235.987	117	2.017			
Total	15525.000	123				
Corrected Total	597.967	122				

Table (6) shows that significance value is less than (0.05), and (F) calculated value is higher than (F) tabulated. So there are statistical significant differences between groups in the posttest of the oral side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

Also learning style auditory in the rolling stone strategy is (13.7895) and (10.6957) in learning style (visual) which means that there are significant differences in favor of (auditory learning style).

Therefore, the first hypothesis is refused and results prove that there are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the experimental group1 which is taught through the random excitement and the experimental group 2 taught through the rolling stone in the posttest of the oral side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

7- Answer to the second question:

Is there an effect of the interaction between (random excitement and the rolling stone) and the learning styles (audio and visual) in developing the performance aspect of the English conversation skills among the ninth graders in Gaza?

To answer the second question, the researcher tested the second hypothesis using Two way Analysis of Variance test.

There is statistically significant difference at ($\alpha \leq 0.05$) between the average scores of the students in the experimental group1 which is taught according to the random excitement and the experimental group 2 taught according to the rolling stone in the posttest of the performance side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (audio and visual).

The results of the means, standard deviation, and Two way Analysis of Variance test revealed that there were statistically significant differences between the among the groups as pointed out in Table (7) and Table (8) below:

Table (7): Mean and standard deviation between groups in the posttest of the performance side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

Model	Group	Learning Style	Mean	N	Std. Deviation
Posttest of the performance aspect of the conversational skill	Excitement	auditory	35.9565	23	5.55533
		visual	32.0588	17	4.53418
		Total	34.3000	40	5.44530
	Rolling stone	auditory	33.9565	23	5.40604
		visual	30.2632	19	2.35330
		Total	32.2857	42	4.64488
	Control	auditory	27.2692	26	2.39262
		visual	29.2667	15	.59362
		Total	28.0000	41	2.15639
	Total	auditory	32.1806	72	5.92518
		visual	30.5686	51	3.15756
		Total	31.5122	123	5.01533

Table (7) shows that there are differences in the means due to the interaction between learning style and group. Learning style (Auditory) in the excitement strategy is (35.9565) and

The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader
Khader

(32.0588) in learning style (visual) which means that there is a significant differences in favor of (Auditory learning style).

Table (8): Two way Analysis ANOVA test for differences between groups in the posttest of the performance side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Learning Style	103.079	1	103.079	6.352	.013	.051
Group	658.817	2	329.409	20.300	.000	.258
Learning Style * group	216.922	2	108.461	6.684	.002	.103
Error	1898.587	117	16.227			
Total	125210.000	123				
Corrected Total	3068.732	122				

Table (8) shows that the significance value is less than (0.05), and (F) calculated value is higher than (F) tabulated. So there are statistical significant differences between groups in the posttest of the performance side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

Also learning style (Auditory) in the rolling stone strategy is (33.9565) and (30.2632) in learning style (visual) which means that there is a significant difference in favor of (Auditory learning style). Therefore, the sixth hypothesis is refused and the results prove that there are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the experimental group1 which is taught through the random excitement and the experimental group 2 taught through the rolling stone in the posttest of the performance side of the conversation skill due to the effect of the interaction between (random excitement and the rolling stone) and the learning styles (auditory and visual).

Finding and Interpretation of the First Hypothesis:

The first hypothesis results can be ascribed to the way that students with auditory learning have met their characteristics in line with the requirements of random excitement strategy. Through the strategies the auditory learners tend to learn based on ideas and generating them, as they prefer audio and speaking activities. They obtain the information they need without the presence of interactive visual aids, because of their ability to access information themselves from listening only. The auditory student gains new data through the sound, so we see that the proprietor of this example can see the tones, their degree, level, beat, and their degree of congruity. Moreover, the auditory learners through the two strategies learn by tuning in to examine a subject and talk amicably. The student talks to himself/herself and others and this improves their oral skills. However, the student finds opportunities to enjoy reading aloud and listening to others' reading. Students can practice hearing explanation from others. All this contributes to developing their oral skills in conversation.

Finding and Interpretation of the Second Hypothesis:

The second hypothesis results can be attributed to the fact that students with auditory learning have met their characteristics in line with with the requirements of the strategy of random excitement. It was also found that the use of this strategy (random excitement) positively influenced the auditory group students' conversation achievement. These findings could be attributed to the nature of random excitement strategy which provided organized steps of instruction that focused on a learner-centered learning process and encouraged active learning that gives students an opportunity to do the learning by themselves through the stages of random excitement strategy rather than just receiving learning passively. In other words, auditory students in the experimental group1 had an opportunity to listen to and understand the content of a conversation,

The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

make decisions in taking key content words, discuss in groups, communicate, collaborate, share their resources, negotiate meaning, and notice the target grammar points. Thus, such process develops conversation skills, activates critical and creative thinking and forces learning retention.

The researcher noticed that the auditory students in the experimental group enjoyed learning cooperatively as this eliminated the traditional routine, boredom, and reluctance to speaking and interacting in the class. In addition, that enhanced motivation which in turn quickened and facilitated learning the target conversational skills functionally in contexts. In conclusion, random excitement strategy created a better atmosphere that was full of simulations to present challenge, deep thinking and autonomy during class which attracts the auditory learners. Thus, random excitement directly and positively affected students' learning in conversation.

Moreover, through the strategies the audial learners tend to learn based on ideas and generating them, as they prefer audio and speech activities. They obtain the information they need without the presence of interactive visual aids, because of their ability to access information themselves from listening only. Moreover, the auditory student procures his new data through the sound, so we see that the proprietor of this example can see the tones, their degree, level, cadence, and their degree of amicability. In addition, the auditory students through the two strategies can learn by tuning in to examine a subject and talk amicably, he talks to himself and others and this improves his oral skills. However, he finds opportunities to enjoy reading aloud and listening to others' reading, and he can practice hearing explanation from others. All this contributes in developing his performance skills in conversation.

The results of this exploration agree with the results of Kayalar & Kayalar, (2017), and Syofyan & Siwi (2018), all of which support that there are differences between visual and auditory learners according to the kind of strategy.

Conclusion:

In view of the results, the accompanying conclusions were reached:

Conversation skills are of high significance to improve communication, just as they are extremely testing. The researcher accepted that conversation timidity and dithering are because of absence of thoughts, thinking, data, experience, certainty, and practice. In this investigation, the ninth graders created oral conversation in their genuine settings. The targets of the exercises were innovative, intriguing, genuine, clear, and propelling.

Exercises controlled by means of random excitement and the rolling stone strategies offered the fitting open door for the ninth graders to rehearse English conversational skills and to concentrate both on the oral and performance sides. It was discovered that learners profited by the analysis in their speaking skills capacities, fundamental abilities, and their own characters. The ninth graders had the option to rehearse conversation skills for various purposes, for example, discussing sports, welcoming, makes, individual correspondence and climb, offering guidelines and guidance, making and reacting to calls, and talking about world dialects.

Recommendations:

In light of the results of the study, the researcher suggests the following recommendations:
– Produce directing materials to provide instructors with the required information to utilize active learning strategies.
– Develop instructors' capacities in picking the perfect conversation lesson strategy to meet distinctive learning styles.
– Concentrate on all conversation skills such speaking rate, volume, and accuracy in teaching conversation.

**The Effect of a Learning Environment Based on Global Education on
Promoting Critical Literacy for IUG English Language Juniors**

Nobogh Siyam, Mohammed Asqule, Khader
Khader

– Pay more thoughtfulness regarding choosing the conversation skills and introducing them during classes in an intriguing manner**.**
– Organize workshops for instructors to execute active learning strategies including random excitement and rolling stone in teaching different school subjects including English language.
– Get educators actualize distinctive dramatization methodologies including active learning strategies including random excitement and rolling stone to develop their teaching abilities and skills and learning style.

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The Effect of a Learning Environment Based on Global Education on Promoting Critical Literacy for IUG English Language Juniors

Nobogh Siyam, Mohammed Asqule, Khader Khader

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