

Enhancing Oral Recitation Using the Question Wheel Strategy

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Abstract- *This study aimed to determine the effectiveness of the Question Wheel Strategy in enhancing Grade 7 students' oral recitation engagement in English classes at a selected public secondary school in Ozamiz City during the school year 2025–2026. The study employed a classroom-based action research design using a single-group pretest–posttest approach. The respondents consisted of thirty-five (35) Grade 7 students selected through purposive sampling. Data were gathered using a researcher-made Student Oral Participation and Engagement Questionnaire that measured students' cognitive engagement, affective engagement, behavioral engagement, and motivation before and after implementing the Question Wheel Strategy. The instrument underwent expert validation and reliability testing using Cronbach's alpha. Data were analyzed using the mean, standard deviation, and paired t-test through JAMovi. Findings revealed that students' oral recitation engagement before implementing the Question Wheel Strategy was poor, while after the intervention, their engagement significantly improved to an excellent level. Statistical analysis also showed a highly significant difference in students' cognitive engagement, affective engagement, behavioral engagement, and motivation before and after implementing the strategy. The Question Wheel Strategy is an effective instructional approach in improving students' oral recitation engagement, classroom participation, confidence, and motivation during English discussions.*

Keywords: *oral recitation engagement, Question Wheel Strategy, classroom participation, motivation, Grade 7 students, English instruction*

I. INTRODUCTION

Context and Rationale

Oral recitation is a vital component of language learning because it allows students to express ideas, build confidence, and demonstrate comprehension through spoken language. It plays an essential role in enhancing communication skills, critical thinking, and classroom interaction. However, in many classrooms, students are reluctant to participate orally because of

fear of making mistakes, low self-confidence, and anxiety when called upon using traditional recitation methods. Teacher-centered questioning, where the same few students dominate classroom discussions, often limits opportunities for equitable participation and meaningful oral practice.

To address these concerns, educators have increasingly explored interactive and game-based instructional strategies that encourage active student involvement. One such approach is the Question Wheel Strategy, a game-based technique where questions are placed on a spinning wheel and selected randomly during discussions or recitation activities. This strategy transforms oral recitation into a more engaging, less intimidating, and more enjoyable experience, as students anticipate questions with curiosity rather than fear. The element of chance promotes fairness in participation while maintaining student attention and motivation throughout the lesson.

Several studies have supported the effectiveness of spinning wheel-based strategies in improving students' speaking and oral performance. Research by Sarmiento et al. (2024) found that using a spin-the-wheel strategy significantly improved students' language accuracy and engagement in English classes. Similarly, Razan and Ulfa (2025) reported that the spinning wheel game enhanced students' speaking fluency and confidence by creating a supportive and interactive learning environment. Developmental studies on spinning wheel instructional media have also shown that these tools effectively increase students' willingness to speak and participate orally (Lestari et al., 2025; Mufida et al., 2024).

Moreover, classroom action research and experimental studies have revealed that spinning wheel games positively influence students' motivation and participation during speaking activities. Riskiyah

(2025) demonstrated that students became more active and confident in oral recitation when the spinning wheel game was incorporated into lessons. Other related studies indicated improvements not only in speaking skills but also in vocabulary mastery and grammatical usage when spinning wheel strategies were used as supporting instructional media (Rahmi & Kher, 2024; Sartika, 2025). These findings suggest that integrating structured questioning with game mechanics can effectively reduce speaking anxiety and promote consistent oral engagement.

Despite the growing body of literature on game-based learning and spinning wheel strategies, a noticeable gap remains in their application to oral recitation as a regular classroom practice, particularly within local classroom contexts. Most existing studies focus on speaking skills as a general outcome or on specific language components such as grammar and vocabulary, rather than on structured oral recitation during daily lessons. Additionally, many studies emphasize digital or online spinner tools, leaving limited evidence on the effectiveness of physical question wheels, which are more accessible and practical in resource-limited classrooms.

To address this gap, the present study aims to examine the effectiveness of the Question Wheel Strategy in enhancing students' oral recitation in the classroom. Specifically, it seeks to determine whether using a physical question wheel can increase students' participation, confidence, and the quality of their oral responses during recitation activities. By integrating this strategy into regular classroom discussions, the study intends to create a more inclusive, engaging, and learner-centered environment where all students are encouraged to speak.

The findings of this research are expected to contribute to the existing literature on oral recitation, questioning strategies, and game-based learning. More importantly, the study hopes to provide practical insights for teachers on how a simple, low-cost instructional tool such as a question wheel can transform oral recitation from a stressful task into an enjoyable learning experience. Ultimately, this research aims to promote active participation, improve students' oral communication skills, and foster a

classroom atmosphere that values confidence, fairness, and meaningful interaction.

Strategy

The Question Wheel Strategy is an interactive, game-based instructional approach designed to enhance students' oral recitation and classroom participation. In this strategy, a physical spinning wheel randomly selects questions or prompts related to the lesson. Each section of the wheel contains a question, task, or speaking prompt that requires students to respond orally. By integrating chance and gamification, the strategy transforms traditional recitation into an engaging and student-centered activity that promotes confidence, attentiveness, and active verbal participation.

Research supports using spinning wheel games and question-based strategies to improve students' speaking skills and classroom engagement. Studies show that spinning wheel activities increase learners' motivation, reduce speaking anxiety, and encourage more equitable participation among students (Razan & Ulfa, 2025; Lestari et al., 2025). Game-based questioning strategies also foster oral fluency and confidence by creating a supportive and enjoyable learning environment (Riskiyah, 2025; Sartika, 2025). Furthermore, structured questioning techniques have been found to improve students' responsiveness and depth of oral answers (Sarmiento et al., 2024).

The Question Wheel Strategy encourages students to think critically, articulate their ideas clearly, and respond spontaneously to questions. It benefits hesitant or low-confidence learners by providing a fun, low-pressure platform for oral expression. The element of randomness minimizes teacher bias in calling students and promotes fairness in participation, allowing all learners an equal opportunity to engage in recitation activities.

To implement the Question Wheel Strategy, the teacher begins by identifying clear lesson objectives focused on oral recitation skills such as expressing opinions, answering comprehension questions, explaining concepts, or giving short verbal responses. The teacher then prepares a physical spinning wheel divided into sections containing varied question prompts aligned with the lesson. During the

discussion, students take turns spinning the wheel and answering the question where the pointer lands. The teacher provides clear guidelines, such as allowing brief thinking time and encouraging complete sentences in responses. The teacher facilitates the activity by guiding discussions, providing corrective feedback, and encouraging peer support when necessary. A short reflection or follow-up discussion may be conducted to reinforce learning and assess students' oral participation and progress. Through consistent use, the strategy aims to improve students' confidence, fluency, and willingness to participate in oral recitation.

Statement of the Problem

This study aims to determine the effectiveness of using the Question Wheel Strategy as an intervention in enhancing the oral recitation skills of Grade 7 students at Ozamiz City National High School in English classes during the school year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the level of students' oral recitation engagement before the implementation of the Question Wheel Strategy?
2. What is the level of students' oral recitation engagement after the implementation of the Question Wheel Strategy?
3. Is there a significant difference in the students' oral recitation engagement before and after the implementation of the Question Wheel Strategy?

Null Hypotheses

H01: There is no significant difference in the level of students' oral recitation before and after the implementation of the Question Wheel Strategy.

II. RESEARCH METHODOLOGY

Research Design

This study employed a classroom-based action research approach using a single pretest-posttest design. A pretest–posttest design evaluated a strategy by measuring pupils' skills before and after its implementation. The one-group pretest–posttest design allowed the researcher to measure students' oral performance before and after the intervention, making it suitable for classroom-based action research (Sarmento et al., 2024). This design allowed the

researcher to quantitatively analyze changes in students' confidence, frequency of participation, and quality of oral responses.

The Question Wheel Strategy, a game-based and interactive instructional tool, was designed to promote equitable participation and reduce students' anxiety during oral recitation by randomly selecting questions or prompts (Razan & Ulfa, 2025). Previous studies have shown that spinning wheel games and similar interactive media effectively improved students' speaking skills, engagement, and motivation in English language classrooms (Lestari et al., 2025). By incorporating structured questions into the wheel, students were encouraged to respond orally in a supportive and engaging learning environment.

This research design was appropriate for assessing the impact of interactive questioning strategies on oral recitation, as it enabled the researcher to track students' progress over the intervention and determine the effectiveness of the Question Wheel Strategy in improving oral classroom participation (Rahmi & Kher, 2024).

Research Setting

The study was conducted in a secondary public high school in Ozamiz City, Misamis Occidental, Philippines, focusing on Grade 7 students. A single section of Grade 7 learners was selected as respondents. The respondents were learners who were developing their oral communication skills, particularly in oral recitation and classroom discussion. This group was suitable for the study because students at this level often experienced hesitation, low confidence, and limited participation during oral recitation activities, especially in English classes (Razan & Ulfa, 2025; Riskiyah, 2025).

Respondents of the Study

This study included thirty-five (35) Grade 7 students enrolled in one public secondary school in Ozamiz City, Misamis Occidental, Philippines, for S.Y. 2025–2026. The participants were selected using purposive sampling, focusing on learners who were regularly involved in English class discussions and oral recitation activities. This sampling technique ensured that the respondents were appropriate for examining the effectiveness of the Question Wheel Strategy in

enhancing students' oral participation, confidence, and speaking performance. Only students who willingly provided assent and whose parents or guardians gave informed consent were included in the study, in accordance with ethical research standards. The selected respondents were expected to benefit from interactive and game-based questioning strategies, which previous studies have shown to encourage active participation, reduce anxiety, and improve speaking skills in language classrooms. By involving this group of learners, the study aimed to gather meaningful data on how using a physical question wheel promoted equitable participation and enhanced oral recitation during English lessons.

Research Instruments

The study used the following instruments as data-gathering tools:

A. Student Oral Participation and Engagement Questionnaire (Appendix A).

This researcher-made questionnaire was designed to measure students' levels of oral participation, confidence, and engagement during the implementation of the Question Wheel Strategy. The instrument followed a 5-point Likert scale, ranging from Strongly Disagree (1) to Agree (5) Strongly, and was adapted from studies focusing on classroom questioning, active student response, and game-based learning (Huynh, 2022; Sarmiento et al., 2024).

It comprised 20 items categorized into four key constructs:

Oral Participation (5 items) – measured frequency and willingness to recite orally. Confidence in Speaking (5 items) – assessed students' comfort and self-assurance when answering questions. Behavioral Engagement (5 items) – evaluated attention, participation, and responsiveness during the activity. Motivation to Recite (5 items) – determined students' interest and enthusiasm toward oral recitation tasks. The questionnaire was administered as both a pre-assessment and post-assessment to determine changes in students' oral participation and engagement after the intervention. Studies have shown that spinner-based questioning strategies promote equitable participation, reduce fear of recitation, and foster a supportive classroom environment (Edutopia, 2023; Lestari et al., 2025).

The questionnaire's validity and reliability were established through expert review and pilot testing. Language educators examined the items for clarity and relevance to oral communication skills. Cronbach's alpha was employed to measure internal consistency.

Responses	Continuum	Interpretation
5	4.20-5.0	Excellent
4	3.40 -4.19	Very Good
3	2.60-3.39	Good
2	1.80-2.59	Poor
1	1.0-1.79	Very Poor

B. Lesson Plan (Appendix B). The Question Wheel Strategy was integrated into the regular English lessons to enhance students' oral recitation skills. Each session began with a brief review of the lesson, followed by spinning the question wheel with prepared oral prompts aligned with the learning objectives.

During the activity, the wheel randomly selected students to answer questions orally. The questions included vocabulary usage, comprehension checks, opinion-based prompts, and situational responses designed to encourage spontaneous speaking. The teacher facilitated the activity by providing feedback, clarifying answers, and encouraging supportive peer interaction.

At the end of each session, students were given reflection time, and oral performance data were recorded using the Oral Recitation Test rubric. Pretest and posttest results were compared to determine the effectiveness of the Question Wheel Strategy in enhancing students' oral recitation, confidence, and engagement. Previous studies support integrating spinning wheel and questioning strategies as effective tools for improving speaking performance and active classroom participation (Sarmiento et al., 2024).

Data Collection

Before data collection, the researcher secured formal approval by submitting request letters to the appropriate authorities, including the Dean of the College, the Schools Division Superintendent, and the School Principal of the selected secondary school in Ozamiz City. After approval from the Superintendent and the Principal, subsequent letters were addressed to the ELC Coordinator and the Cooperating Teacher, and their consent was obtained before implementing any data collection procedures. Each letter clearly outlined the objectives, methodology, and scope of the study to ensure transparency and adherence to institutional and ethical guidelines. After approval, the researchers distributed informed consent forms to the parents or guardians of the Grade 7 students, along with assent forms for the students, to ensure voluntary and ethical participation.

The study aimed to enhance students' oral recitation and classroom participation through the Question Wheel Strategy, a game-based instructional tool designed to promote spontaneous speaking and equitable participation. Data collection was conducted over four consecutive weeks, with one session per week, each lasting approximately 50–60 minutes. At the beginning of the first session, a pretest on oral recitation performance was administered to assess students' baseline speaking skills, confidence, and participation levels.

During each session, the Question Wheel was used as the primary instructional strategy. Students took turns spinning a physical wheel containing oral questions aligned with the lesson objectives. The questions varied in difficulty and encouraged students to respond orally, explain ideas, and express opinions. The researcher observed and facilitated the activity while recording students' performance using an oral recitation rubric focusing on clarity, relevance of response, confidence, and participation. At the end of each session, the researcher administered a posttest or performance task to measure immediate improvements in oral recitation.

In addition to the session-based assessments, an oral participation checklist and short student reflection questionnaire were administered before the intervention to establish baseline engagement levels.

After the final session, the same instruments were used for a post-assessment to determine overall improvement in students' oral recitation and participation. The pretest and posttest mean scores, along with observation records and questionnaire results, were analyzed to identify changes in students' oral performance and classroom engagement. The consistent use of validated rubrics and structured observation tools ensured the reliability and objectivity of the data gathered throughout the study.

Ethical Consideration

Before conducting the study, the researcher ensured that all ethical standards were followed to protect respondents' well-being. The researcher sought approval to conduct the study from the School Principal, the Grade Level Head, and the class Adviser, obtaining each authority's consent before any data collection. These approvals confirmed that the study complied with institutional and research guidelines.

The researchers implemented informed consent procedures for all participants. Parents or guardians of the selected Grade 8 students provided formal consent, and the students themselves gave assent, indicating their voluntary participation. Participants were fully informed of the study's objectives, procedures, potential benefits, and possible risks, and they could withdraw at any time without negative consequences. Confidentiality and anonymity were strictly maintained. All collected data excluded personally identifiable information, and participants were assigned coded identifiers. Both digital and physical data were securely stored: digital files were encrypted, and physical copies were kept in a locked cabinet accessible only to the researcher. These measures complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring participants' privacy, dignity, and security.

The study was designed to minimize risks and prevent harm. Activities, including Question Wheel tasks, were conducted in a safe, supportive environment with close supervision to avoid physical, psychological, or emotional distress. By adhering to these ethical considerations, the researcher safeguarded participant welfare while maintaining the study's integrity and credibility.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOVI software:

Frequency and percentage were used to examine Grade 7 students' oral recitation engagement levels.

Mean and standard deviation were used to describe students' performance in oral recitation before and after implementing the Question Wheel Strategy.

A *paired t-test* was conducted to determine whether students' oral recitation performance differed significantly before and after the implementation of the Question Wheel Strategy.

Dissemination Plan

The findings of this study were shared with school administrators, English teachers, and Grade 7 students and their parents through reports, feedback sessions, and simplified summaries to ensure a clear understanding of the benefits of implementing the Question Wheel Strategy in oral recitation activities. When sharing results with students and parents, the study emphasized assent and consent procedures to highlight adherence to ethical research practices. The results of the study were also presented to the university community and fellow educators through academic presentations, seminars, and possible publication in action research platforms. Through this dissemination, the study aimed to support improved teaching strategies and promote interactive, game-based learning to enhance reading comprehension in English classrooms.

Utilization Plan

The study results were utilized through Poster Presentation and Publication. A poster highlighting the key findings, conclusions, and recommendations on using the Question Wheel Strategy was created and showcased during academic or research dissemination events. This allowed teachers, school leaders, and other stakeholders to easily understand the study's outcomes and apply its insights to classroom reading practices. In addition, the study was prepared for publication in an academic journal or an institutional research repository to reach a wider audience. Through this utilization, the findings supported further research and encouraged more educators to adopt interactive, game-based strategies to enhance students' reading comprehension and engagement.

COST ESTIMATES

(Grade 7)

The estimated budget for this study is broken down below, funded by the proponent's personal funds. The proponent has a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 180.00
1 set 664 ink	Php 1,179.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (pencil & paper)	Php 1,000.00
Snacks	Php 1,500.00
Total	Php 3,889.00

III. RESULTS AND DISCUSSIONS

Level of Students' Oral Recitation Engagement Before the Implementation of the Question Wheel Strategy

Table 1 presents the level of students' oral recitation engagement before implementing the Question Wheel Strategy. Overall, the findings revealed that the students' oral recitation engagement was rated as poor ($M = 2.01$, $SD = 0.32$). Among the constructs, affective engagement obtained the highest mean score ($M = 2.06$, $SD = 0.33$), followed by cognitive engagement ($M = 2.01$, $SD = 0.38$), motivation ($M = 1.99$, $SD = 0.29$), and behavioral engagement ($M = 1.97$, $SD = 0.28$), all interpreted as poor. These findings support Yang (2017), who emphasized that ineffective questioning strategies often result in low classroom participation.

The results indicate that students showed low participation, attentiveness, confidence, and motivation during oral recitation activities before implementing the Question Wheel Strategy. The poor affective engagement suggests that students may have felt anxious or hesitant during classroom discussions, while the low cognitive and behavioral engagement reflects limited mental investment and participation. Racho et al. (2025) reported similar findings, noting that students often experience fear and lack confidence in oral participation activities.

Overall, the findings highlight the need for more interactive and learner-centered strategies to improve students' oral recitation engagement. In support of this, Dynasiar and Mubarak (2025) found that spinning wheel activities significantly enhanced students' speaking skills, confidence, and classroom participation. Teachers may therefore use interactive activities and gamified strategies to encourage active student involvement in classroom discussions.

Table 1
Level of Students' Oral Recitation Engagement Before the Implementation of the Question Wheel Strategy

Constructs	M	SD	Remarks
Cognitive Engagement	2.01	0.38	Poor
Affective Engagement	2.06	0.33	Poor
Behavioral Engagement	1.97	0.28	Poor
Motivation	1.99	0.29	Poor
Overall Level of Students' Oral Recitation Engagement	2.01	0.32	Poor

Note: 4.20-5.0 (Excellent); 3.40 -4.19 (Very Good); 2.60-3.39 (Good); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Level of Students' Oral Recitation Engagement After the Implementation of the Question Wheel Strategy

Table 2 presents the level of students' oral recitation engagement after implementing the Question Wheel Strategy. Overall, students' oral recitation engagement was rated excellent ($M = 4.51$, $SD = 0.20$). Among the constructs, cognitive engagement obtained the highest mean score ($M = 4.55$, $SD = 0.20$), followed by affective engagement ($M = 4.51$, $SD = 0.20$), behavioral engagement ($M = 4.50$, $SD = 0.20$), and motivation ($M = 4.46$, $SD = 0.20$), all interpreted as excellent. These findings support Dynasiar and Mubarak (2025), who found that spinning wheel activities significantly enhanced students' speaking skills and classroom participation.

The findings indicate that the Question Wheel Strategy positively influenced students' participation, attentiveness, confidence, and motivation during oral

recitation activities. The high cognitive engagement suggests that students became more mentally focused and actively involved in discussions. In contrast, the excellent affective and behavioral engagement reflects increased confidence and willingness to participate during classroom interactions. Similarly, Hadist et al. (2022) emphasized that spinning wheel activities create a more engaging and interactive learning environment for students.

Overall, the results demonstrate that the Question Wheel Strategy served as an effective instructional approach in enhancing students' classroom participation and engagement. Teachers are therefore encouraged to integrate interactive and student-centered activities such as collaborative questioning, classroom games, and structured recitation exercises into their instruction. This finding is consistent with Sarmiento et al. (2024), who emphasized that spin-the-wheel strategies promote active learning and classroom interaction.

Table 2
Level of Students' Oral Recitation Engagement After the Implementation of the Question Wheel Strategy

Constructs	M	SD	Remarks
Cognitive Engagement	4.55	0.2	Excellent
Affective Engagement	4.51	0.2	Excellent
Behavioral Engagement	4.50	0.2	Excellent
Motivation	4.46	0.2	Excellent
Overall Level of Students' Oral Recitation Engagement	4.51	0.2	Excellent

Note: 4.20-5.0 (Excellent); 3.40 -4.19 (Very Good); 2.60-3.39 (Good); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Significant Difference in the Students' Oral Recitation Engagement Before and After the Implementation of the Question Wheel Strategy Table 3 presents the significant difference in the students' oral recitation engagement before and after the implementation of the Question Wheel Strategy. The findings revealed statistically significant differences in all measured variables after the intervention, leading to the rejection

of the null hypothesis (H_{01}). Specifically, cognitive engagement ($t = 36.5$, $p = .001$), affective engagement ($t = 43.0$, $p = .001$), behavioral engagement ($t = 43.3$, $p = .001$), and motivation ($t = 41.8$, $p = .001$) significantly improved after the implementation of the strategy. These findings support Dynasir & Mubarak (2025), who found that spinning wheel activities significantly improved students' speaking performance and classroom participation.

The results indicate that the Question Wheel Strategy positively influenced students' critical thinking, attentiveness, confidence, participation, and motivation during oral recitation activities. Students became more active and responsive in classroom discussions because of the strategy's interactive and engaging nature. Similarly, Tofade et al. (2023) emphasized that effective questioning strategies promote active learning and student engagement in classroom discussions.

Notably, the study found no non-significant results, as all variables had p-values less than .05. This suggests that the Question Wheel Strategy effectively improved all dimensions of oral recitation engagement. Therefore, teachers may integrate interactive and learner-centered strategies into classroom instruction to improve students' confidence, participation, and motivation. This finding is consistent with Sarmento et al. (2024), who emphasized that spin-the-wheel strategies promote active learning and classroom interaction.

Table 3
Significant Difference in the Students' Oral Recitation Engagement Before and After the Implementation of the Question Wheel Strategy

Variables	T-value	P-value	Decision
Pre-Cognitive Engagement	36.5***	0.001	Reject H_{01}
Post-Cognitive Engagement			
Pre-Affective Engagement	43.0***	0.001	Reject H_{01}
Post-Affective Engagement			

Pre-Behavioral Engagement	43.3***	0.001	Reject H_{01}
Post-Behavioral Engagement			
Pre-Motivation	41.8***	0.001	Reject H_{01}
Post-Motivation			

Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

IV. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study aimed to determine the effectiveness of the Question Wheel Strategy in enhancing Grade 7 students' oral recitation engagement at a selected public secondary school in Ozamiz City during the school year 2025–2026. Specifically, it examined the students' level of oral recitation engagement in terms of cognitive, affective, behavioral, and motivational engagement before and after the implementation of the Question Wheel Strategy, as well as the significant difference in students' oral recitation engagement before and after the intervention. The study focused on Grade 7 students to determine how the Question Wheel Strategy influences students' participation, confidence, attentiveness, and motivation during oral recitation activities.

Findings

This study yielded the following findings:

1. The level of students' oral recitation engagement before the implementation of the Question Wheel Strategy was poor.
2. The level of students' oral recitation engagement after the implementation of the Question Wheel Strategy was excellent.
3. There was a significant difference in the students' oral recitation engagement before and after the implementation of the Question Wheel Strategy.

Conclusion

Based on the findings of the study, the following are the conclusions:

1. Students exhibit low oral recitation engagement before the implementation of the Question Wheel Strategy.

2. Students demonstrate excellent oral recitation engagement after the implementation of the Question Wheel Strategy.
3. The Question Wheel Strategy effectively improves students' oral recitation engagement.

Recommendation

Based on the findings and conclusions of the study, it is recommended that:

1. Teachers may integrate the Question Wheel Strategy into classroom instruction to improve students' oral recitation engagement and participation.
2. School administrators may support the use of interactive and learner-centered strategies through instructional monitoring and professional development activities.
3. Future researchers may conduct similar studies using larger groups of respondents and different learning areas to validate the effectiveness of the Question Wheel Strategy.

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