Using QSSSA Strategy to Improve EFL Iraqi Preparatory School Students' Conversation Skills

Asst. Prof. Dr. Marwan Mizher Sahab

University of Tikrit

College of Education for Humanities

Department of English

marwanmizher@tu.edu.iq

Abstract

The question, **signal**, **stem**, **share**, **assess (QSSSA)** is an instructional strategy that can encourage participation, increase use of academic language, and activate prior knowledge. Accordingly, the present study aims to find out the effect of employing QSSSA strategy on EFL preparatory school students' conversation, and find out the differences among the students' responses on the five areas of speaking test (guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity). In order to achieve the aims of the study and verify its hypotheses, a sample of 60 Fifth preparatory school students / female (scientific branch) in Tikrit city during the second semester of the academic year 2024-2025 is equally and randomly divided into an experimental group and a control group. One group is taught using QSSSA strategy over six weeks, while the other followed more conventional method. In order to ensure face validity, the test is reviewed by a group of specialists in linguistics and EFL teaching methodology, who confirmed its validity and suitability. A pilot study involving 25 randomly selected students reveal that the average time required to complete the test items is 60 minutes. The pilot also shows that most items are clear and easily understood by students. Regarding reliability, the test items are divided into two halves (odd and even). Using the Pearson correlation formula, the reliability coefficient is found to be **0.81**. After applying the Spearman-Brown formula, the reliability increases to **0.88**, indicating that the test is highly reliable and acceptable. Statistical analyses included t-test and ANOVA. Results indicate that the students who are exposed to QSSSA strategy demonstrated significantly superior speaking performance both inside and outside the classroom compared to the control group. Besides, the experimental group showed higher levels of confidence, greater learners' engagement, improved interaction among students and increased fluency and accuracy in spoken English.

Key words: QSSSA strategy, English foreign learners, Preparatory School Students, Conversation.

استخدام استراتيجية

QSSSA

لتحسين مهارات المحادثة لدى طلاب المدارس الإعدادية العراقية الذين يتعلمون اللغة الإنجليزية لغة أجنبية

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أ.م.د مروان مزهر سحاب

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المستخلص

السؤال، الإشارة، الجذر، المشاركة، التقييم هل استراتيجية تعليمية يمكن ان تشجع المشاركة، وتزيد من استخدام اللغة الاكاديمية، وتنشط المعرفة المسبقة. وبناء على ذلك، تهدف الدراسة الى معرفة تأثير استخدام استراتيجية السؤال، الإشارة، الجذر، المشاركة، التقييم على محادثة طلاب المدارس الإعدادية في اللغة الإنجليزية لغة اجنبية، ومعرفة الاختلافات بين ردود الطلاب في المجلات الخمسة لاختبار المحادثة (المناقشة الثنائية الموجهة، مهمة التحدث الوصفي، نشاط فجوة المعلومات، مناقشة حل المشكلات ونشاط لعب الأدوار). من اجل تحقيق اهداف الدراسة والتحقق من فرضياتها، تم تقسيم عينه من 60 طالبة في الصف الخامس الاعدادي (الفرع العلمي) في مدينة تكريت خلال الفصل الدراسي الثاني من العام 2024-2025 بشكل متساو وعشوائي الى مجموعة تجريبية ومجموعة ضابطة. تم تدريس احدى المجموعتين. تم تدريس احدى المجموعتين باستخدام استراتيجية السؤال، الإشارة، الجذر، المشاركة، التقييم على مدى ستة أسابيع بينما اتبعت المجموعة الأخرى طريقة أكثر تقليدية. من اجل ضمان صحة الاختبار، تمت مراجعته من قبل مجموعة من المتخصصين في اللغويات ومنهجيه تدريس اللغة الإنجليزية لغة اجنبية، اللذين أكدوا صحته وملاءمته. أظهرت دراسة تجريبية شملت 25 طالبا تم اختيارهم عشوائيا ان متوسط الوقت الازم لإكمال بنود الاختبار هو 60 دقيقة. كما أظهرت الدراسة التجريبية ان معظم البود واضحة وسهله الفهم للطلاب. فيما يتعلق في بالموثوقية، تم تقسيم بنود الاختبار الى نصفين (فردي وزوجي). وباستخدام معادلة ارتباط بيرسون، وجد ان معامل الموثوقية هو 0,81. بعد تطبيق صيغة سبير مان -براون تزداد الموثوقية الى 0,88 , مما يشير الى ان الاختبار موثوق للغاية ومقبول. تضمنت التحليلات الإحصائية اختبار تي واختبار انوفا. تشير النتائج الى ان الطلاب اللذين تعرضوا لاستراتيجية السؤال، الإشارة، الجذر، المشاركة، التقييم اظهروا اداء متفوقا بشكل ملحوظ في التحدث داخل الفصل وخارجه مقارنة بالمجموعة الضاغطة. الى جانب ذلك، أظهرت المجموعة التجريبية مستويات اعلى من الثقة، ومشاركة أكبر من المتعلمين، وتحسنا في التفاعل بين الطلاب، وزيادة في الطلاقة والدقة في التحدث باللغة الإنجليزية

الكلمات الرئيسية: استراتيجية السؤال، الإشارة، الجذر' المشاركة، متعلمو اللغة الإنجليزية، طلاب المدارس الإعدادية، المحادثة

1. Introduction

QSSSA is a conversational organizing method that may be used for any grade level or material. The QSSSA strategy is an instructional paradigm for arranging classroom conversations. It stands for Question, Signal, Stem, Share, and Assess. It is intended to improve academic language and student engagement for foreign English learners by promoting explicit processes for presenting questions, demonstrating preparedness, using sentence starters, sharing in pairs, and teacher evaluation (Hattie, 2008).

This strategy is extensively employed and immensely popular with topic teachers at all grade levels, as well as successful in EFL classes. Educators realize the value of peer engagement. But when we merely encourage students to communicate to each other, it may often go awry. Teachers often tell us cringe-worthy anecdotes about instructing their students to turn and chat, only to discover many pupils quietly gazing at the floor and many more conversing about anything other than academic topic. However, by being

precise about how students should participate in conversation and establishing a routine that provides assistance, we can alleviate many of the issues that arise when we ask them to work with a partner or in groups. Structured interactions often result in improved grasp of themes, less off-task behavior, and fewer classroom management issues. The QSSSA strategy provides such structure effortlessly (Slava and Matis, 2017).

According to Seidlitz et al. (2020), QSSSA is an instrument for academic language development. It offers several levels of language help. The first layer is the sentence stem, which gives structure for writing an academic answer. This is particularly true if sentence stems are tailored to different levels of English competence. The second rung is peer-to-peer assistance. When students share with one another, they improve their listening and speaking abilities as well as get exposure to academic topics and language. Open-ended questions are suggested whenever feasible to enable students to hear many views on a subject. Finally, the whole-group interaction during the assessment section of a QSSSA offers further exposure to academic language and allows the instructor to authoritatively model excellent academic language.

According to Ferlazzo (2012), using QSSSA as an equity tool makes learning more egalitarian in two ways. First, the use of randomization in assessments guarantees that all students, not just those who are most confident or inclined to raise their hands, have an equal opportunity to participate. Importantly, QSSSA strategy encompasses much more than just randomization. This is because QSSSA strategy provides students with everything they need to succeed after the term is mentioned: think time, linguistic structure (via sentence stems), low-stakes practice with peers, and open-ended inquiry that allows for many ways of learning. Once the "QSSS" of QSSSA is delivered, teachers may be certain that all students will be ready to be called upon.

QSSSA strategy also promotes equity in small group interactions. When students are merely asked to turn and speak, the more outspoken and confident students tend to dominate the discourse. QSSSA adequately prepares all students for the discussion by providing linguistic help and appropriate thinking time. Additionally, structuring the conversation by instructing students who will speak first using a random indicator (the person with the longest hair or the person closest to the window, for example) ensures that different students start off the conversation every time (Ferlazzo, 2012).

A prevalent misperception is that the QSSSA routine should be employed each time we ask students to reflect on their learning. The pattern has numerous advantages, but attempting to organize a scheduled discourse every few minutes in class may be impractical or unnecessary. Instead, a teacher can assess the optimum location in the lesson depending on the goal of letting students converse with one another. The routine may be used to activate background information, internalize material, reflect, or assess what they've learned. A strong indicator of whether to employ QSSSA is the depth and engagement of talks: if students are speaking academically and fairly, conversations may be structured more loosely. If participation diminishes, the most immediate and effective solution is to use the QSSSA framework (Slava and Matis, 2017).

Students may struggle to engage if they are unfamiliar with the subject or lack the necessary background information to address it. These objectives may be accomplished by directing students to a reading passage, a structured visual, or an anchor chart (Slava and Matis, 2017). Alternatively, before showing students a video, having them read anything, or even giving direct instruction, the instructor may draw students' attention to something particular, informing them that the topic at hand is what they will be discussing.

Finally, teachers may struggle to facilitate the framework when students are not used to engaging in class. Participating without content may help students get comfortable with routine. Students may be hesitant if they don't understand why we want them to communicate with each other. Sharing research and the importance of speaking in class might help a student feel more motivated to engage. Implementing QSSSA is inextricably linked to developing a student discourse culture, which may be conveyed to students (Ferlazzo, 2012).

The present study aims at:

1. Finding out the effect of employing QSSSA strategy on EFL preparatory school students' conversation,

2. Finding out the differences among the students' responses on the five areas of speaking test (guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity

In order to achieve these aims, the following null hypotheses are formulated for testing:

1. There is no significant difference between the achievement of the experimental group, which receives instruction depend on QSSSA strategy, and that of the control group, which receives instruction depend on the conventional method in the posttest.

2- There is no significant difference among the students' responses on the five areas of speaking test (guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity

The study is limited to:

1. Fifth preparatory school students / female (scientific branch) in Tikrit city during the second semester of the academic year 2024-2025.

2. The speaking activity of the 5th preparatory class textbook/ English for Iraq/ Student Book and Activity Book.

2. Literature Review

According to Seidlitz and Perryman (2021), QSSSA is a common practice used by EFL teachers to encourage organized, egalitarian, and meaningful student-to-student discussions. This acronym represents inquiry, stem, share, signal, and share. QSSSA-

structured student interactions enable students to employ particular language in an equitable manner regarding a clearly defined subject.

Constructing discussion using the QSSSA routine allows students to share their perspectives and opinions with one another. This occurs when a small group of students is led through a short discussion on a subject using sentence stems or sentence frames. The teacher facilitates and supervises the discussions before assessing the whole class to verify that the students are meeting the instructional goals (Seidlitz and Perryman, 2021).

Ferlazzo (2012) states that the QSSSA process starts with the teacher asking a question. The teacher provides "wait time" by instructing students to provide a signal. The instructor then gives the pupils a sentence stem to use with a partner while exchanging comments. The stem directs thought and provides clarity, although it may also incorporate target academic jargon. The teacher then evaluates pupils by randomly calling on a few students, moving between groups, or asking them to write something like an exit ticket or a two-minute rapid write.

Each component of the routine provides beneficial effects for both the learner and the teacher. The question is the thought stimulus that propels the students' discourse. For the educator, the question is based on a significant topic that is clearly related to the class goals, making it a vital component of the lesson plan. Signal gives students just the amount of time they need to write a response and/or think carefully about the idea. This think time results in more relevant and equitable student conversations. For the teacher, the signal indicates how much thought time to offer, as well as how prepared pupils are to answer the issue (Strong, 2023). Stem allows students to practice focused academic language. It provides a model of an academic register that is useful for analyzing classroom conversation. Some learners just repeat "important for oral language practice," while others benefit from the stem's clarity. Research indicates that "Teacher Clarity" has a significant beneficial influence on student learning. Identifying one or more sentence stems ahead of time allows educators to arrange the lesson's linguistic objectives more purposefully.

Share is considered a low-stress way to communicate. It boosts learners' confidence while also expanding their responses by exposing them to various perspectives. For the teacher, the sharing provides a chance to observe student conversation and assess class-wide comprehension. Finally, Assess, which represents assessment, is typically done by randomization. In this procedure, the random call does not serve as a trap for students who are ill-prepared to respond. The random call is intended to give students an advantage in class. When using randomization to call on students, it conveys the idea that everybody in the class should be able to answer the question when working with peers. At this stage, teachers may clarify any misunderstandings, reward groups that are thinking appropriately, and ensure that everyone is held responsible for the previous talk. When students are held responsible for their conversations, they are considerably more inclined to participate. The random call helps instructors to call on students fairly, to gain a

formative evaluation of what groups are thinking, and to convey a strong message that everyone's input is valued (Hattie, 2008).

In addition to randomly calling on students, evaluation may occur by asking all students to write down their comments or by requesting one student from each group to contribute using a random indication. All three kinds of evaluation are equitable and provide the instructor with useful information about the class's comprehension. Asking for a volunteer is inequitable since it favors confident or outgoing students. Following up on a random call with an offer for voluntary comments demonstrates to the class that all opinions are respected (Hattie, 2008).

There are various strategies for conducting a QSSSA during a class to increase its effectiveness. According to Seidlitz et al. (2024), good questions should be accessible to everyone in the classroom, thought-provoking, and provide an opportunity to demonstrate polite conversation practices. This task is accomplished by asking open-ended questions, which do not have a single proper response. Open-ended questions often begin with "why" or "how," while closed-ended questions begin with "what." Open-ended questions are difficult to come up with on the go and sometimes need some forethought. The QSSSA method helps instructors change closed-ended questions into open-ended questions.

Ferlazzo (2012) illustrates that reversing the Signal is a simple and effective way to guarantee that all students participate in the QSSSA. Students are instructed in unison to provide a signal and then undo it when they are ready. For example, instead of telling students to raise their hands when they're ready to share, ask them if they can all raise their hands. Great, keep your hand raised. Think about this question. The teacher asks the inquiry. Please indicate your readiness to answer the question by lowering your hand. This procedure is extremely useful when students are given extra visual aids such as an organized visual, an anchor chart, a page from the textbook, or notes and a graphic organizer. This method encourages students to think carefully about the subject and prepares them for a meaningful peer-to-peer discourse.

For classes with students of varying levels of English language proficiency, providing different sentences from which to pick might be beneficial. A closed-ended, fill-in-the-blank sentence frame is very useful for beginning-level English learners when used in conjunction with a word bank or labelled image. More open-ended sentence stems may be beneficial for advanced English learners and proficient English speakers.

Student discourse during the Share component of QSSSA may be greatly improved by determining who will talk first. This may be accomplished by using a random indication that changes every time, ensuring that a different student contributes each time. In addition to ensuring that all students have the chance to lead the debate, defining who speaks first adds a layer of peer responsibility, which further engages students in discussions.

Students may find the Assess part of the QSSSA to be the most frightening. However, when done correctly, it may be one of the most effective instruments for

instilling confidence in pupils. Hattie (2008) suggests two ways for increasing confidence during the Assess stage: (1) encourage students to discuss their answers. The discussion seems like a source of encouragement for kids who are unsure about their response, and it motivates them to carefully listen to their companion throughout the exchange. (2) Find strategies to provide students positive feedback on their replies. Even if a student gives a completely erroneous answer, they might be complimented for using a vocabulary term or thinking a certain way. This procedure is particularly straightforward if the QSSSA was designed with open-ended questions. Both of these tactics may help us alter the narrative away from questions as quizzes and toward questions as invitations to participate in class discussions.

3. Methodology

3.1 Research Design

This study used a quantitative technique with a genuine experimental design to investigate the impact of applying the QSSSA strategy on EFL students' conversations. The experimental group gets QSSSA, the independent variable, while the control group does not. Both groups are then exposed to a posttest, and their performance is analyzed to determine the effects of the independent variable. If the experimental group scores considerably higher than the control group, the improvement is ascribed to the QSSSA method.

3.2 Population and Sample of the Study

This study's population consists of all EFL preparatory school female fifth-grade (scientific branch) students in Tikrit city, Salahaddin Governorate, during the academic year (2024-2025). Table 1 shows that the entire population consists of (687) pupils.

Table (1)

Population of the Study

No.	Schools	No. of Students
1	Al- Aqeedah	81
2	Al-Bayan	85
3	Al-Maysaloon	65
4	Gamal Al-Dabban	70
5	Ebin Al-Mutam	70
6	Al- Mawa	79
7	Hassan Al-Sumaidaie	73
8	Omar Bin Jandoub	75
9	Al-khulud	82
Total		687

The study's sample consists of students in the fifth preparatory grade (scientific branch) at Al-Bayan Preparatory School for Girls. The sample size is (60) students after eliminating repeaters in each class, as shown in table 2.

Table (2)

Distribution of Students into Groups

Groups	No. of Sample	No. of the pilot Study
Experimental	30	20
Control	30	
	60	

3.3 Construction of the Study Instrument

The instrument of the study is the tool, equipment, or technique employed by researchers to gather, measure, and analyses data related to their research questions or hypotheses. It is a vital component of any experimental investigation since it has a direct impact on the correctness, validity, and dependability of the obtained data (Creswell & Creswell, 2018).

To meet the study's objectives, an achievement posttest was developed. McNamara (2000) thought that achievement assessments were restricted to a certain topic covered in a curriculum inside a question. It may assist in designating characteristics that a learner should focus on in the future. An accomplishment test's principal purpose is to identify whether or not students have met the course goals. An accomplishment exam should provide educational comments to which students can connect. As a result, an accomplishment exam was created and administered to the students at the conclusion of the instructional time. The full exam has been graded with (100) points. The accomplishment posttest is a structured interview that includes five activities. The first exercise is a guided pair conversation, which attempts to improve fundamental oral communication skills by utilizing a guide. The Descriptive Speaking Task is designed to practice explaining technical concepts verbally. Information-Gap Activity seeks to improve interaction and fluency via deliberate communication. Problem-Solving Discussion seeks to promote critical thinking and verbal engagement, as well as role-playing activities that imitate real-world professional communication. Every job is worth twenty points. It is difficult to assess the performance of the students' replies to each question in the posttest's speaking section. Thus, it is graded using a scoring method adapted from Brown (2001). It is changed by the researcher in response to the jury members' ideas. The scoring method consists of five components for analyzing students' responses; see Appendix A. The greatest score for this segment is 100, while the lowest score is 20. This information is shown in the following table:

Table (3)

Components and Scores of the Speaking Score Scheme

No.	Components	Scores
1	Grammar	20
2	Vocabulary	20
3	Comprehension	20
4	Fluency	20
5	Pronunciation	20
Total		100 Marks

3.4 Procedures

The research used a pretest-treatment-posttest design, which was carried out over six weeks at two hours each week. The experimental group is handled using the QSSSA strategy, whereas the control group is taught conventionally. The experiment began on November 3, 2025, and the study's posttest was administered on December 11, 2025, for both EG and CG. The estimated time for responding is 50-60 minutes. Before taking the accomplishment exam, students are urged to react seriously to all of the questions. To verify the impartiality of the student's responses, they are requested to complete the exam with their agreement. They are informed that the exam is intended for research reasons and has nothing to do with their academic performance. They have also been instructed that it is optional to write their names on the exam sheet in order to avoid any potential humiliation. Spelling errors in the participants' responses are not evaluated. Items with no answers are awarded 0 marks. The test's maximum score is (100). The findings demonstrate no major ambiguity in test items, confirming their suitability. The Statistical Package for the Social Sciences (SPSS) software Version 22 is used to analyze data. The acquired data is analyzed using an independent sample T-test.

4. Analysis of Data and Discussion of Results

4.0 Introductory Note

This section is dedicated to the statistical analysis of the collected data, along with a discussion of the results. It aims to evaluate the hypotheses of the study effectively.

4.1. Results Related to the First Hypothesis

To analyze the data related to the first hypothesis specifically: *There is no significant difference between the achievement of the experimental group, which receives instruction depend on QSSSA strategy, and that of the control group, which receives instruction depend on the conventional method in the posttest*, the independent sample test has been used. Therefore, the first aim of the study namely: *Finding out the effect of employing QSSSA strategy on EFL preparatory school students' conversation*, will be achieved.

Table 1 shows that the experimental group's mean score was 59.06, with a standard deviation of 12.90. In contrast, the control group's mean scores are 32.63 with a standard deviation of 15.78. At a significance level of 0.05, the computed t-value of 7.101 is more than the tabulated t-value of 2.00 with a degree of freedom of 58. The calculated T-value

of 7.101 is higher than the tabulated T-value of the field 2.00, as can be seen by looking at the calculated T-values above. Based on this, it can be said that there are statistically significant differences between the mean scores of the experimental group, which is taught using the QSSSA strategy, and the control group, which is taught using the conventional method. Thus, the first theory is disproved.

Table 4 *Means, Standard Deviation, and t-Values of the Two Groups at Achievement Posttest*

Groups	**N.**	**Mean**	**S.D.**	**T-Value**		**DF**	**Level of Sig.**
				Calculated	Tabulated		
Experimental	30	59.06	12.90	7.101	2.00	58	0.05
Control	30	32.63	15.78				

4.2 Results Related to the Second Hypothesis

To verify the second hypotheses which is, *" There is no significant difference among the students' responses on the five areas of speaking test (guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity"*. A one- way ANOVA is used in the posttest to see whether there are any significant differences in the mean achievement scores of the experimental group's variables (*guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity)*. The researcher used a one-way analysis of variance, as shown in the table 5 below:

Table 5 *One-Way Analysis of Variance (ANOVA) Among the Areas of Speaking Test*

	Sum of Squares	**DF**	**Mean Square**	**F-value**		**Sig.**
				Calculated	Tabulated	
Between Groups	211.533	4	52.883	3.830	2.4	0.05
Within Groups	2001.967	145	13.807			
Total	2213.500	149				

According to Table 5, the calculated F-value at the 0.05 level of significance is 3.830 larger than the reported F-value of 2.4, with DF = 4-145. This suggests that the mean scores of the experimental groups' students in the five speaking exam categories varied statistically significantly. The hypothesis that "There is no significant difference among the students' responses on the five areas of speaking test (guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity", is also refused.

Table 6 *Comparisons of Means Among the Areas of Speaking Test Complexity (Scheffe[a])*

Groups	N	Subset for alpha = 0.05	
		Mean scores	
		1	2
Descriptive speaking task	30	7.63	
Information-gap activity	30	8.76	
Problem-solving discussion	30	8.80	
Role-play activity	30	9.03	9.03
Guided pair discussion	30		11.26
Sig.		.712	.154
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 30			

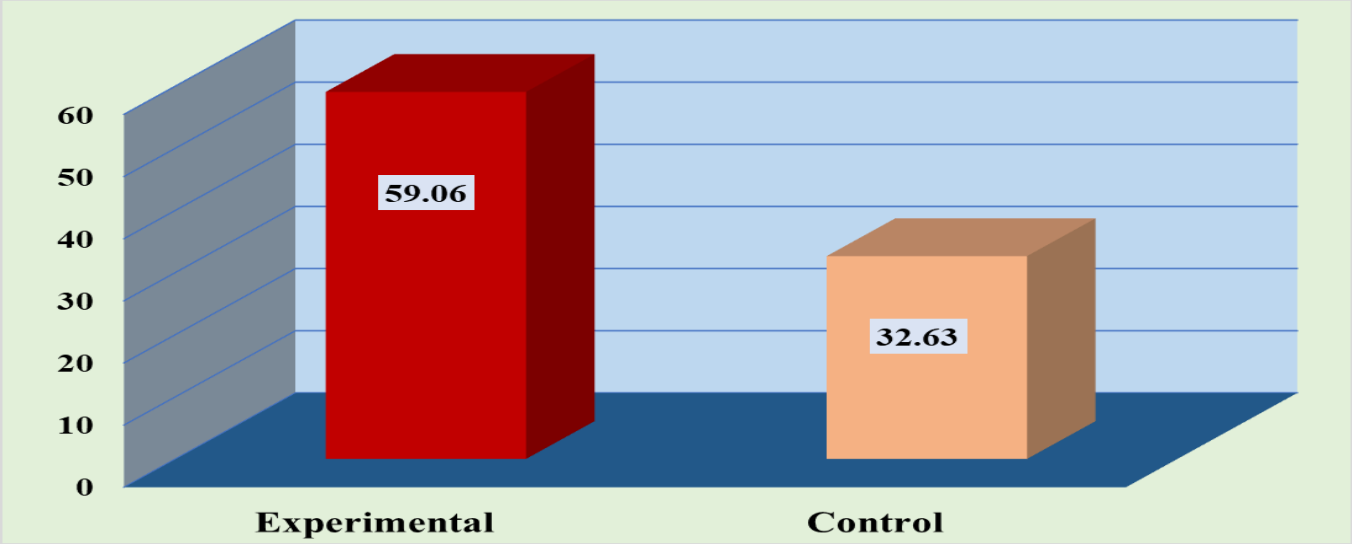
According to the table above, the mean scores of the experimental group in the posttests at Descriptive speaking task 7.63, Information-gap activity 8.76, Problem-solving discussion 8.80, Role-play activity 9.03, and Guided pair discussion 11.26, with a harmonic mean sample size of 30. These findings suggest that there are no variations in students' performance in the five sections of the speaking exam.

4.3 Discussion of the Results

The results of the first hypothesis give persuasive evidence for the efficacy of the QSSSA teaching strategy in improving EFL students' conversational abilities. The findings show a substantial difference in mean scores between the experimental group, which received training using the QSSSA strategy (M = 59.06), and the control group, which was taught using conventional methods (M = 32.63); see Figure 1. The independent samples t-test produced a computed t-value of 7.101, which was more than the crucial t-value of 2.00. The significant difference in mean scores shows that the QSSSA technique outperforms standard methods for enhancing students' conversational skills. This outcome is consistent with earlier studies emphasizing the relevance of interactive and organized teaching tactics in language training. The findings support the incorporation of novel teaching approaches, such as QSSSA, into EFL courses. Educators might benefit from training in tactics for increasing student engagement and improving learning outcomes. The estimated t-value gives strong statistical evidence to reject the null hypothesis,

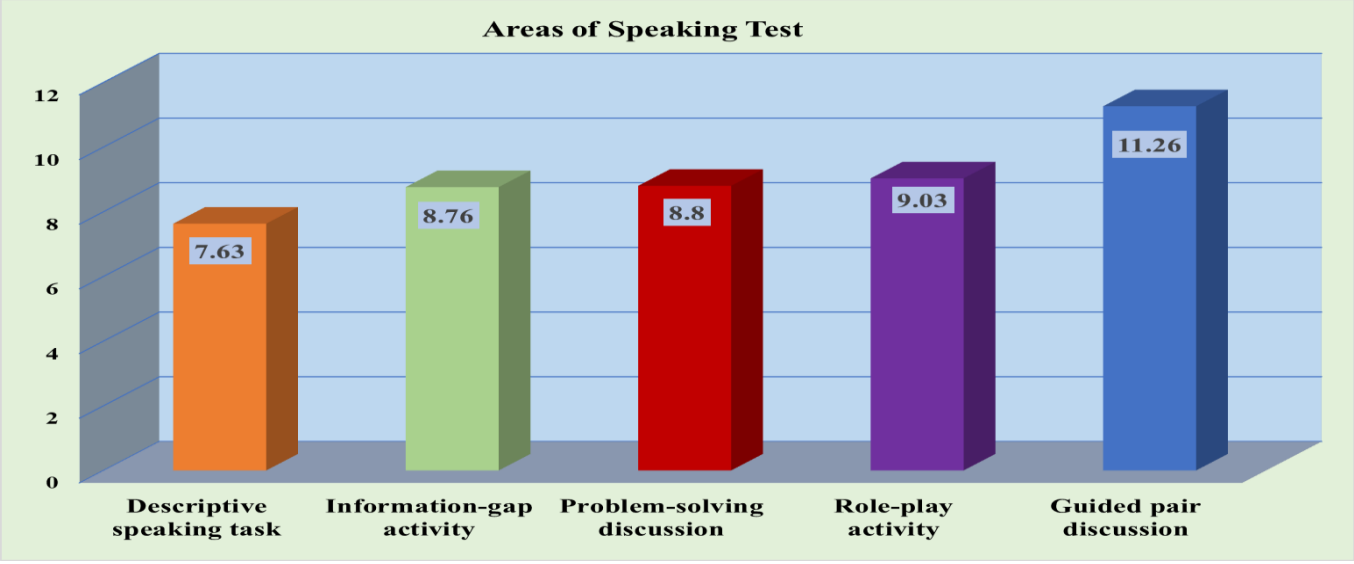
showing that the observed impact is not due to chance. This statistical significance emphasizes the possible influence of QSSSA on language acquisition.

Figure 1 *Mean scores of the Two Groups at the Achievement Posttest*



The analysis of variance (ANOVA) used to test the second hypothesis provides valuable insights into the experimental group's performance in five areas of speaking skills: guided pair discussion, descriptive speaking task, information-gap activity, problem-solving discussion, and role-play activity. The estimated F-value of 3.830, which is higher than the essential F-value of 2.4, indicating that there are statistically significant variations between the mean scores of the several speaking tasks. The findings show that students' performance differs across all five speaking tasks. While the null hypothesis that there are no significant variations in students' answers to various tasks was rejected, the substantial F-value indicates that certain speaking activities may provide better results than others.

Figure 2 Comparisons of Means Among the Areas of Speaking Test



5. Conclusions

According on the findings of the present study, the following conclusions have been reached:

1. The results show that there is a statistically significant difference between the mean scores of students in the experimental group and the control group in English conversation, favoring the experimental group.

2. The QSSSA strategy improved students' fluency and proper pronunciation.

3. It encourages interaction and participation both within and outside of the classroom.

4. It increases students' self-confidence while speaking English, but some control group students remain reluctant and bashful.

5. It promotes pupils' linguistic fluency and confidence when expressing themselves vocally.

6. It improves students' listening comprehension via direct engagement with peers and the instructor in English.

7. It enhances communication skills such as questioning, sharing opinions, and working in teams.

Appendix (A)

Speaking Test Adopted from Michal (19984)

Instructions and guidelines:

1. The test lasts about ten minutes for each student

2. You have 2 minutes to complete each task

3. You should do all the tasks

4. Answer each task orally

5. Do not write anything

- Task 1 (20 Marks)

Introduce yourself (your name, your age, your parents' jobs, and your family)

- Task 2 (20 Marks)

Answer the following question:

- What is your dream job? Why?

- Task 3 (20 Marks)

Give your attitude about learning foreign language.

- Task 4 (20 Marks)

Complete this statement

I wish I could ……..

- Task 5 (Marks)

Look at this picture, and then answer questions:

1-What do you notice in this picture?

2-What is the woman doing?

3-How many children are there in the park?

4-What is the man on the bench doing?

5-Do you like to go to the park? Why or why not?