



Using KWLH Strategy for Developing English Speaking skills for Secondary School's Students

Aalaa Sabri Eid Gad

Dr. Manal Faruk Mohammed

Professor of Curriculum and Instruction (EFL)

Helwan University

Faculty of Education

Dr. Yasmin Mohammed Ahmed

Lecturer of Curriculum and Instruction (EFL)

Helwan University

Faculty of Education

2025

استخدام استراتيجية KWLH لتنمية مهارات التحدث باللغة الانجليزية لدى طلاب المرحلة الثانوية

آلاء صبري عيد جاد

أ.د/ منال فاروق محمد

أستاذ المناهج وطرق تدريس اللغة الإنجليزية
كلية التربية - جامعة حلوان

د/ ياسمين محمد أحمد

مدرس المناهج وطرق تدريس اللغة الإنجليزية
كلية التربية - جامعة حلوان

مستخلص البحث:

هدفت هذه الدراسة إلى تنمية مهارات التحدث باللغة الانجليزية لطلاب الصف الأول الثانوي من خلال إعداد وتطبيق مجموعة أنشطة قائمة على استخدام استراتيجية (KWLH) التي تقوم على أربع خطوات معرفيه وتحديد دور المعلم والمتعلم فيها. ولقد ظهرت مشكلة البحث وأهميته من خلال دراسة استطلاعية أعدتها الباحثة وطبقته على عينة عشوائية من الصف الأول الثانوي أكدت نتائجها تدني مستوى الطلاب وضعف مهارات التحدث لديهم. لذلك اعتمدت الباحثة علي قائمة بالمهارات الضرورية للتحدث باللغة الانجليزية و أعدت اختبار قبلي بعدي للتحدث باللغة الانجليزية ومجموعة أنشطة إثرائية قائمة علي استراتيجية KWLH لتنمية مهارات التحدث لدي طلاب العينة. وتم عرض الأدوات والمعالجة المقترحة على لجنة من المحكمين للوصول إلى الشكل النهائي للأدوات والأنشطة بعد أخذ مقترحاتهم في عين الاعتبار. وتم تطبيق الأدوات وتدريس الأنشطة على عينة البحث المكونة 60 طالبا مقسمة إلى مجموعتين تجريبية وضابطة. وأظهرت نتائج البحث فاعلية الأنشطة المقترحة في تنمية مهارات التحدث باللغة الانجليزية لدى العينة وصحة الفروض. وتم اقتراح مجموعة من التوصيات والبحوث المستقبلية.

كلمات مفتاحية: استراتيجية KWLH, مهارات التحدث, المدرسة الثانوية.

Abstract

The aim of this study was to determine the effect of using KWLH strategy on developing English language speaking skills of first year secondary school students. In order to achieve this purpose, (60) pupils were randomly selected and divided into two groups; a control group that was taught the speaking skills through Traditional method and the experiment group that was taught the speaking skills through the KWLH strategy. Data collection employed an oral speaking test. Statistical analyses emphasized that KWLH strategy had a great effect on all oral speaking skills. A statistically significant difference (0.01) in post-test scores emerged between the experimental and control groups. Additionally, a significant difference (0.01) favored the post-test scores of the experimental group in the oral

speaking test. According to these findings it is recommended that: KWLH strategy should be implemented by the teachers in English classes of secondary schools in Egypt.

Keywords: Speaking skills, KWLH strategy, secondary school.

Introduction

Language is the main source for communication and the most important factor in preserving human heritage. It is the way in which we can express our thoughts, feelings and share opinions with each other. There are many spoken languages in the world, English language is a common and popular one of them. Nowadays we obviously can see that English is the most widely used language all over the world, and how much it plays a main role in many fields such as medicine, engineering, and education, etc.

The English language, considered in Egypt a foreign language, is taught as a subject in our schools for all education stages. Students in secondary schools are challenged to major English language and they rarely use it in daily life. MacArthur (2002:35) clarified that the development, spread, and use of the English language for Communication is a truth that cannot be denied or ignored these days and this is what has led to its extensive study around the world as a second language.

According to AL -Zahrani (2011) language is considered a vital means of communication used by members of society to deliver their information and express their feelings in an oral or written way. The English language is acquired through learning vocabulary, grammar, and pronunciation, in addition to mastering the four essential skills: listening, speaking, reading, and writing.

People naturally begin with speaking because it is how they interact with the outside world, even before they learn to read or write. For this reason, speech is regarded as the most crucial social skill. It is necessary for learning a language to recognize the fundamentals and standards of speaking. (Leong&

Ahamdi,2017). For humans, the proficiency of a foreign language learner is measured by their ability to speak it. Also, Macky and Gass (2005) and Ma (2009) emphasized the importance of speaking skills and their connection to listening skills. All people whatever their ages using speaking more than writing and thus many researchers are concerned with studying the speaking skills in different languages and involved in its components, features and ways to improve that skills .

Speaking has four types as stated by Singh (2020) as follows: First, ceremonial speaking which is an emotional speech that marks a major event or rite of passage.

Second, demonstration speaking which is a form of informative speaking when the speaker's primary desire is to teach the audience how to complete the task.

Third; informative speaking which commonly centers on talking about people, events and informs audiences about them.

Fourth; persuasive speaking which is the definite kind of speech. The speaker seeks to satisfy the audience to accept his/her point of view.

Gillis (2013) assures that the ability to speak skillfully provides the speaker with many important advantages: (1) ability to inform, persuade, and direct, (2) ability to stand out from the rest, (3) ability to benefit derivatively, and (4) career enhancement. He also emphasizes that speaking skills are important for career success and can also enhance one's personal life.

According to Richards (2008), mastering the speaking skills in English is a priority for many foreign language learners. Also, Smith (2003) asserts that speaking skills are a fundamental skill essential for a learner's success in life. Moreover, strong

English speaking skills facilitate cross-cultural understanding and collaboration. As the lingua franca of international business, science, and diplomacy, English provides a common communicative medium that enables individuals from diverse linguistic and cultural backgrounds to interact and work together effectively (Crystal, 2003).

Brown (2001) confirmed that learning a foreign language involves more than just being aware of its grammatical and semantic norms; students also need to understand how native speakers utilize the language in everyday interactions with others.

Syakur (2007:4) stated that there are at least five components of speaking skills as follow:

1. Comprehension, is knowing about something, the ability to get the knowledge about what has been learned.
2. Grammar is at the center of language use; it means that knowing the language means knowing the grammatical structure of the language.
3. Vocabulary means dealing with the right and appropriate words. Vocabulary plays an important role in speaking skills.
4. Pronunciation: all words are made up of sounds and speakers of language need to know this sound.
5. Fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

According to Shumin (2002), speaking English is the hardest thing for learners to do. EFL students usually struggle when speaking in English. This is the result of students not being

exposed to real-world contexts where they can communicate and express themselves in English. Additionally, students are not exposed to the cultures of native English speakers.

Sarac (2007: 26) declares that there are some difficulties that must be overcome in order to develop the speaking skills required for learners such as:

1. Mixed ability classes: It might be challenging to plan a course suitable for all students.
2. Classroom arrangements: Due to space of classroom and student numbers, students mostly sit in two rows behind one another in classrooms.
3. The course handbook and syllabus: The course book suggested speaking exercises do not match with the pupil's ability and needs.
4. Lack of materials: The course book materials are the only source that are available to enhance the lessons.
5. The mother tongue effect: Some students construct a phrase in their mother tongue first, then translate it into English.
6. Lack of speaking assessment: While examinations and tests are used in the classroom, speaking assessments are not included in the assessment package.

In order to improve English speaking skills, teachers must use effective, exciting and attractive ways and activities instead of the traditional ways and encourage students to interact and speak English more in different situations in and out of the classroom. The English teacher should first make the students feel „at home“ when he helps the students speak in English. That will improve their speaking skills and improves their self-confidence while speaking and helps them to overcome their fear and stress that they feel during speaking.

Some effective strategies used in developing speaking skills are mentioned by Kayi (2006, p.64-68) such as Role play, Brainstorming Storytelling, Picture Describing, Reporting and Finding the difference activity. In addition (Thornbury, 2005) asserted that mastering English speaking skills also requires effective modern strategies to engage in regular, structured practice through activities such as role-playing, group discussions, and public speaking exercises. This allows learners to apply their language knowledge in real-world contexts and receive constructive feedback from peers and instructors. In addition, fostering a supportive and low-anxiety learning environment can significantly contribute to the development of English speaking skills. Teachers and instructors should create opportunities for students to practice speaking without fear of judgment or criticism, thereby building their confidence and willingness to take risks in using the language (Ur, 1996).

Necessity of speaking assessment proper testing is essential in developing skills because without testing, the process of achieving competence remains incomplete. Testing makes

students sincere enough to learn things properly. In countries where English is the second language, students do not get that much opportunity to use their English skills. And even if they get any chance to use it, they do not get proper feedback on whether they are using correct English or not. Institutions are the best places to implement what they have learned and where they can be assessed and corrected. In our context, it is a common psychology that students learn language to achieve a good score in examinations, not to develop skills. Speaking assessment is equally important like the other skills. Most teachers would accept that “if you want to encourage oral ability, then test oral ability” (Hughes ,2020). If students know they have to present something or give an oral test in English at the exam and their success in language use will depend on their performance, they will be serious enough to develop their speaking skills. Although through writing and reading tests, speaking and listening ability can be judged indirectly, these tests provide no comprehensive assessment of learners’ communicative ability.

Speaking is the most difficult skill to assess. It was mentioned, “there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors” (Kitao & Kitao,1996). Another difficulty is, it is hard to assess a number of students within a short time because the examiner is put under pressure (Heaton ,1989). Kitao and Kitao (1996) also mentioned that scoring is the most difficult as the assessment includes grammar, pronunciation, fluency, content, organization, and vocabulary. These are probably the reasons for which our education planners remain less interested in assessing students’ speaking ability.

There are many classifications of types of speaking tests:

Reading Aloud, Conversational Exchanges, Testing Speaking Using Visual Material (pictures diagrams and charts), Oral Interviews and role-playing tests. Many modern strategies emerged from Meta-cognitive awareness, where learners reflect on their own learning processes and identify personalized strategies for improvement (Chamot, 2005). This may involve setting specific goals, monitoring progress, and experimenting with different learning techniques to discover what works best for the individual.

According to Anggraeni (2023), one of recent and influential strategies is the KWL strategy, which involves what learners already know, what they want to know, what they have already learned and how they have learned. "Know, What, Learn and How (K.W.L.H) is one of the meta cognitive strategies (What do I know? What do I want? What have I learned and how can I learn more?); this strategy activates students' prior knowledge and makes it a starting point for linking the new information in order to have the means of learning". This strategy is widely used in reading classes and has gradually been used to teach writing. The KWLH strategy is an instructional framework that encourages active and engaged learning (Ogle, 1986).

The KWLH strategy has many advantages, it encourages students to recollect all of the facts or knowledge they possess regarding a certain subject. By establishing a column named "What do I want to know," where students are encouraged to ask questions and are prompted to develop their knowledge and discover many more details; it forces students to review their memories and then piques their curiosity to know more about

that issue. Students are capable of self-directed learning and organizing past and present information (Afrida, 2022).

Giving teachers access to a KWLH approach, or one similar to it, could be a helpful way to help them get over a lot of the challenges they regularly encounter. It lets teachers shift seamlessly from one teaching segment to another and facilitates tying the present lesson with a prior one. It is also seen to be a helpful tool for assessing pupil achievement. Additionally, by assisting teachers in determining how much time to spend on each topic, adopting KWLH encourages students to participate more in class and helps teachers manage class time.

Ballman et al. (2021) found that the KWLH strategy was effective in enhancing English language learners' speaking skills, as it allowed them to activate prior knowledge, set personalized goals, and monitor their progress. Shintia, (2021) investigated how to include the KWLH method into English language instruction for students who are not majoring in English. The findings demonstrated that incorporating the KWLH technique into the teaching process encourages students and teachers to learn actively. Furthermore, this method proved highly successful in supporting the development of all linguistic abilities, including speaking, writing, listening, and reading.

Many researchers conducted a study aimed at revealing the effect of teaching using the KWL strategy: Al-Balawi (2016) conducted a study that aimed at revealing the effect of teaching using the KWL strategy on the achievement of students of theoretical specializations. Al-Otaibi (2015) sought to reveal the effectiveness of the KWLH teaching strategy in teaching the prophetic biography on developing moral values and awareness

of them among primary school students.

The purpose of the study by Lismayanti (2014) was to see whether the use of KWL (Know, Want, and Learned) strategy was effective in improving students' reading comprehension achievement in learning English as a Foreign Language.

KWLH consists of four basic stages which are stated by Febtrina, Sukirlan, and Yufrizal, (2019). They are: K stage, W stage, L stage and H stage. In the (K) stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. In the (W) stage: What I want to know, students determine what they want to know by making questions related to the topic. In the (L) stage: What I learn, students assess what they learn and finally in the (H) stage: How I learn more, students can learn more and more easily.

KWLH technique:

KWLH pushes EFL students to think actively about what the student read the topic, and therefore, improve student understanding skills in general and maybe learn more about what they read (Anderson and Pearson, 1984). KWLH also helps teachers to activate students' background knowledge about the topic and promote study, active reading, and inquisition. The use of KWLH is especially useful as pre reading strategy also functions as a test of what students have learned during study units.

KWLH strategy is characterized by flexibility so that the teacher can adapt it to suit the students. In its essence, it depends on the student's self-questioning process to verify the type, nature, and

amount of his knowledge and the appropriate methods for the assignment he is about to learn. There also is the possibility of adding a fourth step to establish the KWLH Learning Schedule Strategy. It is represented by the letter H - How can more be learned. The word How indicates the development of information and the deepening of students' experiences about the concept from additional learning sources, while the fifth step, Summarizing, refers to the ability of students to write a summary of what was learned (Bou Aisha, 2018).

The main role of the teacher is to encourage students to identify their previous knowledge, and to generate questions for students that serve to stimulate their thinking and encourage them to come up with new ideas. The teacher should dialogue with students, organizing their knowledge and directing it within an effective organizational chart, promoting good ideas and correcting students' alternative perceptions by comparing what they have learned with what they believed. Immediate feedback should be provided to students. Teachers should assess students' performance and the degree to which they achieve the desired goals (Aram, 2012). The teacher also helps his students by highlighting the gaps and inconsistencies in the students' knowledge and guides them to create lists of things they want to know about the topic or questions they want to answer about it (Mardiana, 2016).

The Relation between KWLH Strategy and Speaking Skills:

Research has shown that the KWLH strategy can be an effective approach for developing speaking skills in language learners (O'Brien & Myers, 2010). The strategy promotes critical thinking, problem-solving, and communication skills, which are

essential for effective speaking. The Know stage of the KWLH strategy provides students with a foundation of knowledge about the topic, which they can use to communicate their ideas effectively. The Want to know stage encourages students to ask questions and seek more information about the topic, which helps to develop their critical thinking skills and promotes effective communication. The Learned stage provides students with opportunities to practice their speaking skills through activities such as presentations and role-plays, which helps to develop their fluency and accuracy in speaking.

The KWLH strategy has a positive impact on learners' speaking skills. For instance, Swain (1985) found that learners who employed the KWLH strategy demonstrated significant improvement in their speaking skills, particularly in terms of vocabulary acquisition and use. Similarly, Ellis (2003) reported that the KWLH strategy enabled learners to develop their speaking skills more effectively, as it allowed them to take an active role in the learning process and engage in more meaningful interactions with their peers.

The KWLH strategy has also been shown to promote learner autonomy, which is a critical factor in the development of speaking skills. Learners who employ the KWLH strategy are more likely to take ownership of their learning, set goals, and work towards achieving them (Ehrman & Dörnyei, 1998). This, in turn, enables learners to develop their speaking skills more effectively, as they are more likely to engage in authentic communication and take risks in their language use.

Context of the problem:

According to the education process in teaching English in Egypt it can be said that speaking skills comes last after the other skills. This is because most English tests focus on the writing and reading more than the oral aspect, and the time of lesson is not enough which leads to ignoring the oral side and increasing the student's weakness in speaking skills.

In order to be sure of this problem the researcher:

Reviewed previous related studies that have demonstrated a significant weakness in English speaking skills (Nadim & Ali, (2010), Al-Hosni,(2014); and Alharbi, (2015). In addition, interviews with English teachers at the secondary stage were conducted and the researcher asked them about students' level of speaking skills and if the speaking part was given enough time. They all assumed that students suffered weaknesses in their speaking performance, and there is not much time for practicing a lot of speaking activities.

On the other hand, the researcher conducted individual interviews with a number of students to observe their speaking skills by asking them some questions like introducing themselves, their favorite hobbies and their wishing job in the future. The result also showed their speaking skills' weakness and inability to express themselves. All these results promote the researcher to establish research and apply new strategy to improve this weakness.

Statement of the problem:

The problem of the present study emerged from the 1st year secondary school students' weakness in the required speaking skills. Thus, in this study, KWLH strategy was suggested to be used to develop the required speaking skills of 1st year secondary school students.

Questions of the study

In order to deal with the above problem, the present study aimed to answer the following questions: What is the effect of using KWLH strategy on

developing speaking skills for the 1st year secondary students?

From the main question the following sub-questions emerged:

-What are the main required speaking skills for first year secondary school students?

-What is the effectiveness of using KWLH strategy for developing English speaking skills for 1st year secondary school students?

Aim of the research:

The present study aimed to identify the effect of using KWLH strategy for developing

English speaking skills for the 1st year secondary school students.

Hypotheses of the research:

- There is a statistically significant difference between the mean

scores of the

experimental and control groups on the post-administration of the speaking

skills test, in favor of the experimental group.

- There is a statistically significant difference between the mean scores of the

experimental group on the pre- and post-administrations of speaking skills test, in favor of the post administration.

Methodology of the Study:

The present study employed the following two methods:

1 -The descriptive analytical method :

To review the previous literature and studies concerned with English speaking, and studies showing the importance of KWLH strategy .

2 -The quasi - experimental method :

To measure the effect of the KWLH strategy on developing some of English speaking skills for the 1st year secondary school students.

Variables of the study:

Dependent Variables: Speaking skills.

Independent Variables: KWLH strategy

Significance of the Study

The current study aimed to make contributions in the following:

- Theoretical Significance:

- Emphasizing the importance of developing some of English speaking skills for learners in the secondary stage, especially in the 1st year secondary school students.
- Providing guidance for teaching English in the secondary stage on how to enhance speaking skills using activities based on KWLH strategy.

- Practical Significance:

- -Providing a list of some of the required speaking skills for the 1st year secondary school students
- Training students to use KWLH strategy in their learning process.
- Developing the students speaking skills to present speech effectively.
- Providing a framework of using KWLH strategy to enhance English speaking skills for 1st year secondary school students.

Procedures of the study:

In order to answer the question of the research, The present study went through the following procedures:

-Theoretical Framework

1- Reviewing literature and previous studies related to:

- a) Englishspeaking; its definition, techniques, Skills,types and Evaluation.
- b) The KWLH strategy; its definition, importance, modifications and elements of the KWLH strategy.

-Experimental Framework

1- A checklist of some English speaking skills was prepared for the 1styear secondary school students and suggested to a jury of specialists to confirm its validity

2- A pre-post English speaking skills test was designed and submitted to a jury of specialists to ensure its Accuracy and validity.

3-A scoring rubric of the speaking test was designed and suggested to a jury of specialists to confirm its validity.

4- Two units of original governmental book (New Hello 1st year secondary) were selected and modified employing diverse activities inside the classroom to develop some of English speaking skills for the 1st year secondary school students and submitted to a jury of specialists to ensure its validity.

5-A Sample randomly selected and divided into one experimental group and one control group.

6- The pre- speaking test was conducted to the experimental group and the control group before the experiment.

7- The experimental group received the modified units based on the KWLH strategy, while the control group received the units with the traditional way.

8- The post-persuasive speaking test was conducted to the experimental group and the control group.

9-Collecting data for statistical analysis.

10-Testing the hypotheses and answering the questions on displaying the results.

11-Analysis and explaining the results.

12- Suggestions and recommendations.

Definition of terms:

KWLH Strategy

According to Masruroh (2024), KWLH strategy is a strategy that teachers use to record students' statements about what they know, (K) what they want to learn, (W) what they learned ,(L) and how can they learn more, (H) to generate a discussion about the topic through a chart or worksheet. .

Novita, Jumadi, and Damayanti (2024) stated that "K-W-L-H" stands for what I Know, what I Want to learn and what I Learned and how I Learned.

Anggraeni (2023)mentioned that KWL strategy involves what learners already know, what they want to know, what they have already learned and how they have learned. "Know, What, Learn and How (K.W.L.H) is one of the metacognitive strategies (What do I know? What do I want? What have I learned and how

can I learn more?); this strategy activates students' prior knowledge and makes it a starting point for linking the new information in order to have the means of learning". This strategy is widely used in reading classes and has gradually been used to teach writing.

KWL Strategy as activity is an abbreviation of what students: Know - Want to know - Learned. To use this activity, place three columns labeled K, W and L (KWL Chart) on a sheet of paper. At the beginning of each lesson, the teacher distributes the paper and asks students to complete the first two columns. Through their responses, the teacher can determine the prior knowledge of the class and their interests. At the end of the lesson, the students are asked to complete the third column to see the growth they have made. Andrews(1997)

-Speaking skills:

Several definitions of the speaking skills have been proposed by academics and information sources. Speaking is a vital means of communication for people to convey their ideas, aspirations, and plans as well as to achieve particular objectives in the fields of education and business. Masuram and Sripada (2020).

Speaking, as defined by Ashour (2014) is the ability to produce utterances, phrases, and sentences in order to communicate and share one's views and thoughts. It is seen as an important part of learning a language since it lets students show off their knowledge of structure and vocabulary while also conveying knowledge in different fields, like science or technical terminology. Speaking is essentially seen as a method by which students can successfully express and communicate in the target

language.

Furthermore, Boonkit(2010)defined speaking as one of the basic four skills needed for active communication in any language. And Luoma(2004,p.1)discussed that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop” In addition to Hybel and Weaver (2001,p.45) defined speaking as “any process in which people share information, ,and feelings ,it involves all body language mannerism and style-anything that adds meaning to a message .

The researcher defines speaking skill as a vital means of communication that enables individual to express his thoughts, feeling and ideas by using some necessary skills such pronunciation grammar, fluency, and accuracy.

Design of the research:

In this research, descriptive analytical, and quasi experimental design were used.

Participants of the research:

The participants were (60students) randomly selected from the first grade at Bani Ebaid Co-educational Secondary School in Dakahlia Governorate during the second termof academicyear 2024–2025.

Delimitation of the study:

The present study was restricted to:

-Participants: Random sample of (60) 1st year secondary school

students divided into two groups: "experimental group and control group". at Bani Ebeid secondary school.

-Some of the required English speaking skills for the first year secondary school students such as: fluency, pronunciation, structure.

-The research was conducted in the second term of the academic year 2024-2025 for the 1st year secondary school students.

Instruments and materials of the research:

The following instruments and materials were prepared and used to achieve the

aims of the study:

1-Speaking skills checklist:

a-Purpose of the Checklist

The speaking checklist was designed to determine some of the required and the most important English-speaking skills for first year secondary school students.

b-Validity of the Checklist:

According to the related studies and literature on developing English language speaking skills, the researcher prepared a list of some English speaking skills to identify the necessary speaking skills for 1st secondary school students and submitted it to a jury of specialists in curriculum and EFL instruction to determine the degree of importance of each skill on the checklist. The suggestions and feedback provided by the jury were carefully considered, and modifications were made to finalize the checklist.

c-Components of the checklist:

Main skills and sub skills

1-Language skills

-pronunciation

-Fluency

-structure

2-Communication skills

-Body language

-Self confidence

2-Speaking test

Aims and Description

The speaking test was developed by the researcher, to investigate the effect of KWLH strategy for developing English language speaking

skills. The researcher presented the oral test to the pupils, and they answered it

orally. This test contains five questions, and the researcher divided the scores into

five criteria which are the scores of the (Fluency -structure - pronunciation-

Test validity

Test Reliability

Implementation of KWLH Strategy:

Aims of themodified unites according to KWLH STRATEGY

60

These speaking skills are: language skills (fluency, pronunciation, structure) and communication skills (body language, self-confidence).

Duration:

The modified units were applied to the experimental group's students in the second semester of the academic year (2023/2024). The experiment lasted for nearly 6 weeks, with two class periods per week (two periods per lesson).

Content of the Modified Units:

Two units (8 lessons) of original governmental book (New Hello 1st year secondary) second term were selected and modified employing diverse activities inside the classroom to develop some of English speaking skills for the 1st year secondary school students and submitted to a jury of specialists to ensure its validity.

Procedures of Teaching the Modified Units:

Lessons go through the following steps:

1-First phase of the KWLH strategy: what students know about the topic.

2-Second phase of KWLH strategy: what students want to know about the topic.

3-Third phase of KWLH strategy: what students have learned.

4-Fourth phase of KWLH strategy: how they can learn more.

5-Evaluation

Data Analysis

The present study aimed at investigating The Effectiveness of Activities Based on KWLH Strategy for Developing Persuasive Speaking Skills in English Language for Secondary School's Students. This part is displaying and discussing the study results. To perform the statistical analysis of the obtained data, SPSS (Statistical package for social sciences) program was used and came out with the results which will be presented in relation to the study hypotheses verification and answering questions. This will also be followed by discussion of the results.

RESULTS OF THE STUDY:

In presenting the findings, the researcher will validate the hypotheses and address the research questions. The results will illuminate the study's outcomes and implications, providing a comprehensive understanding of the topic.

Verifying the Hypotheses of the study:

The first hypothesis

The first hypothesis of the present study stated that "There is a statistically

significant difference between the mean scores of the experimental group and

the control group in the post administration of the speaking test in Favor of the

experimental group."

Table (1): t-test Results Comparing the Post-test Mean Scores of the Experimental Group and the Control Group in the post administration of English Speaking Test

Test	Group	N	Mean	Std. Deviation	T	Sig. Level
Speaking test	Control	30	31.40	2.60	3.90	Sig at 0.01
	Experimental	30	24.80	3.00		

The findings in Table 1 indicate that there was a statistically significant difference at the (0.01) level between the mean scores of the experimental group and the control group on the post administration of the speaking skills test, favoring the experimental group. The total mean score for the experimental group was (31.40) with a standard deviation of (2.60), whereas the control group had a total mean score of (24.80) with a standard deviation of (3.00). The estimated t-value of (3.90) was highly significant at the (0.01) level sig. Level equal 2.660.

The second hypothesis

The second hypothesis of the present study stated that " There is a statistically significant difference between the experimental group Students 'mean scores on the pre and the post administrations of the Speaking skills test, in favor of the post administration of the test".

For testing this hypothesis, the mean scores of the experimental group Students 'in pre and post-test of Speaking skills were compared and t-value for paired samples was calculated.

The researcher used the following (t) formula (Khatab, 2010).

$$t = \frac{D_m}{\sqrt{\frac{\sum (Dd^2)}{N(N-1)}}$$

Table (2): t-test results of the mean scores of the pre- post administration of the test of the experimental group in the speaking test.

Experimental	N	Mean	Std. Deviation	T	Sig. Level
Pre-test	30	21.20	2.80	8.99	Sig at 0.01
Post- Test	30	31.40	2.60		

The overall mean score increased dramatically from (21.20) to (31.40). The t-value (8.99) indicates a highly significant improvement in the students' overall English speaking performance at the 0.01 level.

The analysis of table (2) confirms significant differences between the pre and post administrations across all English speaking skills in favor of the post administration. These findings support the effectiveness of the instructional intervention and confirm the second hypothesis of the study.

Answering the questions of the study

Having verified all the hypotheses of the study, the researcher

also tried to answer the study 's questions as follows:

Answering the first sub question

The first sub question of the study was:

"What are the English speaking skills that need to be developed for first Secondary grade students?"

In order to answer this question, the researcher designed an English speaking skills checklist submitted to some jury members to determine its validity. The modifications suggested by the jury members were carried out. Therefore, five subskills were chosen as mentioned before.

Answering the second sub-question

The second sub- question of the study was:

"What is the effect size of using KWLH Strategy for Developing Speaking Skills in English Language for Secondary School's Students?"

In order to answer this question, the effect size of using KWLH Strategy for Developing Speaking Skills in English Language for Secondary School's Students? was computed. It was large on all Speaking skill.

Answering the main question

In order to answer the study 's main question "What is the effect of using KWLH strategy on developing speaking skills for the 1st year secondary students?"

Blake modified gain ratio was calculated on the total Speaking skills test in the pre and post administration on the experimental group. Blake 's gain ratio was calculated according to the following formula mentioned in (El Wakeel & El Mofty, 1993:283) in which the accepted gain ratio of effectiveness is (1.2): Blake modified gain ratio on the total Speaking skills test was (1.30). It was higher than the accepted value of effectiveness, that meant using KWLH strategy (the independent variable) was effective in developing the experimental group 's total English Speaking skills (dependent variable).

Discussion of the Results:

This study aimed to develop speaking skills among first-year secondary students using the KWLH strategy. The research findings indicate that the KWLH strategy was effective in enhancing students' overall speaking skills. The subsequent results, derived from the statistical analysis conducted to address the research question and verify its hypothesis, are as follows:

- There was a statistically significant difference in degree (0.01) between

the mean scores of the experimental group and the control group students meanscores in the post administration of required of English-speaking skills in favor of

the experimental group.

Based on these findings, the researcher concluded that using KWLH strategy had a great effect than using traditional speaking instruction presents several educational challenges that impede students' English speaking skill development.

- There was a statistically significant difference between the experimental

group students mean score on the pre and post administration of the oral Englishspeaking skills test at the level of (0.01) in favor of the post administration of the

test.

A probable reason for the results reached in this could be attributed to the

implementation of KWLH strategy among the participants. This strategy foster deeper engagement and help students apply language skills more effectively in meaningful contextsand providing opportunities for students to interact with others through group discussions and debates.

Conclusionof the study:

In conclusion, the study's results strongly support the use of KWLH-strategy to improve English speaking skills. The participants demonstrated significant improvements in theirspeaking skills, specifically in the areas of fluency, pronunciation, bodylanguage and self-confidence.

The clear statistical differences between pre- and post-tests, and between the control and experimental groups, underscore the strategy's pedagogical value and practical relevance for English language instruction at the secondary level.

Recommendations of the study:

Based on the findings of the study, the following recommendations could be suggested.

-English teachers must help their students to speak and use English in different situations and set specific time every session for speaking to help students express themselves and get rid of their stress and fear while speaking .

-Training teachers frequently with the modern technology and declaring them with the new strategies to help them deliver information and facilitate the learning process.

-All teachers, learners, and researchers should be trained to use KWLH as much as they can, whatever the purpose or the field of learning because it proved effectiveness in many domains .

-Teaching process should basically concentrate on students in the learning process more than the teachers which means getting rid of old traditional strategies as much as possible and engaging students more in the learning process.

Suggestion for further research:

- Using this proposed research in developing speaking skills of learners by using KWLH strategy at different stages e.g. primary preparatory or university stages.

-Investigating the effectiveness of an activities based on KWLH strategy for developing other English skills such as writing and comprehension skills among secondary school students.

- Investigating the effectiveness of online learning strategies

for developing English speaking skills among secondary school students.

- Developers of the curriculum are called for preparing government books with more active and effective activities which help students to use and apply the KWLHstrategy.

References

- Abd El-Rahman, M. H. M. (2011). The effects of writing-to-learn strategy on the mathematics achievement of preparatory stage pupils in Egypt.
- Afrida, L. T. (2022). Improving student's writing skill through know-what-learn (KWL) method (Doctoral dissertation, IAIN Kediri).
- Ahmed, A. M. Y. (2020). Developing the Speaking Skills of English as a Foreign Language (EFL) Preparatory Schoolers Using Self-Study Strategies. مجلة كلية التربية بالإسماعيلية, 48 (48) 234-184, (مج2).
- Alharbi, H. A. (2015). Improving students' English speaking proficiency in Saudi public schools. International Journal of Instruction, 8(1), 105–116.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. International Journal on Studies in English Language and Literature (IJSELL), 2(6), 22–30.
<https://www.arcjournals.org/pdfs/ijSELL/v2-i6/4.pdf>
- Alpini, S. (2019). The Effectiveness of Using Know, Want, Learned, How (KWLH) Strategy in Teaching Reading Comprehension. Language-Edu, 8(2).
- Al-Otaibi, F. (2015). The effectiveness of a strategy (KWLH) in teaching the prophetic biography on developing moral awareness and awareness of it among primary school students.

(Unpublished Master Thesis, Taif University, Kingdom of Saudi Arabia).

- Al-Zhrani, M. (2011). The effectiveness of keyword-based instruction in enhancing English vocabulary achievements and retention of intermediate stage pupils with different working memory capacities. (Published Master Thesis, Ministry of Higher Education, Taif University, Faculty of Education, Dept. of Curricula & Educational Technology, Kingdom of Saudi Arabia).

- Al-Balawi, A. (2016). The effect of teaching using (KWL) strategy on the achievement of students of theoretical - specializations at the college of science and arts in al-ula in the subject of statistical applications in the humanities. International Specialized Educational Journal, 5(5), 240-255.

- Anderson, C., & Pearson, D. (1984). A Schema-Theoretic View of Basic Processes in Reading Comprehension.

- Anggraeni, S. I. (2023). The Effectiveness of Using Know-Want-Learn (KWL) Strategies on Student Achievement in Writing Descriptive Text (The Quasi-Experimental Research at the Second Year of SMPN 1 Pakuhaji-Tangerang) (Doctoral dissertation, UIN Sultan Maulana Hasanuddin Banten).

- Aram, M. (2012). The effect of using (KWL) strategy on acquiring concepts and skills of critical thinking in science among seventh graders. (Unpublished Master Thesis, Islamic University - Gaza, Palestine).

- Ashour, J. M. (2014). The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking. (Unpublished Master Thesis, The Islamic University of Gaza, Gaza, Palestine).
- Ballman, T. L., Liskin-Gasparro, J. E., & Mandell, P. B. (2021). The communicative classroom (Vol. 4). Heinle & Heinle.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. Procedia-Social and Behavioral Sciences, 2(2), 1305-1309.
- Bou Aisha, W. (2018). Using the self-schedule strategy (KWL) to teach the computer course to develop academic achievement for first-year high school students in Dhahran, Saudi Arabia. The Scientific Journal of the Faculty of Education - Assiut University, 34(4), 413-438.
- Bowyer, J. (2017). Evaluating blended learning: Bringing the elements together. Exeter University and Lucy Chambers Research Division.
- Brown, H. D. (2001). Principles of language learning and teaching (4th ed.). Longman.
- Brown, H. (2001). Characteristic of successful speaking activities. In H. Brown, Teaching by principles: An interactive approach to language pedagogy (pp. 97-111). Longman.

- Cambridge Dictionary. (2016). Self-study. Retrieved May 20, 2016, from <https://dictionary.cambridge.org/dictionary/english/self-study>
- Chamot, A. U. (2005). Language learning strategy instruction: Current issues and research. Annual Review of Applied Linguistics, 25, 112-130.
- Crystal, D. (2003). English as a global language (2nd ed.). Cambridge University Press.
- Ehrman, M., & Dörnyei, Z. (1998). Interpersonal dynamics in second language education: The effect of teacher-student and student-student relationships on second language acquisition. TESOL Quarterly, 32(3), 481-501.
- El Wakeel, F., & El Mofty, M. (1993). Measurement of educational gain and evaluation of teaching program effectiveness. Egyptian Publishing House.
- Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.
- Febtrina, R., Sukirlan, M., & Yufrizal, H. (2019). Modified Know, Want, How, Learn (KWHL) Strategy in Teaching Descriptive Writing to Junior High School Students. U-JET, 8(2).
- Gillis, G. (2013). The Importance of Speaking Skills. Retrieved June 1, 2014, from <http://www.geraldgillis.com/importance-speaking> skills/

Heaton, J. B. (1989). Writing English Language Tests. Longman Publishers.

- Hughes, A. (2020). Testing for language teachers. Cambridge University Press.

- Hybels, S., & Weaver, H. R. (2001). Communicate effectively (6th ed.). MsGraw-Hill.

- Kayi, H. (2006). Teaching speaking activities to promote speaking in a second language. Nevada University. Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

- Khatab, M. A. (2010). Measurement of learning differences in experimental studies. Dar Al-Nahda.

- Kim, J. (2013). Types of Blended Instruction: Different Approaches to Different Mixes. Armstrong Atlantic State University.

- Kitao, S. K., & Kitao, K. (1996). Testing communicative competence (Report No. TM025214). ERIC Document Reproduction Service No. ED398260.

- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English-speaking skill. International Journal of Research in English Education, 2(1), 34-41.

- Lismayanti, D. (2014). The effect of using KWL (Know, Want, Learned) strategy on EFL students' reading

comprehension achievement. International Journal of Humanities and Social Science, 4(7), 225-233.

- Luoma, S. (2004). Assessing speaking. Cambridge University Press.

- Ma, T. (2009). An Empirical study on teaching listening. CLT. International Education Studies, 2(2).

- Mackey, A., & Gass, S. M. (2005). Second language research: Methodology and design. Lawrence Erlbaum Associates, Inc., Publishers.

- Mardiana, M. (2016). Using KWL strategy to enhance reading comprehension achievement and characters of the seventh grade students of SMPN 1 babatsupat, musibanyasin. Journal of English Literacy Education, 3(2), 135-147.

- Masruroh, L. (2024). Using KWL (Know, Want, and Learned) Strategy to Improve Students' Reading Comprehension. International Journal of English Language and Pedagogy, 2(1), 75-84.

- Masuram, J., & Sripada, P. N. (2020). Developing speaking skills through task-based materials. Procedia Computer Science, 172, 60–65.

- Matin, Z. N. (2012). Speaking assessment at secondary and higher secondary levels and students deficiency in speaking skill: A study to find interdependence. Stamford Journal of English, 7, 234-251.

-
- McArthur, T. (2002). Oxford guide to world English. Oxford University Press.
 - Nadim, K., & Arshad Ali, A. (2010). Improving the speaking ability in English: The students' perspective. Institute of Education and Research (IER), University of Peshawar.
 - Novita, R. R., Jumadi, J., & Damayanti, N. (2024, April). Analyzing students' conceptual understanding as a learning effect through Android based learning media with KWL strategy. In AIP Conference Proceedings (Vol. 2622, No. 1, p. 020021). AIP Publishing LLC.
 - Nunan, D. (1995). Closing the gap between learning and instruction. TESOL Quarterly, 29(1), 133-158.
 - O'Brien, J., & Myers, M. (2010). The KWLH strategy: A learning cycle for the 21st century. Journal of Educational Technology Development and Exchange, 3(1), 1-12.
 - Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. The Reading Teacher, 39(6), 564-570.
 - Richards, J. C. (2008). Teaching listening and speaking from theory to practice. Cambridge University Press.
 - Segura Alonso, R. (2012). The importance of teaching listening and speaking skills. [Unpublished Master's Thesis]. Universitas ComplutensisMatritensis.

- Shintia, R. D. (2021). Teaching Writing Explanation Text Through Combining Brainstorming and Know-Want-Learn (KWL) Chart Strategies to The Eleventh Grade of Vocational Indo Health School Palembang. Esteem Journal of English Education Study Programme, 4(1), 74-83.
- Shumin, K. (2002). Factors to Consider: Developing Adult EFL Pupils' Speaking Abilities. In Methodology in language teaching. Cambridge University Press.
- Singh, A. (2020). Different Types of Public Speaking. Digital Marketing Specialist at CBitss Technologies.
- Smith, B. (2003). The use of communication strategies in computer mediated communication. System, 31(1), 29-53.
- Syakur. (2007). The Components of Speaking Skill. Obtenido de Speaking. Retrieved April 5, 2016 from <https://es.scribd.com/doc/106593833/9/The-Components-of-Speaking-Skill>
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), Input in second language acquisition (pp. 235-253). Newbury House.
- Testing Speaking (Report No. TM025215). (1996). ERIC Document Reproduction Service No. ED398261. Retrieved July 7, 2012.
- Thornbury, S. (2005). How to teach speaking. Pearson Education.

Ur, P. (1996). A course in language teaching: Practice and theory. Cambridge University Press.

- Vaughan, N. (2007). Perspectives on blended learning in higher education. International Journal on eLearning, 6(1), 81–94.

- Zeqiri, J. (2020). The Impact of Blended Learning on Students' Performance and Satisfaction in South East European University. (Faculty of Business and Economics, South East European University, North Macedonia).