Utilizing Lottery-Based Name Selection to Improve Students' Reading Comprehension Skills in English Discussion

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ABSTRACT

Implementing effective strategies in the classroom is essential for addressing the low comprehension levels seen in students, especially in language learning contexts. This study explores how the method of selecting names via a lottery can improve comprehension during English discussions among eighth-grade students. Conducted throughout the 2024–2025 academic year, the study took place in a public secondary school located in Ozamiz City, focusing on a purposefully chosen group of 25 Grade 8 students who showed weak performance in English. Utilizing a classroom action research approach, the study implemented lesson plans, pre-tests, and post-tests. The data was analyzed using descriptive statistics such as mean, standard deviation, frequency, and percentage. At the same time, a t-test was employed to assess the significance of the results, which showed that the students showed low levels of comprehension in English before the intervention, indicating the necessity for this method. Following the implementation of the name-based lottery method, there was a marked increase in student scores, with numerous individuals attaining ratings categorized as "Very Satisfactory." The use of a lottery system based on names positively influenced students' comprehension in English discussions. The study advocates for the inclusion of similar active participation techniques in teaching methods. Recommended activities include cold calling through randomized tools, peer questioning, and structured academic discussions. To sum up, the method of selecting lottery names effectively increased student involvement, understanding, and overall academic performance.

Keywords: comprehension, lottery, research, school, students

INTRODUCTION

Participation plays a vital role in the teaching and learning process, with students contributing in various ways (Triyanto, 2019). Student involvement in educational settings is valued for its many benefits, including deeper learning, greater engagement, stronger civic responsibility, and improved wellbeing, which drive school progress. However, it remains a complicated and complex concept that often conflicts with conventional teaching practices (Graham et al., 2019). The problem of minimal student engagement has arisen as a widespread issue for teachers (Sugeng & Suryani, 2020). While some students are enthusiastic about participating, others tend to be hesitant, either due to a lack of confidence, fear of making errors, or a preference for being passive. This disparity in participation influences not just the involvement of individual students but also the overall learning atmosphere, where joint discussions and diverse viewpoints are crucial. Implementing structured participation strategies has been found to enhance students' comprehension skills by encouraging active engagement and shared responsibility in discussions (Stakisia Puteri Pradestina & Agustin, 2020).

Previous qualitative and quantitative research has explored how instructors' actions, such as encouraging participation and reducing fear of negative evaluation, can influence student involvement. Moreover, efforts

have been made to address factors like anxiety, and the weight students place on fear of judgment, with an emphasis on creating a safe space for students to express themselves without fear of evaluation (Severe, et.al 2024). Implementing structured participation strategies, such as a lottery-based system where students are randomly called upon, can enhance comprehension skills by ensuring all students are prepared to engage at any time. This approach fosters active involvement and reduces passivity, as students recognize the possibility of being called upon unexpectedly. Research indicates that such random selection methods, often referred to as "cold calling," can increase voluntary participation and improve comfort levels during discussions.

Recent studies highlight that uneven student participation in classroom discussions is a prevalent issue. For example, a study focusing on upper elementary classrooms observed that low-achieving students (LAs) tend to participate less in discussions compared to their high-achieving peers (HAs). This disparity in participation is evident in various classroom dynamics, where some students contribute more actively. In contrast, some students stay passive because they lack confidence or fear of being judged. These imbalances can hurt the collaborative flow of discussions and weaken overall learning (Sedova et al., 2019).

Many studies show that low participation in classroom discussions is a common issue. Students often mention feeling unsure of themselves, afraid of making mistakes, or simply disconnected reasons that explain why some choose to stay quiet instead of joining in. Studies indicate that students who hesitate to voice their thoughts in class may experience a heightened fear of criticism and may feel uneasy about being assessed by their classmates or instructors. These issues often result in a divide where high-achieving students (HAs) actively engage in discussions, while low-achieving students (LAs) remain silent or less involved. This uneven participation can create an imbalance in classroom dynamics, limiting the potential for collaborative learning and the exchange of diverse perspectives (Bekkering & Ward, 2021).

Previous strategies, which include direct questioning, voluntary participation, and enhancing students' comprehension abilities, have not completely resolved this problem. A key challenge is creating an inclusive and equitable platform where every student feels compelled, but not pressured, to participate. This situation calls for an innovative solution to ensure fair participation while also motivating students to engage actively in discussions. To address this knowledge gap, the researchers explored the use of lottery-based name selection as a strategy to enhance student participation in classroom discussions at a public high school in Ozamiz City.

The purpose of this action research is to explore how a lottery-based name selection can improve students' comprehension skills. This method involves drawing students' names at random during discussions, ensuring that every student has an equal chance of being called upon. The study aims to address the challenges of uneven student participation during discussions in classrooms and their understanding of such questions. This seeks to reduce student anxiety by framing participation as an impartial process while also encouraging preparation and attentiveness, since students will not know when they will be selected.

PROPOSED STRATEGY

The lottery-based name selection system is designed to enhance active participation among the students and improve students' comprehension skills by creating an interesting, randomized way of choosing participants to answer a question. This way, students are motivated to be prepared, as at any time anyone can be called upon. This also reduces teacher bias and promotes equal participation, considering that everyone has an equal chance of being called, regardless of the student's academic performance in the classroom.

This strategy will be implemented during classroom discussions on subjects that demand active participation and improve students' comprehension skills. The lottery-based approach will be applied in all discussion sessions so that students can gradually become confident and accustomed to spontaneous participation. Although the lottery system can enhance participation, it may not fully address comprehension issues if students are reluctant or unprepared. Additionally, the approach might not be as practical for timid students or those with speech anxiety,

and supplementary strategies would need to be used, such as "calling a friend."

Active learning strategies, including randomized participation, maintain student engagement and ensure all students are involved in learning activities, particularly in the online setting where engagement can easily wane. Suggested strategies to increase participation and reduce biases from voluntary responses include randomized methods like cold calling or using software to generate names. This aligns with the rationale behind lottery-based name selection, which also serves to engage students actively, increase accountability, and distribute evenly among students (Prince et al., 2020). Further research in Frontiers in Psychology has shown that randomized participation tools foster a fairer classroom dynamic, which is particularly beneficial in creating inclusive learning spaces where students feel equally valued. This inclusive strategy not only fosters more equitable involvement but also strengthens the relationships between teachers, leading to increased academic engagement overall (Amerstorfer, 2021).

Implementing this approach allows the teacher to cultivate a classroom environment in which students are more focused, engaged in active listening, and ready to contribute and comprehend the questions posed. The lottery-based name selection system begins with the teacher preparing a list of students for participation, using either a digital tool or paper-based slips to facilitate the lottery. At the start of each discussion, the teacher explains the lottery process to ensure that students understand how the selection works. The instructor randomly picks a student's name from a pool for each question or topic during the conversation. When a student is chosen, they offer their response to the question, and if needed, classmates may provide encouraging feedback or suggestions to help them complete their answer. Following the discussion, the teacher gives feedback to the entire class and highlights areas for improvement among the students.

Many teachers are hesitant to call on students who have not volunteered by raising their hands, concerned that doing so might make those students feel uneasy or put on the spot. This approach, known as cold calling, is a controversial topic—supporters argue it helps capture students' attention. At the same time, opponents believe it fosters anxiety and relies on fear as a motivation to learn (Terada, 2023). Random call is a method that randomly selects a student or a group of students to share their thoughts with the entire class. Instructors utilize random calls to promote a wider variety of voices in the classroom and to motivate students to be accountable for their input (Waugh & Andrews, 2020). The concept of random call has been suggested as a practice that fosters inclusivity and equity while engaging students in the learning process.

Nevertheless, this inclusiveness may have drawbacks. In certain situations, students may feel anxious when they are unexpectedly called on (Alvares, 2023). The disadvantages of this strategy vary depending on each student. Students get anxious when their name is called. Most especially, if the students do not believe in themselves or lack confidence in answering questions, this can cause stress in students due to shyness and possibly ridicule by peers. Others may feel left out or disengaged if they are not called, which reduces their motivation to stay involved in the discussion. This strategy may also miss opportunities for voluntary participation because students who are eager and prepared to contribute may not get the chance.

Research on classroom engagement consistently reveals that instructors often operate with implicit biases, leading to unequal participation among students. To effectively support a diverse group of students, teachers need to think about how to manage engagement and encourage inclusive participation equitably. A suggested method for achieving this is cold calling, in which students are prompted to respond even if they have not raised their hands. While this method can promote beneficial classroom dynamics, it is also increasingly acknowledged as a potential trigger for student anxiety— especially among those already dealing with stress from stereotype threats or other learning obstacles (Metzger & Via, 2022).

The lottery-based name selection strategy has several limitations. A significant drawback is its failure to consider the readiness or comprehension levels of students, which might lead to them being called upon even when they are unprepared or struggling with the material. This can lead to unproductive responses and missed opportunities

for deeper learning. Furthermore, the unpredictable nature of this approach might bypass students who are willing and ready to engage, thereby limiting their opportunities for meaningful participation. Additionally, the procedure can consume precious classroom time, as the lottery mechanism itself might involve extra steps that disrupt the flow of the lesson. Furthermore, this approach may not address the needs of shy or anxious students, who might feel overwhelmed or stressed by being randomly selected.

Action Research Questions

This research aimed to improve students' comprehension skills in English discussions using lottery-based name selection during the school year 2024-2025 at a public high school in Ozamiz City. Specifically, it will seek answers regarding students' comprehension:

What is the level of students' comprehension skills in English discussions before the strategy is implemented?

What is the level of students' comprehension skills in English discussions after the strategy is implemented?

Is there a significant difference between the levels of students' comprehension skills in English discussions before and after the strategy is implemented?

Action Research Method

Research Design

This quantitative study uses a single-group pretest-posttest design to examine how a lottery-based name selection system affects students' attention skills during classroom discussions. The study aims to investigate whether the lottery system improves students' comprehension. The researchers will measure students' comprehension skills using pre-test and post-test assessments. This will allow for a comparison of their progress after the lottery system is introduced.

Site

The study was conducted at a public high school in Ozamis City during the school year 2024-2025, which offers education from grades 7 to 10, as well as Senior High School. The study specifically focused on the English subject, taught to a heterogeneous group of students, encompassing a wide range of abilities. The school is made up of two four-story buildings, along with a two-story structure dedicated to educational and administrative purposes. A notable feature of the institution is the management building on campus, which houses the faculty and staff to facilitate efficient administrative functions. The principal is conveniently situated close to the entrance and exit gates. The school also includes a literacy hub designed to support students in developing reading and writing skills. Additionally, a Digital Learning Resources Center enhances the availability of modern learning tools and materials for students. For extracurricular activities, the school features a stage in front of the flag-raising ceremony area. Other practical spaces include a washstand area for hygiene, as well as specialized vocational buildings for welding and cookery, which provide hands-on learning opportunities for students.

Participants

The participants of this study are Grade 8 junior high school students in one of the public schools in Ozamis City, selected through purposive sampling. These students were chosen based on their inclusion in a natural classroom setting, as the lottery system will be implemented across the entire grade level. The criteria for selecting the respondents in alignment with purposive sampling are as follows: (1) bona fide students at the public high school, (2) attended classes for at least six months during the academic year 2024-2025, and (3) willing to participate in the study.

Instrument

The following instruments will be used in the study:

a. **Compre-test.** The comprehension test is a test created by researchers to assess the comprehension abilities of students prior to and following the implementation of the strategy. It features 40 topics, including those from the fourth quarter, with an emphasis on paragraph construction. Five experts will evaluate the test, and it will be pilot tested with selected students who are not part of the study. It needs to achieve a Cronbach's alpha ranging from 0.7 to 1.0 to confirm its reliability. To evaluate the level of students' social skills, the following scale will be utilized:

Score	Level of Comprehension Skills	Remarks
19-20	90-100	Outstanding
18	85-89	Very Satisfactory
16-17	80-84	Satisfactory
15	75-79	Fairly Satisfactory
14-1	Below 75	Did Not Meet Expectation

b. **Lesson Plan**. The researchers created a lesson plan to integrate the lottery system into a structured framework to enhance students' social skills. Prior to implementation, the lesson plan was thoroughly reviewed by the cooperating teacher and revised by the student teacher. The strategy involves randomly selecting students using the lottery system and can be applied throughout the discussion as needed

c. **Digital and Traditional Lottery System.** The researcher employed both digital and traditional lottery systems to select students during discussions randomly. The digital method involved using tools such as the "Santa Ra "e" to ensure fair and engaging student participation. Meanwhile, the traditional method consisted of drawing names from a box, maintaining a hands-on and straightforward approach to random selection.

Data Gathering Methods

A. Pre-Implementation Phase. The researchers will request permission from the principal of Labo National High School to conduct the study. The data collection will begin after all required approvals are secured. The aim is to reduce student anxiety by framing participation as an impartial process while also encouraging preparation and attentiveness, since students will not know when they will be selected. Based on the lesson plan devised by the teacher, assessments will also be prepared during this phase.

B. Implementation Phase. The researchers will discuss the lesson using a lottery system in the classroom. Clear instructions will be provided for the students regarding the lottery system and its use in assessments. After a month of implementing this strategy, a comprehensive assessment will be administered to evaluate its effectiveness. This assessment will measure not only the students' understanding of the lesson content but also their engagement and participation levels throughout the process.

C. Post-Implementation Phase. The post-implementation phase involves concluding the study, making recommendations, proofreading, editing, and finalizing the research. Additionally, it includes the appropriate sharing of the research findings with a specific audience.

Ethical Consideration

The researchers obtained informed consent from all participants, ensuring that they were fully aware of the study's procedures and any potential risks involved. Participants were informed that their involvement in the study was voluntary and that they had the right to withdraw at any time without penalty. To ensure ethical standards, participants were assured that all information collected would be kept confidential. Their identities would remain anonymous, and no personal identifying information would be used in the presentation or publication of the results.

Additionally, the researchers emphasized that the data collected through the study would be used for academic purposes, specifically for assessing the effectiveness of the lottery-based name selection system in increasing student participation in classroom discussions. Importantly, the results of the assessments would not be used in any way that could negatively impact on the participants, such as in their academic evaluations or school records. This commitment to confidentiality and ethical data handling was emphasized throughout the study to maintain trust and ensure participants felt comfortable sharing their honest opinions.

Data Analysis

The researcher used MiniTab software, and employed the following statistical tools:

Frequency and Percentage. These were used to identify the level of performance of students before and after the use of the lottery-based name selection.

Mean and Standard Deviation. These were calculated to determine the central tendency and variability of the students' scores before and after the strategy.

T-Test. This tool was used to explore the significant difference in students' performance before and after the use of the lottery-based name selection.

RESULTS AND DISCUSSION

Before the Implementation of the Lottery-based Name Selection

Table 1 presents the level of students ' engagement in English discussion before the implementation of the lottery-based name selection strategy. The overall finding indicates that all students (n = 25, 100%) fell under the "Did Not Meet Expectation" (DME) category. The mean score was M = 13.20 with a standard deviation of SD = 4.09, suggesting a consistently low performance level among the students.

The uniformity of scores, with all students scoring within the DME range (1–23), highlights a critical issue in students' prior performance. The absence of any student meeting even the "Fairly Satisfactory" level (4–27) implies that the traditional method of conducting discussions was ineffective in promoting understanding or engagement.

In multi-grade classrooms, traditional teaching methods often struggle to meet diverse learning needs. Gamification, which adds game-like features to lessons, has shown promise in improving student engagement and information retention. These strategies have been effective in increasing student involvement. Therefore, this action research recommends using gamification in multi-grade classrooms to improve learner participation, collaboration, and overall engagement, especially when these approaches align with students' individual needs

(Linet et al., 2024). Traditional teaching methods may no longer serve diverse learners well. The apparent lack of engagement and understanding before the intervention indicates a strong need for new teaching methods. Using structured, interactive techniques like random participation tools and gamification could help close learning gaps, especially in classrooms with students of varying ability levels. Furthermore, these results highlight the importance of professional development for educators to help them adapt to more inclusive and responsive teaching methods.

Table 1. Level of Students' Comprehension in English Discussion Before the Implementation of the Lottery-based Name Selection

Comprehension	Frequency	Percentage	M	SD
Did Not Meet Expectation (DNME)	25	100	13.200	4.093
Overall	25	100	13.200	4.093

Note: Scale: 34-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 1-23 (Did Not Meet Expectation)

After the Implementation of the Lottery-based Name Selection

Table 2 presents the level of students' comprehension in English discussion after the implementation of the students ' name-based selection strategy. The findings show a significant improvement in students' performance. The mean (M) is 32.84, and the standard deviation (SD) is 9. This suggests a shift from the "Did Not Meet Expectation" level seen before the intervention to better comprehension levels.

Out of the 25 students evaluated, the largest segment (n = 12, 48%) achieved a score in the "Very Satisfactory" (VS) category, with a mean score of M = 32.08 (SD = 0.7). This was followed by 10 students (40%) who reached the "Outstanding" (O) level, achieving a mean of M = 34.80 (SD = 0.79). The remaining three "students (12%) attained the "Satisfactory" (S) level, with a mean of M = 29.33 (SD = 0.58). Remarkably, "no students "ell within the "Fairly Satisfactory" or "Did Not Meet Expectation" categories, which was a "change from the previous" assessment.

The evidence indicates that the strategy of selecting names through a lottery had a beneficial impact on students' comprehension during discussions in English. The rise in average students' performance and the shifting of students into higher performance categories not only demonstrates better understanding but may also reflect heightened engagement and accountability. The decrease in standard deviations across all groups further suggests a level of consistency within each performance category.

The research focuses on "Classroom participation techniques" and "students 'earning in English" (Rai, 2022). The educational technique of gamification proves effective for student engagement and better learning results. The combination of students' wards, challenges, and competition elements in gamification produces an interactive learning space that enhances student engagement. The correct implementation of this approach leads to increased student motivation, achievement satisfaction, and activation. Through this approach, learners develop goal-oriented motivation which drives them to stay focused until they reach their targets (Jack, Alexander & Jones 2024).

Gamification's use for English language learning has been steadily increasing. Studies show it can increase learner inspiration and support cognitive functions. It promotes greater student engagement and improves mental skills like focus, retention, and other cognitive processes (Al-Khresheh, 2025). Interactive methods, such as the lottery-based name selection, reinforce grasping and are particularly effective in language-based classes. The improvement demonstrates that students need to take responsibility and be prepared. The consistent results across different schools indicate that differentiated instruction helps create an equitable learning environment for all students. Schools need to evaluate their current learning programs while implementing techniques to promote women's participation to achieve better academic results. Educators who plan upcoming training and curriculum programs should consider these strategies as essential components.

Table 2. Level of Students' Comprehension in English Discussion After the Implementation of the Lottery-based Name Selection

Comprehension	Frequency	Percentage	M	SD
Outstanding (O)	10	40	34.800	0.789
Very Satisfactory (VS)	12	48	32.083	0.793
Satisfactory (S)	3	12	29.333	0.577
Overall	25	100	32.840	1.993

Note: Scale: 34-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 1-23 (Did Not Meet Expectation)

Before and After the Implementation of the Lottery-based Name Selection

Table 3 presents the difference in students' comprehension in English discussions after the implementation of the lottery-based name selection strategy. The primary goal of this analysis was to determine whether there was a statistically significant improvement in students' comprehension levels following the instruction.

The results show a highly significant difference between the two conditions. The mean score before the intervention was M = 13.20 (SD = 4.09), while the mean score after the intervention increased substantially to M = 32.84 (SD = 1.99). The t-test result indicates a significant difference (t = -23.31, p = 0.000), leading to the rejection of the null hypothesis (Ho), which states that there is no significant difference in students' comprehension before and after the intervention.

The significant p-value (p < 0.01) confirms that the lottery-based name selection strategy had a highly positive effect on students' comprehension during English. A significant increase in mean scores, coupled with a smaller standard deviation post-intervention, suggests not only improved overall performance but also greater consistency in students' understanding. There are no non-significant variables in this table, as the only p-value presented is less than 0.05, indicating significance.

Gamification can boost student engagement, involvement, and overall contentment (Moldez, Crisanto, Gian, Maranan, & Figueroa, 2024). Gamification, which entails the use of game-like elements to boost user motivation

and engagement, was examined in a study that integrated features such as badges, leaderboards, and progress bars into Moodle. By utilizing Moodle analytics, the researchers monitored student interactions—such as course views and forum posts—to evaluate engagement levels throughout the course. The findings revealed a 28.86% completion rate and generally positive feedback from participants. The study concluded that gamification positively influences learner motivation, participation, and satisfaction. It also contributes to the evolving discussion on innovative teaching strategies, highlighting gamification as an effective tool for fostering dynamic and meaningful online learning experiences, particularly in the Philippines and similar educational contexts (Moldez, Crisanto, Gian, Maranan, & Figueroa, 2024).

The statistically significant improvement in comprehension supports the integration of interactive and gamified strategies, such as lottery-based name selection, in traditional classroom settings. The consistent performance gains across students suggest that such strategies are not only practical but also equitable, benefiting learners across different achievement levels. This indicates that structured randomness in participation can reduce student anxiety, increase accountability, and motivate learners to engage more deeply with lesson content. These results also support the broader application of gamification in classroom settings to enhance comprehension, retention, and participation, especially in contexts where learner engagement has traditionally been low. Educators and administrators are encouraged to explore similar evidence-based techniques to improve academic outcomes and foster inclusive learning environments.

Table 3. Difference in Students' Comprehension in English Discussions Before and After the Implementation of the Lottery-based Name Selection

Variables	M	SD	t-value	p-value	Decision
Before Lottery-based Name Selection	13.200	4.093	-23.31	0.000	Reject Ho
After Lottery-based Name Selection	32.840	1.993			

Ho: There is no significant difference in students' vocabulary in English Discussions Before and After the Implementation of the Lottery-based Name Selection

Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); *p>0.05 (Significant); p>0.05 (Not Significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study aimed to enhance students' comprehension skills during English DST. Many learners find it challenging to participate in English classes because they struggle to understand the questions asked or the lessons delivered in English, which negatively impacts both their comprehension and academic performance. The primary goal of this research was to examine the effectiveness of using a lottery name-based selection strategy to improve the comprehension levels of Grade 8 students.

Previous research emphasizes the advantages of random calling in enhancing student participation, retention,

and comprehension, as it prompts all students to engage actively and be ready, understanding that they might be called upon at any moment. However, there is limited research on the lottery name-based approach, particularly regarding the potential pressure it may place on students when asked to respond.

The study was carried out during the 2024–2025 school year and involved 25 Grade 8 students from a public school in Ozamis City, selected through purposive sampling. These participants were chosen because they were part of a natural classroom setting where the lottery system was to be applied across the entire grade level. The research followed a practical action research approach, using pre-tests, post-tests, and the lottery system to evaluate students' comprehension during English lessons.

Findings

The following were the study's key findings:

1. Students had low English comprehension skills before implementing the lottery-based name selection strategy. This highlighted the need for an intervention.

2. Students showed a significant improvement in English comprehension following the implementation of the lottery-based name selection strategy. This shows the effectiveness of the intervention in enhancing their comprehension levels.

3. Students showed a significant improvement in English comprehension after the implementation of the lottery-based name selection strategy. This confirms the effectiveness of the strategy in improving both performance and consistency in students' understanding.

Conclusions

The study's results lead to the formulation of the following conclusions:

1. Before using the lottery-based name selection method, students showed a very low level of understanding in English discussions. With all 25 students in the 'Did Not Meet Expectation' group, it is evident that the current Expectation method does not help students comprehend or participate.

2. After implementing the lottery-based name selection method, there has been a clear improvement in students' understanding during English discussions. Students remain in the lower groups, showing that the method effectively increases student engagement, comprehension, and overall academic performance.

3. There is a highly significant advancement in students' comprehension in English discussions, implementing the lottery-based name selection method. This shows that the method has a considerable positive influence on their understanding.

Recommendations

1. Educators and interested parties are looking for more engaging and inclusive methods, like choosing names through a lottery system, to encourage active involvement. Using activities such as guided group discussions, think-pair-share methods, and different types of questions based on students' skill levels may help close comprehension gaps and improve meaningful engagement.

2. Teachers and instructional leaders use similar interactive engagement techniques in their teaching. Suggested activities include cold calling with randomized tools, peer questioning, and structured academic dialogues. These methods promote fair participation and motivate all students to become prepared and engage actively in learning activities.

3. School administrators and English coordinators set up workshops to help teachers learn how to use random participation techniques effectively. Suggested classroom activities include question-and-answer cycles, name drawing recitations, and interactive discussions, giving every student an equal chance to participate. These methods aim to improve readiness, boost confidence, and promote fair participation among students.

4. For new researchers, it would be helpful to investigate the long-term effects of randomized participation strategies on student engagement and academic performance. Future studies could also examine teachers' views and the practical challenges of teachers' strategies in different classroom settings.

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