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The Impact of Project Based Learning on Enhancing Prospective Tour Guides' Oral Performance

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ABSTRACT

The present study aimed at investigating the effect of using a PBL approach in promoting oral performance skills of prospective tour guides. The study adopted the quasi-experimental one group pre-post administration design. Twelve second-year students major tour guidance department, Al-Alson high Institute for Tourism. The study begins with a review of the literature and previous studies dealing with oral performance and Project Based Learning approach. Instruments of the study included needs analysis to determine the subskills of oral performance that were commonly needed by tour guides students. A designed pre-posttest was done by the researcher and oral performance skills list. A training proposed program based on Project Based Learning approach was designed by the researcher. The researcher also designed a satisfaction questionnaire and an oral scoring rubric. The participants were submitted to an oral pre and posttest. The results were analyzed quantitatively by using Wilcoxon Signed-Ranks Test and qualitatively. The results revealed that Project Based Learning approach was highly effective in enhancing prospective tour guides' oral performance skills. Eventually, recommendations and suggestions for further research were presented.

Keywords: Project Based Learning, Oral performance, prospective tour guides Egypt

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مستخلص البحث

يهدف البحث إلى دراسة أثر تطبيق منهج التعلم القائم على المشروعات على تنمية الإداء الشفهي لدى طلاب الإرشاد السياحي. تبنت الدراسة التصميم شبه التدريبي بمجموعة بحث واحدة مع اختبار قبلي وبعدي. تضمن البحث عينة عشوائية من ١٢ طالب من الفرقة الثانية بقسم الإرشاد السياحي، معهد الألسن العالی للسياحة. تبدأ الدراسة بمراجعة الأدبيات و الدراسات السابقة التي تتناول المنهج القائم على المشروعات و الأداء الشفهي. أعتمدت الدراسة على مجموعة من الأدوات التي صممت من قبل الباحثة و هي: اختبار الأداء الشفهي القبلي و البعدي، مكونات الأداء الشفهي كدليل لتصميم الأدوات، نموذج معايير تقييم المهارات الأداء الشفهي البرنامج المقترح لمقرر اللغة الإنجليزية للإغراض المتخصصة، الاستبيان لقياس مدى رضا الطلاب على برنامج المقترح. وقد خضعت العينة على تطبيق الاختبار القبلي و البعدي. ثم تم تحليل نتائج الدراسة كميّاً بتطبيق اختبار ويلكوكسون للرتب للمجموعة الواحدة وأيضاً كميّاً. وأوضحت النتائج أن البرنامج المقترح ذو فاعلية كبيرة في تطوير مهارات الأداء الشفهي لطلاب الإرشاد السياحي. وأختتم البحث بمجموعة من التوصيات والمقترحات للأبحاث المستقبلية.

الكلمات المفتاحية: الأداء الشفهي، المنهج القائم على المشروعات، طلاب الإرشاد السياحي، مصر.

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Introduction

A foreign language is taught and learned for successful communication and academic purposes as well as it is conducted in distinctive styles and forms. Among these forms is English for Specific Purposes (ESP). People express their views and feelings via the use of language. Therefore, language connects cultures and is a way of communication that enables people to understand each other from around the world.

In the tourism sector, the English language has become the crucial language of way communication. Mastering foreign language skills is necessary for people working in the tourism sector, as it is the way for communicating with tourists and understanding diverse cultures, and for increasing employees' job opportunities in this international industry (Leslie & Russell, 2006). Therefore, it is very vital to teach and learn English which is required for communication and interaction among tourists from various cultures.

Teachers must be aware of their students' prior speaking experience in order to teach them how to speak. Consequently, English Instructors should communicate in the target language with their students according to different life situations. By doing this, we encourage them to use English language in their daily situations and with tourists.

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Oral Performance plays a vital role for all tourism students especially prospective tour guides. English Instructors need to use different methods of teaching English as purposes to develop their students' oral performance to use in their future workplaces. Prospective tour guides who are good communicators with tourists create a great impact on foreigners. In workplace situations, oral performance in English for tourism will be specific and appropriate to the professional context. Consequently, the goal of ESP instructors is to encourage oral interactions and oral performance in real life situations that learners will most likely face in tourist destinations with their guests.

There are many studies and approaches that aimed at promoting oral performance of prospective tour guides as well as enhancing their academic and requirements to be a good tour guide. Most of these studies' results cannot be applied. Consequently, this research presents another approach, Project Based Learning that is utilized to develop oral performance with Tourism students, particularly prospective tour guide students. PBL is a learning approach in which doing a project is the core of the learning process.

Project-based learning is an instructional approach that centered the learner in the learning process. Learning more about a real problem and researching to solve a challenging authentic project that requires creativity and preparation on the part of the student (Dimmitt, 2017). Moreover, PBL defined as “an approach to instruction that teaches curriculum comprehension via a project” (Bell, 2010, p.41). Through research evidence, the importance of integrating PBL into the English language has a significant impact on developing learners' oral performance skills. Therefore, learners have the opportunity through PBL to use language appropriately according to natural context and involve in meaningful activities which require real language use.

Context of the Problem

Prospective tour guide students in Egypt suffer from an inability in oral proficiency that makes them lack self-confidence, are not fluent, fail their oral tests, are afraid to speak in English, and transmit language anxiety and shyness to their guests in their field training. Therefore, a serious need for making prospective tour guides effective speakers in the English language.

In fact, tour guide students at the tourism Institute in Egypt since it is taught as a first language in extreme need to be qualified in using English proficiency could be done through using PBL. Since their curriculum should improve their oral performance and use different methods and approaches such as PBL. By integrating with their English course PBL to enhance their oral performance they can be learning by experience, and build on their previous knowledge to construct new knowledge that they can apply in their future workplace. That will help them link their knowledge to their workplace and allow them to build a good rapport with their guests.

As shown above, highlighted the poor oral performance skills among prospective tour guides at Al Alson High Institute and there are no training programs that develop their oral performance. Moreover, they will not have the opportunity to improve their English Language skills for their future work. Subsequently, the present study attempts to enhance their oral performance skills by utilizing a proposed program based on Project Based Learning approach (PBL).

The Pilot Study

The researcher conducted an oral performance interview with a group of second-year students Tour Guidance department to assess their oral performance skills. The results indicated that most of the students lack oral performance skills. The questions focused on their major weaknesses were shyness, self-confidence, and oral performance skills. Furthermore, the results showed that their problems concerned with the characteristics of prospective tour guides according to oral performance such as thinking in Arabic, cannot express themselves in English, making grammatical errors,

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anxiety, and cannot communicating well in English. They also cannot speak in English with their guests during field training. It was observed by the researcher in her work in Al- Alson High Institute for tourism and hospitality. That is clear that their lack of oral performance affects their performance in oral tests and during the English section. The researcher noticed that they feel awkward, nervous, and discouraged. Further, they claim that their future work will not be able to accept them because of their accent and they have a problem dealing with foreign tourists in their field training.

Furthermore, the researcher conducted a group discussion with second-year students major tour guidance who shared their problems in communicating in English as follows:

1. Students feel anxious when they asked to answer orally, present, ask questions and give an answer in a meaningful sentence.
2. Students are unable to express themselves, to speak easily and effectively.
3. Students could not have the ability to form appropriate meaningful sentences in front of others.
4. Lack of materials, labs, and textbooks that develop their oral performance and speaking skills.
5. They cannot communicate in English with tourists in their field training.

Statement of the Problem

There is a gap between what prospective tour guides learn in their undergraduate classes and what their future work requires in the field of tourism. The prospective tour guides have poor of oral performance in English, and they also lack communication with foreign tourists. This leads to many obstacles that they face during their field training and their first few years as tour guides. This may be caused by the gap between the contexts and the real-life situations and the lack of appropriate courses to develop oral communication or performance skills. Subsequently, the researcher

proposed the PBL approach in order to promote prospective tour guides' oral performance skills.

Research Questions

The researcher attempts to answer the following questions:

1. What are the features of an English course to enhance prospective tour guide students' oral performance?
2. What are the oral performance skills of current students "tour guide students" that need to develop?
3. What is the effect of a Project-Based Learning course on enhancing prospective tour guides' oral performance?
4. To what extent are prospective tour guides satisfied with the PBL program?

1. Aims of The Study

1. Identifying the appropriate oral performance skills for prospective tour guides.
2. Developing tour guides' student oral performance through PBL.
3. Enhancing English classes environment in tourism courses through applying PBL.

Significance of the Study

For learners: The study emphasizes the importance of implementing PBL in ESP courses to enhance prospective tour guides' oral performance skills in Egypt.

For instructors: The study may give them views to integrate the proposed program to enable them to present learners with a more "realistic" environment to improve learners' oral performance. Hence, instructors can create an authentic environment that mimics real-life situations.

For curriculum developers: They can utilize results when they design other ESP courses for tour guides.

Definition of Terms

- Project Based Learning (PBL)

PBL can be defined as "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (Moss & Van Duzer, 1998, p.1).

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Operational Definition of PBL

PBL is a group of Tour Guidance Department students, at Al Alson Higher Institute, who utilize various projects which chosen by students in learning English. They work as teamwork under main objectives, communicate together, share information, and give peer feedback. This positively reflects on their oral performance skills and motivate them to engage more and increases self-confidence.

•Oral Performance

According to Namaziandost, Abdy Saray, and Rahimi Esfahani, 2018, for most people, the ability to speak a language is the same as the understanding that language since speech is the most main means of human communication.

Operational Definition

Oral performance defined as the prospective tour guides' being able to express themselves orally to their specialization via using PBL to promote their oral performance skills.

•Tour Guide

The performance of a tour guide is in practice founded based on the functions that tourist guides fulfill. Aside from managing and arranging tours for tourists, they would also possess a massive amount of knowledge about a particular destination (Hwang & Lee, 2019).

Operational Definition

In this study prospective tour guides are the second-year students at Al Alson Higher institute.

Hypotheses

1. There would be a statistically significant difference between the mean score attained by the study participants on the pre-post administrations of the test overall score on oral performance skills in favour of the post-administrations.
2. There would be a statistically significant difference between the mean scores attained by the study participants on the pre and post administrations of the test in each of the oral performance sub-skills in favour of post-testing/ administration.

3. Study participants would be satisfied with the proposed program based on Project Based learning approach.

Delimitations of the Study

This study was delimited to:

1. A group of second-year, Tour guidance major students at Al-Alson Higher Institute of Tourism, Hotels, and Computer Science (Cairo).
2. The four stages of implementing the PBL in oral performance depended on the kind of activities and topics chosen by the study participants in the proposed program.
3. Students were examined on their English-speaking level.
4. Oral Performance components are essential for the participants.
5. Oral communicative activities are appropriate for the study participants.

Literature Review

First Section: PBL (Project Based Learning)

Puangpuni, N. (2021) stated that PBL is an active learner-centered form of instruction that is based on constructive investigation, learner's autonomy, collaboration, communication, and reflection on real-life situations via providing the learners with real problems or a certain situation and encouraging them to carry out the solutions. PBL provides opportunities for learners to learn by working on collaborative and communicative projects (Choi, Lee & Kim 2019). Learners are required to work in groups and with peers on different activities in an authentic context while working on projects to present their outcome presentation.

In the same direction, Bas & Beyhab (2010) define PBL as a current trend in learning methods that allows students to get the most learning outcome through an in-depth investigation process on the topic. Project Based Learning is a learner-centered approach that views language in a communicative way that purposes to provide opportunities for learners to master language skills through activities designed to involve learners in the practical and natural use of language for meaningful contexts.

Theoretical Background

Project Based Learning (PBL) is considered one of the recent constructivist pedagogy practices. The constructivist pedagogy philosophy informs project-based learning as an educational approach. It changes the education system from a teacher-centered to a student-centered approach by developing an educational curriculum that emphasizes greater on projects rather than classroom lectures. Consequently, the learner is the main part of building knowledge. Learners construct and demonstrate their knowledge in project-based learning by communicating and interacting with peers and working together on activities that are integrated into real-life situations.

The basis of Project Based Learning approach is not new. Early in the 1920s, Kilpatrick was promoted to project-based learning (Sunbul, 2007). He viewed that such instruction or approach in teaching should contain four elements: judging, planning, execution, and purposing (Foshay, 1999). Moreover, Foshay emphasized that involving learners in purposeful activities and tasks that they support to plan, select, implement, and reflect/evaluate facilitates learners' learning and helps them solve real problems and obtain the skills and judgment necessary to function as adults in a democratic society. It is efficient to develop a new instructional approach that reflects the environment learners live and learn (Ozdemir, 2006).

Features of PBL

Among educators and researchers who studied the PBL approach in teaching its characteristics seem to be reliable. Simpson (2011) mentioned in his research that the following are common features of PBL:

- complex, long-term investigations are challenging.
- a student-centred learning activity in which the student's role is to plan, complete and present the project.

- student interests which become the centre of the project and the learning process such as challenging questions, problems, and real-life situations or topics.
- the role of a teacher is focused on -directed activities.
- The whole process in the classroom is based on regular feedback from peers and facilitators, and an opportunity to share resources, and ideas.
- One assessment in both the process of working from the first stage to the last stage and the final project.
- environment emphasized on collaborative learning rather than a competitive one.
- the use of a diversity of skills such as social skills and communication skills.
- the final production of meaningful projects that can be shared with peers, teachers, and specialists in a public presentation.
- the use of authentic resources and, technologies.
- a collaborative learning environment rather than a competitive one.

Importance and the Impact of PBL

A PBL plays a vital role in improving prospective tour guides' leadership skills, communication skills, and time management as well as improving their oral performance skills by applying authentic projects. It is also observed that PBL developed tour guide students' presentation skills, commitment to do projects, and personal abilities. In PBL students presented their projects in front of others which helped them to increase their self-confidence to speak. An authentic environment that facilitates students to practice oral performance easily and fluently.

Second Section: Oral Performance of Prospective Tour Guides

Definition of Oral Performance

Oral language means the ability to listen and speak. These vital daily oral skills can be improved with proper learning and practice. Oliver and Philp (2014) defined oral communication as "the speaking and listening that occurs in real-time (i.e., in the

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present) in communicative exchanges (i.e. interactions) (p.5). Furthermore, Prachanant,(2012) conducted research on language usage in the tourism industry and stated that speaking skills and oral communication perceive more consideration in developing students' language skills. There are various definitions of oral performance (oral communication and speaking skill) According to, Astuti, (2013) clarified that oral performance is an important skill in learning a foreign language. Success of second language communication teachers should encourage learners to experience communicative language situations so that learners will learn how to improve their oral accuracy and fluency which are very vital and express their own opinions easily. According to Badr& D. Ibraim, (2022) defined oral proficiency in their study as STEM students' capacity to produce well-developed presentations with a natural flow of understandable thoughts, grammar accuracy, and clarity. Pronunciation, as well as a logical flow of ideas delivered at an appropriate speed and without gaps or hesitations.

Oral Activities in PBL

A variety of activities that are project based can be utilized to developing students' oral proficiency. Some of these activities are focused on technology projects such as electronic project based learning (Elsadek,2020) and e-portfolio (Ibrahim, 2020). According to the researcher's point of view, there are many speaking projects or activities that can be applied in PBL approach such as oral proficiency interviews, oral presentations, posters, acting, debates, role play, English speaking activities, and speaking games.

Research Design

The current study applied a one-group pre-posttest quasi-experimental design. The prospective tour guides' oral performance was analyzed through the implication via quantitative methods and qualitative analysis of the results. This indicates the validity of the proposed program. Differences in mean scores between the pre-administration and post-administration were calculated by using Wilcoxon Signed-Ranks Test.

Participants

Twelve (3 males) and (9 females) second-year students were randomly selected from Al-Alson Higher Institute of Tourism, Hotels and Computer Science (Cairo), Tour Guidance department. Forming one quasi-experimental group during the summer course (June-July) (2021- 2022).

Instruments of the Study

The current study relied on various instruments, including

A. Needs Analysis

Before testing each student, the researcher asked an open ended interview question: "What challenges and faces you in English oral performance as you are a prospective tour guide?". This was an informal question to ensure that the designed program would be based on chosen oral performance skills that were provided to the actual needs of the learner.

B. A list of oral performance skills

An initial step toward achieving this aim was to identify oral performance skills that were required and necessary for prospective tour guide students to master. The list consisted of five main oral performance skills that were provided with a brief description of each skill. A rating scale includes four alternatives: very appropriate, somewhat appropriate, not appropriate, and additional remarks.

C. A designed oral performance pre-post skill test

To answer the study's third question, "To what extent will the program depend on the Project-Based Learning approach to enhance prospective tour guides' oral performance?" The researcher established a pre-post oral performance skills test that was adapted from different studies and theses. A quasi-group was tested before the application to identify the study participants' oral performance levels. At the end of the experimentation, the same group was taken the same oral performance test to prove the impact of PBL to promote their oral performance skills. The test consists of three parts; the first part is about personal situations; the second part is describing pictures related to the major of the study participants and

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the third part is situational questions; each question is based on the topics of the proposed program.

D. An Oral Performance scoring rubric

The rubric consists of five criteria; each is scored from (1-the least mark) to (4-the highest mark) according to the participant's performance. These are as follows Fluency, Grammar, Vocabulary, Pronunciation, and Content.

E. A satisfaction questionnaire

A satisfied questionnaire consists of 4 domains and 14 items with a 5-point Likert scale for each item. The responses ranged from 1 (strongly disagree) to 5 (strongly agree). The study participants filled out the satisfaction questionnaire at the end of the PBL program.

Results

Results are discussed in terms of the study hypotheses

First Hypothesis: "There would be a statistically significant difference between the mean score attained by the study participants on the pre-post administrations of the test overall score on oral performance skills in favor of the post-administrations." To verify this hypothesis, Table 1 shows the significance of differences between pre and posttest.

Table 1

Overall oral performance skills

Overall oral performance skills	Measurement	Number	Mean	S. D	Z Value	Sig.	Effect Size
overall	Pre	12	1.13	0.246	2.807	0.005	0.810 large
	Post	12	3.53	0.327			
Fluency	Pre	12	1.05	0.158	2.816	0.005	0.813 large
	Post	12	3.45	0.405			
Grammar	Pre	12	1.13	0.317	2.831	0.005	0.817 large
	Post	12	3.40	0.337			
content	Pre	12	1.13	0.177	2.840	0.005	0.820 large
	Post	12	3.65	0.316			
Pronunciation	Pre	12	1.18	0.313	2.831	0.005	0.817 large
	Post	12	3.48	0.399			
Vocab	Pre	12	1.18	0.334	2.812	0.005	0.812 large
	Post	12	3.68	0.392			

Table (1) shows, that there is a highly significant difference between the scores of the participants in the pre-test. Hence, it could be concluded that there is a highly significant difference between the mean scores of the study participants on the pre- and post-oral performance test regarding the development of “the program’s overall oral performance skills” in favor of the posttest scores.

Second Hypothesis: “There would be a statistically significant difference between the mean scores attained by the study participants on the pre and post administrations of the test in each of the oral performance sub-skills in favor of post-testing/administration.” To verify this hypothesis, Table 2 shows the significance of differences between pre and posttest. Results for the second Hypothesis in sub-skills of the oral performance skills test.

Table 2

Results for the first Hypothesis in sub-skills of the oral performance skills test

Sub-skills of oral performance skills	Measurement	Number	Mean	S. D	Z Value	Sig.	Effect Size
Fluency	Pre	12	1.05	0.158	2.816	0.005	0.813 large
	Post	12	3.45	0.405			
Grammar	Pre	12	1.13	0.317	2.831	0.005	0.817 large
	Post	12	3.40	0.337			
content	Pre	12	1.13	0.177	2.840	0.005	0.820 large
	Post	12	3.65	0.316			
Pronunciation	Pre	12	1.18	0.313	2.831	0.005	0.817 large
	Post	12	3.48	0.399			
Vocab	Pre	12	1.18	0.334	2.812	0.005	0.812 large
	Post	12	3.68	0.392			

Table (2) shows that there is a highly significant difference between the mean scores of the study participants in subskills of the pre and post for oral performance test regarding the development of the “sub-skills of oral performance skills” in favor of the post-test scores. Third Hypothesis: “Study participants would be satisfied with the proposed program based on Project Based learning

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approach.” To verify this hypothesis table (3) indicates the results of the satisfaction of the study participants on the proposed program.

Table 3

The descriptive statistics of the participant's Overall satisfaction with the PBL proposed program would develop their oral performance skills

	N	Mean	S. D	Percent
1- The content of the program met my needs in my field.	12	4.80	0.422	96%
2- The content of the program increased my motivation and interest in the lesson.	12	4.90	0.316	98%
3- Learning through projects improved my cooperation and put me in real-life experiences	12	4.80	0.422	96%
4- Activities used in the content are up to date for my needs.	12	5.00	0.000	100%
5-The instructor made the lesson as interesting and effective as possible.	12	5.00	0.000	100%
6- I felt motivated when working on a project group to accomplish the assignments.	12	4.90	0.316	98%
7-The instructor demonstrated appropriate and effective teaching strategies.	12	4.90	0.316	98%
8-The learning environment created a safe atmosphere among all the participants.	12	4.80	0.632	96%
9-The learning environment has facilitated interaction among the participants.	12	4.80	0.422	96%
10-Working in groups was a great learning experience via Project Based Learning.	12	5.00	0.000	100%
11- Project Based Learning created an authentic learning environment in which I felt comfortable.	12	4.80	0.422	96%
12- I felt more confident when speaking in front of my classmates.	12	4.90	0.316	98%
13-Activities of the lessons pushed me to speak.	12	5.00	0.000	100%
14-The oral class had an impact on developing my fluency, vocabulary, grammar, and communication.	12	4.80	0.422	96%
Total		4.89	97.7%	

As shown in table (3), there is a high level of participants' satisfaction, as the results showed high percentages for each item on the scale. It occurred in the range between (96- 100) %, which indicate high rates, showing the extent of participant satisfaction with the proposed PBL program. It can be concluded that the

participants believed that the proposed program helped them to promote their oral performance skills. Moreover, they indicated that learning environment and activities affect the development of their content, fluency, vocabulary, fluency, and grammar affected. The study participants also felt enthusiastic to use PBL projects to enhance their oral performance skills and enjoyed using videos and integrating technology in their presentations.

Findings of the Study

The study's findings can be summarized in the following: The use of the PBL approach reflected on the activities and tasks that were based on collaboration and participation were significant features to enhance prospective tour guides' oral performance skills. Using work groups in projects and activities motivated participants to follow the four stages of PBL. Following the four stages of PBL improved participants' organization of thoughts and helped them to talk. In addition, participants created their oral projects by collecting information, following the four stages of PBL, and making videos for themselves or recording themselves. Thus, participants had many opportunities to practice their grammar, fluency, vocabulary, and content. Moreover, the use of PBL, which appeared in oral presentations and communicative activities makes prospective tour guides realize that the importance of cooperative learning is more effective for their oral performance. Their self-confidence increased by applying different types of PBL projects. The feedback after each session and after each project assignment reflected their oral performance skills progress. Besides, learning through projects improved leadership skills among participants. Furthermore, their feedback about communication with tourists increased through PBL projects. It gives communicative opportunities such as involving, sharing, dealing with problems, imitating and reflecting. In addition, sharing their experiences appeared in working in groups allowing the participants to express themselves freely, developed learning outcomes, and increased responsibility for their learning process. Applying projects that match participants' needs and interests has been efficient in improving participants' oral performance skills.

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Discussion

The current study aimed at identifying the impact of using Project Based learning program on enhancing prospective tour guides' oral performance skills. According to the participant's satisfaction with the proposed program, it revealed that PBL played a vital role in promoting their oral performance skills. PBL enhanced participants' learning environment by providing a communicative and authentic environment. Moreover, the potential for activities that are based on the project work to enhance better responsibility and self-confidence in the learning process and language learning.

The researcher examined the participants' reflections, discussions, and open-ended responses throughout the program. The PBL program sessions greatly affected the participants' oral performance components and how they were enhanced during the program. The two examples below show the difference in the participant's responses in the pre and post oral performance test. In the pre-test, the participants used to be hesitant about their answers. They tended to use simple short sentences and feel shy to talk in front of others. They used to use lots of gaps and pauses. From participants' answers used lots of gaps and pauses in their pre-test. He was asked to choose one from two real situations.

I think aaaa the activities tourists can do mmm there aaaa ride a horse. And I will Guide them to tour around this place..... we can go aaa....by bus to the pyramids.

I cannot aaaa speak English in front of Tourists.

In the previous example, the participant hesitated a lot. He also used many gaps and pauses. He could not rearrange the order of his thoughts and lacked the natural flow of language.

During the post-test, he was asked to act as if he is on a tour with his guests and choose two places to visit.

Ladies and gentlemen welcome to our AC company. My name is Hassan, and I am your tour guide today on your tours. We are going to visit two tourist destinations. The first place will be El

Moez Street, a famous old street in old Cairo. There are many mosques that we are going to have tours of there. These mosques show old Cairo's Islamic history. You can take photos and buy souvenirs. The second one, we are going to Cairo Tower, and we are going to have our lunch there.

During the post-test, the participant showed achievement in his ability to speak in English using a natural flow of language and in confidence. He explained his tour coherently and smoothly which reflects his progress in oral fluency and content performance components.

In addition, participants positive feedback to an opportunity to work in groups and apply for project work in learning English language reflected their progress during the program in oral performance skills. For instance, *“I have learned to be more responsible for my learning.”*, *“Our group had a great plan and a lovely spirit that helped us to present a perfect project.”*, *“I gained self-confidence while talking in English in front of my friends.”*, *“Working in groups developed my communication with others.”*, *“projects put us in real situations.”*, *“Using PBL reduced my worries in oral presentations because I had to practice more before the presentation time.”* Thus, participants had a positive perception of the current approach to language learning.

Overall Oral performance

Performing different projects and presentations throughout the program in groups increased the study participants' engagement and practice English language in a safe atmosphere. Furthermore, creating videos and virtual tours motivated them to talk and to live a real-life situation. The program developed their oral performance skills by providing activities focused on their interests and needs. Participants turned from listeners into active participants and talk freely, sharing their thoughts and their personal experiences fluently in order to accomplish their projects. The results of the study showed that the use of PBL has a high development in the study participants in overall and sub-skills of oral performance skills

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It appeared in fluency, the results revealed that there is a statistically significant difference between participants' scores on the pre and post-test. In the pre-test, the participants felt hesitant, shy, and could not express themselves in English. While in the post-test, they could speak fluently, their participation increased, and quickly.

In pronunciation, the results showed that there is a statistically significant difference between participants' scores on the pre and post-test. In Pretest, participants mispronounced most of the words which leads to a lack of understanding of their speech. While in post-test, pronunciation criteria progressed through an oral presentation and listening to recordings of native speakers. The instructor practiced her learners by letting them search and know new words related to each topic and listening to their pronunciation by using a dictionary.

As for Grammar, the results indicated that there is a statistically significant difference between participants' scores on the pre and post-test. Most of the participants showed their misuse of the correct tense through their answers in the pre-test and wrong forms of the verbs according to the tense in the context. While in the post-test, they became aware of the tense they are going to use during their discussion, oral projects, recording videos, and presentations. This is because of projects they had done according to context.

In Vocabulary, the results indicated that there is a statistically significant difference between participants' scores on the pre and post-test. Participants of the study did not know the new vocabulary to express their ideas in the pretest. Through the post-test, they could use vocabulary that was taught in sessions and their vocabulary varied because of their search in order to collect data for their projects. They felt confident, eager to share their ideas, and involved in many life situations.

Finally, in content, the results revealed that there is a statistically significant difference between participants' scores on

the pre and post-test. In the pre-test, some participants could not comprehend and talk according to the questions. Their answers were irrelevant to the questions. During the implication, they could form conversations according to the topic, make role play, and engage in different oral activities based on the topics.

Conclusion

Based on the current study's findings, the conclusion can be indicated in the following:

1. The utilization of PBL enhanced prospective tour guides' oral performance skills. This was obvious after administrating the post-oral performance test. In addition, the participant's progress throughout the implementation. Participants showed positive satisfaction with the proposed PBL program.
2. Using different types of projects in each lesson motivated and increased opportunities for the participants to present several presentations orally.
3. Considering the needs and interests of the learners promoted the learning process. It increased the involvement of the learners in the PBL activities which are based on collaborative and active learning. Thus, they feel their learning is more effective, meaningful, and authentic.
4. Applied different approaches and techniques to develop oral performance in teaching English as a purpose motivated and increased their enthusiasm to participate in the learning process through the learners' centred approach.
5. The use of different interesting activities, lessons, and kinds of projects with the participants during the implication is effective. It is more engaging and up to date with the needs of the participants to involve them in interesting oral activities and oral projects.
6. The use of lessons and PBL projects that focused on the participant's interests and needs has a high impact on enhancing participants' oral performance skills and increasing their motivation to talk with tourists.

Recommendation

Based on the results and conclusion, the current study recommends the following:

1. Integrating Project Based Learning Approach in different majors not only with prospective tour guides in order to give the learners the opportunity to lead their learning process.
2. Creating a safe, enjoyable, creative, and authentic learning environment influences the learner's learning positively. It creates an atmosphere of learning by experience in which the learner feels comfortable talking.
3. Applying the PBL approach should be based on an adequate theory that suits the nature of the learners and their needs.
4. The current study may renovate the methodology of teaching and learning the English language in Egypt in the tourism sector particularly, thus ESP instructors may find in PBL approach and its activities more effective, motivating, and involving, and support their teaching method.

2. Suggestions for Further Researchers

To further investigate the effectiveness of using Project Based Learning approach, the following studies seem relevant: PBL and EFL learners' critical thinking; PBL and prospective hospitality students' oral performance skills; PBL and EFL learners' digital storytelling skills; PBL and prospective tour guides' listening skills; PBL and prospective tour guides' communication skills; qualitative study investigating the impact of using PBL on learners', administrators perspectives, and designers of context books of English as a first language.

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