

**The Effectiveness of Using Service-Learning  
Approach in Developing "Tourism and Hotels"  
Secondary Stage Students' EFL Productive Skills**

**By**

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هدفت الدراسة الحالية إلي تنمية مهارتي التحدث والكتابة باللغة الإنجليزية كلغة أجنبية وذلك عن طريق استخدام مدخل التعلم الخدمي. عينة الدراسة تم اختيار فصلين بطريقة عشوائية من طلاب الصف الأول الثانوي في مدرسة الحرية الثانوية للخدمات السياحية والشئون الفندقية بمركز شبين الكوم، محافظة المنوفية، أحدهما المجموعة التجريبية والآخر يمثل المجموعة الضابطة، ويتكون كل منهما من ٣٠ طالب وطالبة. ولقد شملت أدوات الدراسة: قائمة بأهم مهارات التحدث والكتابة باللغة الإنجليزية التي يجب تنميتها لدي طلاب الصف الأول الثانوي السياحي والفندقي، واختبار للمهارات الإنتاجية في اللغة الإنجليزية "اختبار لقياس مستوى الطلاب في مهارة التحدث؛ واختبار لقياس مستوى الطلاب في مهارة الكتابة"، ومقياس لتصحيح اختبار الكتابة ومقياس لتصحيح اختبار التحدث، و دليل معلم لتدريب معلمي اللغة الإنجليزية علي استخدام مدخل التعلم الخدمي وذلك لتنمية مهارتي التحدث والكتابة باللغة الإنجليزية. وتمثلت حدود الدراسة في: قد طبقت الدراسة علي فصلين من طلاب مدرسة الحرية الثانوية للخدمات السياحية والشئون الفندقية بشبين الكوم؛ محافظة المنوفية استمرت لمدة خمس أسابيع (شهر)، وقد تم خلال هذه المدة تطبيق ثلاث وحدات بعد الجلسة التحضيرية علي المجموعة التجريبية فقط؛ واقتصرت الدراسة علي تنمية مهارتي التحدث والكتابة باللغة الإنجليزية؛ واقتصرت الدراسة علي استخدام مدخل التعلم الخدمي. واتبع تصميم الدراسة الشكل شبه تجريبي قبلي- بعدي مجموعة ضابطة وأخري تجريبية. وتمثلت نتائج الدراسة فيما يلي: وجود فرق دال إحصائيا عند مستوي ٠,٠١ بين متوسطات درجات المجموعة التجريبية بالاختبار القبلي والبعدي مهارة التحدث ككل والمهارات الفرعية التي اشتملت عليها لصالح البعدي؛ كما يوجد فرق دال إحصائيا عند مستوي ٠,٠١، بين متوسطات درجات المجموعة التجريبية بالاختبار القبلي والبعدي لمهارة الكتابة ككل والمهارات الفرعية التي اشتملت عليها لصالح البعدي؛ كما يوجد فرق دال إحصائيا عند مستوي ٠,٠١، بين متوسطات درجات المجموعتين التجريبية والضابطة بالاختبار البعدي لمهارت التحدث ككل والمهارات الفرعية التي اشتملت عليها لصالح المجموعة التجريبية؛ كما يوجد فرق دال إحصائيا عند مستوي ٠,٠١، بين متوسطات درجات المجموعتين التجريبية والضابطة بالاختبار البعدي لمهارت الكتابة ككل والمهارات الفرعية التي اشتملت عليها لصالح المجموعة التجريبية.

## **The Effectiveness of Using Service-Learning Approach in Developing "Tourism and Hotels" Secondary Stage Students' EFL Productive Skills**

### **ABSTRACT**

The current study aims to develop Tourism and Hotels Secondary Stage Students' EFL productive skills (speaking and writing skills) via using service-learning approach. Thirty students enrolled in the first year, in Al-Horeya Secondary School for Tourism Services and Hotels Affairs, were the participants of this research. The researcher designed the EFL productive skills Test (a speaking test and a writing test) to be used as a pre-posttest, and a scoring rubric. Two intact classes were nominated at random from the first year of secondary school students and assigned to an experimental group and a control group, 30 students in each group. The experimental group were taught using the service-learning approach whereas the control group received the regular instruction. Pre- and post- performance tests of speaking and writing skills were constructed and administered by the researcher. The data obtained were statistically analyzed. Findings revealed that using service-learning approach was effective in developing Tourism and Hotels Secondary Stage Students' EFL productive skills (overall speaking and writing skills as well as their sub-skills ).

**Keywords:** The productive skills (Speaking and Writing Skills), Service-learning Approach.

## 1. Introduction

In a service-oriented sector such as the hotel industry, it is important that communication skills are emphasized for both written and spoken aspects, so that the sector can run smoothly because its service delivery depends on how information is passed to its customers. It is important to note that the two broad groups of communication in an organization will employ either oral or written skills to pass information from one person or point to another. Oral and written communication skills play an important role because if properly used in the organization, it will enhance the performance level of its employees, which in turn results in growth and development from high productivity and efficiency (Iqbal, 2014). Service learning is important. Being a form of constructivist's education, it engages students with meaningful community service that is linked to the student's academic experience. The power of learning through experience allows students to use multiple senses, and increase retention of what is learned as the process of discovery of knowledge and solutions builds competence and confidence. Extending the classroom into the community provides opportunities for reflective activities designed to develop students' critical thinking skills (Monk et al., 2006). Service learning provides students with experiences that can be linked back to course content, so that they gain both of what Hussey and Smith (2002) note as "knowledge that" (knowledge of facts, rules, procedures) and "knowledge how" (learned skills and abilities). Service learning teaches every student how to get into a real-life situation and think about it critically and logically .

### 1.2. Context of the Problem

The problem of the current study was derived from several resources:

**First**, through the review of some related studies and literature, which indicated that Tourism and Hotels students' speaking ability was low and unsatisfying. ). In addition, Tourism and Hotels students were poor writers. They were unable to write paragraphs, business letters, e-mails, faxes, application forms, resumes and note taking. They were unable to produce accurate pieces of writing and show a great number of certain types of errors.

**Second**, a Pilot Study was conducted to confirm, document and diagnose the problem on a real, scientific basis .

**Third**, to document students' weakness in writing skills, the researcher conducted an achievement test (prepared by the researcher) that was administrated to thirty-six students enrolled in Al-Horeya Secondary School for Tourism Services and Hotels Affairs.

**Fourth**, the researcher conducted an oral test on students in the presence of the class teacher.

Based on these findings, the researcher found that tourism and hotels students were poor writers and poor speakers. The researcher attempted to use service learning to help students develop their speaking and writing skills.

### 1.3. Aim of the Study

The present study aims at developing Tourism and Hotels Secondary Stage Students' EFL Productive skills (Speaking and Writing Skills) via using service learning approach.

### 1.4. Questions of the Study

**This study tried to find answers to the following main question:**

"How far can service learning be effective in developing Tourism and Hotels secondary stage students' EFL productive skills?"

**Out of this main question, the following sub-questions are stated:**

1. What are the features of service learning that can be used to develop second year Tourism and Hotels students' productive skills in light of their needs?
2. To what extent is service learning effective in developing Tourism and Hotels second year students' EFL **speaking skills**?
- 2.1. To what extent is service learning effective in developing Tourism and Hotels second year students' EFL speaking **accuracy** skills?
- 2.2. To what extent is service learning effective in developing Tourism and Hotels second year students' EFL speaking **fluency** skills?
- 2.3. To what extent is service learning effective in developing Tourism and Hotels second year students' EFL speaking **comprehension** skills?
3. To what extent is service learning effective in developing Tourism and Hotels second year students' EFL **writing skills**?
- 3.1. To what extent is service learning effective in developing Tourism and Hotels second year students' EFL **content-related** skills?

**3.2.** To what extent is service learning effective in developing Tourism and Hotels second year students' EFL **mechanics of writing** skills?

**3.3.** To what extent is service learning effective in developing Tourism and Hotels second year students' EFL **language** skills "**grammar and vocabulary**"?

### **1.5. Hypotheses of the Study**

**The present study attempts to test the following hypotheses:**

- 1.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in overall productive skills on the productive skills post-test.
- 2.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the speaking skills component of the productive skills post-test favoring the experimental group.
  - 2.1.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in speaking accuracy skills post-test favoring the experimental group.
  - 2.2.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in speaking fluency skills post-test favoring the experimental group.
  - 2.3.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in speaking comprehension skills post-test favoring the experimental group.
- 3.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in the writing skills component of the productive skills post-test favoring the experimental group.
  - 3.1.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in content-related skills post-test favoring the experimental group.
  - 3.2.** There is a statistically significant difference between the mean scores of the experimental group and that of the control group in mechanics of writing skills post-test favoring the experimental group.

3.3. There is a statistically significant difference between the mean scores of the experimental group and that of the control group in language skills "grammar and vocabulary" post-test favoring the experimental group.

### **1.6. Significance of the Study**

**The current study is significant as it might help:**

#### **1. Students: as it helps in:**

- a. Improving their speaking and writing skills which are most needed for their future career.
- b. Engaging them in authentic real-life situations.

#### **2. Teachers: as it helps in:**

Providing them with a new approach (service-learning approach) that relates what they teach inside the classroom to real-life situations outside of the classroom.

**3. Curriculum Planners: as it draws their attention to the efficacy of service-learning approach in ESP in general and Tourism and Hotels students' in particular.**

### **1.7. Delimitations of the Study**

**This study is delimited to:**

1. First year Tourism and Hotels secondary stage students at Al-Horeya Secondary School for Tourism Services and Hotel Affairs, Shebin El-Kom, Menofia Governorate.
2. Some speaking skills including accuracy, fluency and comprehension.
3. Some writing skills including content-related skills, mechanics of writing and language skills "grammar and vocabulary."
4. The first semester of the academic year 2019 – 2020.

### **1.8. Instruments and Instructional Materials of the research**

1. An English language needs analysis questionnaire .
2. A checklist of speaking and writing skills that are needed for Tourism and Hotels Secondary Stage Students .
3. An EFL productive skills test (Prepared by the researcher.)
4. A writing skills rubric.
5. Some activities and strategies of service-learning approach.
6. A teacher's guide

## 1.9. Definition of Terms

### 1.9.1. Service-learning Approach

In the present research, service-learning approach is operationally defined as a method comprising stages (Investigation, planning/preparing, action, curriculum integration, reflection, demonstration, celebration and evaluation) that engage students in hands-on activities and encourage them to apply what they are learning in class in real-life situations. Students are given the opportunity to think, talk, write and reflect what they did and saw during the actual service activity. Students can apply their newly-acquired skills (speaking and writing skills) and knowledge learnt in the classroom to the outside world .

### 1.9.2. Productive skills

#### Speaking Skills

In the current research, the researcher adopted El-Garawany (2014) definition that refers to skills needed for students to be able to express their ideas and deliver their answers accurately and fluently using the spoken language. They included producing correct pronunciation, using understandable and suitable vocabulary, using grammatically correct phrases and sentences, asking and answering questions, giving oral presentations, speaking naturally with native-like speed, performing communicative functions effectively, starting, continuing and ending a conversation appropriately and turn-taking appropriately.

#### Writing Skills

EFL writing skills are defined in the present study as: "skills required for first year Tourism and Hotels secondary school students for writing guided pieces, i.e. paragraphs, emails, business letters, application forms, faxes, resumes, note-taking and invitations in correct grammar, accurate punctuation, accurate spelling, correct layout, good range of sentence structures and present and organize thoughts in a readable manner.

## 2. Review of Literature

### 2.1. Importance of the English Language Skills

English is considered as a dominant and acceptable tool for global communication. The language is utilized to various degrees by people from all over the world. On a small scale, people who speak different mother tongues verbalize English for different aims, for instance, to have an access to advanced academic publications, to study abroad, and to make their

career opportunities better. On a larger scale, English is regarded as an important language in various fields, including international trade, science and technology, banking, manufacturing, diplomacy, entertainment, education, and so forth. The use of English as an international language plays a significant role in the globalization era. At the current time, we are required to be able to communicate in English. This means English becomes a means of communication among people in the world and plays a vital and a special role in the globalization era, particularly in the educational system. (Iman, 2017).

### .٢.٢ Language as a Means of Communication

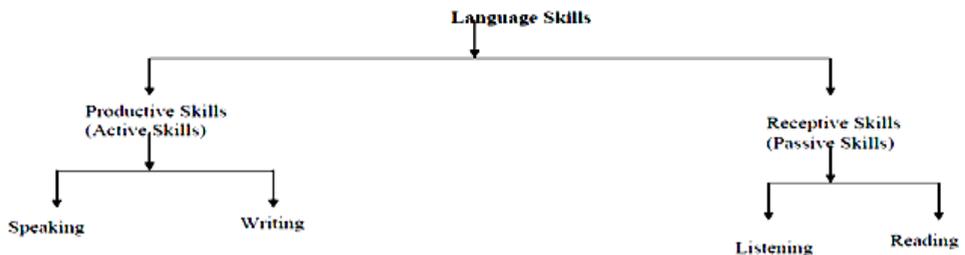
Language helps human beings to deal with each other in daily life. Moreover, language and communication are considered as the basis for success in all fields even in personal and family relationships. Language is used to communicate and convey a number of different goals, among them: expressing emotions, feelings and desires; exchanging ideas and information and enabling individuals or groups to send and receive messages, thoughts and opinions. Oxford Dictionary defines language as: “the method of human communication either spoken or written consisting of the use of words in a structured and conventional way. This means that language has two forms: written and spoken which complement each other (Saf & Ouahhoud, 2015).

### .٢.٣ Productive Skills

#### .٢.٣.١ Classification of Language Skills

Husain (2015) stated that Language is a complex skill involving four sub-skills, which are as follows-

**Figure 1. Types of Language Skills**



Source: Husain (2015)

The four and fundamental language skills, viz. LSRW (Listening, Speaking, Reading and Writing) may be further classified into two parts; Productive skills and receptive skills. Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading (Husain, 2015) .

### .٢.٣.٢ **Definitions of productive skills**

Productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form (Golkova & Hubackova, 2014). The productive skills in the field of English language teaching require the students to produce the language in an organized way in order to convey the message and communicate effectively and fluently. However, motivation, practice, and teacher's competence are usually the basic principles in the successfulness of teaching and learning the productive skills. Therefore, the productive skills are based on producing correct language, i.e., accuracy, and allowing students to express themselves spontaneously and be creative with the language, i.e., fluency. (Saf & Ouahhoud, 2015) .

### .٢.٣.٣ **Importance of Productive Skills**

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. These two skills can be used as a 'barometer' to check how much the learners have learned. Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good command on speaking skills develop a real sense of progress among learners and boosts their confidence. Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language. (Hossain, 2015).

### .٢.٣.٤ **The Nature of Speaking and Writing as Productive Skills**

There is a relationship between speaking and writing as any language must include a spoken and a written form through which people are able to communicate. Basically, spoken discourse is different from written discourse in three main parameters: planning, contextualization and formality. Speech is more commonly unplanned, contextualized and informal than writing. In addition, speech is more reciprocal than is writing (Torky, 2006).

The productive skills are different from each other in many ways. The spoken language is often inconsistent and dynamic in nature except recorded, whereas the written language can be kept as a record for future references. Misunderstanding while speaking can be cleared up instantly 'on the spot', which is not possible in writing. The written language is thoughtful and conscious process that needs more time and is monotonous but spoken language serves to deal with feelings, emotions and different situations to clarify doubts, if any, to make communication constructive and effective. Written language often uses long and complex sentences comparing to that of spoken language where the sentences are shorter and easier to understand. Therefore, we should adhere to different ways to learn, attain and deal English language learning and teaching (Sharma, 2015 .)

### .٢.٣.٥ **Speaking Skills**

Kayi (2006) stated that speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thoughts. Through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language-essential components of learning. Students who have a strong oral language base have an academic advantage. Learning to speak English fluently has always been a great challenge. The lack of effective communication skills in speaking the English language is seen as a disadvantage. The goal is to be able to speak English at a level of proficiency comparable to native English speakers. (Cheng, 2007).

### .٢.٣.٦ **Reasons for Speaking and Importance**

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities to practise real-life speaking in the safety of the classroom. Secondly, speaking

tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successfully they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought (Harmer, 2007). The teaching of speaking skill has become increasingly important in English as a second or foreign language (ESL/EFL) context. The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. The teaching and practice of speaking skill should exist in language classrooms because this can truly enable the student to communicate in English; thus, speaking skill requires the special treatment. Speaking skill also plays an important role for language learners who use it for instruction, discussion, and arguments presentation. (Iman, 2017)

### **.٢.٣.٧ Challenges and Common Problems affecting Teaching EFL Speaking**

Ironically, according to Marcelino' study (2005), he mentioned that most of the students as EFL learners are passive. A lot of them are shy to use English in real communication. Many of them pay attention to forms and rules when they communicate with others. Most of them do not practice English in real communication and situations. Only few practice English in the classroom. Most of the learners fail in acquiring English because of lack of motivation. Meanwhile, Tutyandari (2005) mentioned that students keep silent because they lack self-confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. In the four skills speaking is usually the poorest for the students of learning English as a foreign or second language. Generally many studies showed that students avoid speaking English in the classroom because they are afraid of making mistakes. This results from lack of speaking practice, as many authors believe (Gad, 2012). During the speaking classes, EFL learners encounter many problems that detain their learning process. Among these difficulties

the: students' pronunciation level, lack of vocabulary, lack of grammar and the use of the mother tongue. (Saf & Ouahhoud, 2015)

### .٢.٣.٨ **Writing Skills**

Writing skills are practiced in English classes; in fact, they are the skills, which are paid attention to classes but most of the time learners' writing is copying from the blackboard or textbook. In school where there are prescribed Workbooks, learners write in them, most often the teacher dictates the answers. Learners' writing will improve only if the teacher helps them to write on their own, after preparing them to write. Writing involves motor skills such as handwriting and cognitive skills such as arranging ideas: both should be paid attention. Handwriting can be developed through regular practice with the teacher's attention to the size and shape of the letters and spacing between words. Learners can be encouraged to use good copybooks for this purpose (Mundhe, 2015).

### .٢.٣.٩ **Importance of Writing**

Writing makes students' thinking observable, it allows them to discover their ways of reflection rather than keep it in their minds. Skillful students in writing require confident in their lives and have edge over others. Well writing facilitates students' and teachers' tasks in exams, in which learners translate their knowledge in their own styles and that make teachers convinced their answers. Writing prepares students for future employments that need this skill. As a teacher he/she has to know the basic elements of writing and teach them for students. In administrations, they also require writing in public relation, in the case of journalist in an English newspaper or magazine; it is a way for reporting events honestly and clearly. (Saf & Ouahhoud, 2015)

### .٢.٣.١٠ **Reasons for Writing**

Nowadays, Writing is also the key to success in college and university. Most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost every college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Being good at writing can help students get a good job. At present, many foreign

companies need people with high writing skill level to help them make contracts or documents in English. (Idrees, 2017)

### .٢.٣.١١ **EFL Students' Difficulties and Problems in Writing**

Alfaki (2015) mentioned writing problems that hamper students' effective writing in English under two headings which are linguistic problems and Cognitive problems. Linguistic problems are classified to grammatical problems, mechanical problems, sentence structure problems and problems of diction. And the cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization .

### .٢.٤ **Service Learning**

Service Learning blends both service and learning goals in such a way that each occurs and is enriched by the other. The provider and the recipient benefit equally from the service (Furco, 1996). [As cited in Kraemer, 2013]. The term 'service-learning' not only has different definitions; it is also known by different names. A search through the literature revealed that service-learning is sometimes synonymously referred to as academic service-learning, civic-engagement, school-based service-learning, course-based service-learning, strategic academically-based community and scholarly service, community engaged learning, and community service-learning (Astin, et al., 2006; Burack, 2008; Eyler, 2009; Flecky, 2011; Howard, 2001; Kaye, 2010; McElhaney, 1998; Vogelgesang & Astin, 2000). [As cited in Chong, 2014]

### .٢.٤.١ **Stages/Steps of Service-Learning**

Service-Learning consists of several stages; some like Billig and Waterman (2008) suggest four stages: planning, action, reflection, and celebration, others follow five stages including "Investigation before Planning/Preparation, Action, Reflection, (abbreviated, IPARDE) followed by Demonstration" (Fisher, Online Institute). Whereas, The IPARDE Process in generation on adds one more stage, Evaluation stage after the Demonstration stage. Every stage is carried out under the guidance of the teacher, or in cooperation with the lecturer for the higher education students. (As cited in Mardijono, 2016)

- In the "Investigation stage": Includes both the inventory of student interest, skills, and talents, and the social analysis of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied

approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

- In the "Planning/Preparation stage" the students cooperate to “analyze the underlying problem and develop a plan for implementation.”
- In the "Action stage", the students “take action through direct service” following the planning, “using previously learned and newly acquired academic skills and knowledge.”
- In the meantime "Reflection Stage", the students are supposed to “reflect before, during and after the service experience” to “think deeply” and “discuss thoughts and feelings” and “consider project improvement”, to “receive feedback” and “evaluate the service learning process”.
- Finally upon the completion of the program, "Demonstration" is to demonstrate “skills used and learned during service experience”. This is the time for the participants to show what they have learned and also the chance for the students to see what they have contributed in the service, which can be considered a time for “Celebration” (Billig and Waterman, 2008) for both sides ‘
- While the Evaluation stage as suggested in IPARDE process from generation on is to “assess student learning and the service learning as a whole to identify successes and areas for improvement”



Source: Kaye & Connolly (2010).

### .٢.٤.٢ Importance of Service-Learning

Service learning provides students with experiences that can be linked back to course content, so that they gain both of what Hussey and Smith (2002) note as “knowledge that” (knowledge of facts, rules, procedures) and “knowledge how” (learned skills and abilities). Service learning teaches every student how to get into a real-life situation and think about it critically and logically. Service learning increased retention of academic content because it provided students with experiences that had real-life consequences. Service learning helped students experience the joys and excitement as well as the frustrations and setbacks that are a part of any career or work situation. Several mentioned that service learning provides students with a safe area in which to apply their learning and make mistakes in the process (Prentice & Robinson, 2010).

### .٢.٤.٣ Benefits of Using Service-Learning Approach

The “Learning Indeed” report from the National Commission on Service-Learning (2002) found that service-learning reverses student disengagement, increases student participation in school activities, provides a real-life context for learning, prepares students for citizenship, promotes learning through active participation, gives opportunities for using skills and knowledge in real-life situations, extends learning beyond the classroom, fosters a sense of caring for others, helps students become more willing to become involved in service to their communities, and contributes to personal and career development. At all levels of schooling, service-learning appears to have nurtured student motivation as well as civic and social responsibility.

### .٢.٤.٤ Service Learning Approach and Speaking Skills

A service-learning approach might also increase students’ public speaking self-efficacy by providing students with more self-efficacy relevant information than a traditionally taught course would. Bandura (1986) asserts that students develop self-efficacy from four sources, including mastery experiences and social persuasions from others. Students in a service-learning course deliver their speeches to “real-world” audiences (to community professionals associated with their service site). Therefore, students might develop greater self-efficacy for delivering speeches because they have a more authentic public speaking experience and receive feedback from professionals beyond their course instructor and peers. (Warren, 2011)

Service learning in the English for speakers of other languages (ESOL) classroom serves two purposes, to fulfill the language-learning needs of the students and help students overcome some of the common problems they face as learners. Applying service learning to the ESOL classroom gives students opportunities to meet needs in their community. It also provides students opportunities for meaningful speaking opportunities in real situations. A good rule for applying service learning for language learners is described by Minor (2001), "Make sure the activities that the students are engaged in involve personal interaction with others. Remember that one of the main goals of this is providing meaningful language contexts." (Steinke, 2015).

Many English teachers claim that the best way to acquire speaking skills is by interacting. This aim is fulfilled by means of communicative language teaching and collaborative learning. Communicative language teaching is based on real-life situations that require communication. Following this method in ESL classes, there will be opportunities for the students to communicate with their partners in the target language. It is teachers' task to create situations in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language (Rodríguez, 2012).

#### ٢.٤.٥ **Service-Learning Approach and Writing Skills**

Service-learning connects classrooms discourses with the world outside the college, provides a context for "real world" writing, supplies real audiences that extend beyond the classroom, discourages plagiarism, develops social awareness and civic responsibility, improves student engagement, and motivates students. It also brings students a sense of satisfaction, links individuals together with common causes that foster communication and social bonds, produces rich, complex papers with varied sources, and provides the academic skills needed for learning (Adler-Kassner, Crooks, & Watters, 1997; Adler-Kassner & Estrem, 2003; Arca, 2005; Bacon, 1997; Brack & Hall, 2005; Deans, 1998; Dorman & Dorman, 2005; Eble, & Gaillet, 2004; Hafer, 1999; Heilker, 1997; Herzberg, 1994; Hugg & Wurdinger, 2007; National Commission on Service-Learning [NCSL], 2002; Sapp, & Crabtree, 2002; Shutz & Ruggles Gere, 1998). However, with service-learning, writing becomes more meaningful because

there is a real world audience (Adler-Kassner & Estrem, 2003; Bacon, 1997; Brack & Hall, 2005; Deans & Meyer-Gonclaves, 1998; Dobrin & Weisser, 2002; Eble & Gaillet, 2004; Flower, 1998; Hafer, 1999; 2004; Watters & Ford, 1995; Yancey, 2004). Service-learning writing also employs the skills of audience analysis that require deep thinking about relevancy in terms of language and material (Adler-Kassner & Estrem, 2003). Audiences in a service learning course often include the peers within the classroom as well as the audiences outside the classroom. By using service-learning in a composition course, students can understand the importance for writing to varied audiences and different discourse communities outside the confines of their classroom (Adler-Kassner & Estrem, 2003; Watters & Ford, 1995).[As Cited in Johnson, 2009]

### ٢.٥ Related Studies

#### ٢.٥.١ Studies Focused on Productive Skills

**Nagy (2016)** investigated the effect of a program based on standards in developing EFL secondary stage speaking and writing skills. The participants of the study were 72 first year secondary stage students who were assigned to an experimental group and a control group. The program of the study was administered to the experimental group. Results of the study showed that the program was effective in enhancing the experimental group speaking, writing and self-assessment skills. In addition, the results of the PSSQ showed a degree of satisfaction among secondary stage students after using the program.

**Dodo (2018)** tried to investigate the effectiveness of a proposed program based on digital tasks in developing EFL productive skills for secondary school students. Pre-post-test, non-equivalent control group design was used. Two intact classes were nominated at random from the first grade of co-secondary school students and assigned to an experimental group and a control group, 25 students in each group. The proposed program was implemented to the treatment group, whereas the non-treatment group received the regular instruction. The program consisted of two orientation sessions and nine modules that depended on the students' digital tasks. Pre- and post-performance tests of speaking and writing skills were constructed and administered by the researcher. The data obtained from the pre- and posttests were statistically analyzed using the t- test and eta-squared. The results showed that the proposed program was effective in

developing students' overall speaking and writing skills as well as their sub-skills.

### ٢.٥.٢ Studies Focused on Writing Skills

**Albeal** (2018) aimed at investigating the effect of using some reflective learning activities on developing 80 pupils of the 6 grade primary school EFL writing skills from El Bagour, Menofia Governorate. The researcher adopted quasi-experimental design. The participants were equally divided into an experimental and control groups. To achieve the purposes of the study, the researcher designed an EFL Writing Skills Checklist, EFL Pre-Post Tests, a Rubric and Scoring Checklist of EFL Writing Skills. The findings revealed significant differences between the experimental group and the control group in EFL writing skills in favor of the experimental group due to the use of reflective learning activities. Results were interpreted considering the context in which the study was conducted. The study concluded with discussing the findings reached, presenting implications, and suggesting topics for further research.

**Metwaly** (2018) aimed at measuring the effect of the Language Experience Approach (LEA) on developing some EFL reading and writing skills among the primary six school pupils. The participants of the study were eighty pupils who were chosen randomly from 6th graders at Al-Fath primary school in Kafr Al-Bajour, Menoufiya Governorate, Egypt. Forty pupils were the control group and forty pupils were the experimental group during the academic year (2016-2017). The researcher had chosen the pretest-posttest equivalent groups as an experimental design. The researcher himself prepared a reading skills test and a writing skills test to test the main and sub-hypotheses of the study. The researcher had chosen the pretest-posttest equivalent groups as an experimental design. The researcher himself prepared a reading skills test and a writing skills test to test the main and sub-hypotheses of the study. The findings showed significant statistical differences between the experimental group and the control group in the reading and writing skills tests in favor of the experimental group. In the light of the results obtained, the researcher recommended that teachers should use the Language Experience Approach in teaching English at the primary stage as an effective technique for teaching pupils.

### ٢.٥.٣ Studies Focused on Speaking Skills

**Gad (2018)** investigated the effectiveness of a program based on Dogme approach in developing governmental language secondary school students' EFL listening and speaking skills. The participants of the study comprised (76) students. They were drawn randomly from first year students enrolled in the secondary stage, at Elsayda Khadija governmental language school, Qalubia governorate. The participants were divided into two groups; experimental (38) and control (38). The study adopted the quasi-experimental pre-posttest design. The experimental group received the program based on Dogme approach, while the control group received regular instruction. The instruments included EFL listening and speaking checklists and EFL listening and speaking skills pre-posttests. The findings showed the positive effect of using the program based on Dogme approach in developing governmental language secondary school students' EFL Listening and Speaking Skills. Hence the results seemed to provide adequate evidence to support the hypotheses. Thus, the study revealed that the use of a program based on Dogme approach positively affected governmental language secondary school students' EFL listening and speaking skills .

**Sharaf (2018)** investigated how discourse analysis could be used to develop oral communication skills of EFL student teachers at the Faculty of Education, Menoufia University. The participants included 40 student teachers of 4th year college students. The researcher prepared an oral communication skills checklist, an oral communication skills test, a rubric for scoring the test and a discourse analysis program. Student teachers were taught how to use discourse analysis and its steps during the first semester of the academic year 2017/2018. After that the student teachers' performance was observed using oral communication skills checklist and the oral communication skills test. Also, there is a positive correlational relationship between students' scores on listening and theirs on speaking .

### ٢.٥.٤ Studies Focused on Service-Learning Approach

**Johnson (2009)** aimed at determining if there was a significant difference between students who completed a service-learning component and those who did not complete a service-learning component in the areas of student achievement of learning outcomes and perceptions of the course. Proponents of service-learning claim that students write higher quality

papers and are more engaged, motivated, and satisfied when they complete a service-learning component. This study employed a quasi-experimental design using static group comparison to measure differences between the groups. Student perceptions of the course were measured by the Academic Writing Student Perceptions Scales that demonstrated high reliability through Cronbach's alpha. Assessment of learning outcomes was accomplished by evaluating students' academic papers with the Learning Outcomes Assessment Rubric. To compare the groups, t-tests for independent samples and Cohen's d were utilized to determine significant differences and the effect size. Results indicated significant differences in student perceptions and in the achievement of learning outcomes. Medium effect sizes were found in student perceptions and large effect sizes were demonstrated in achievement of learning outcomes. These findings provide empirical evidence of the positive effect that a service-learning component has on an academic writing course.

**Pierce (2012)** investigated how service-learning affects student writing and research. The findings suggested that service-learning affects student writing and research processes, including topic development and research methods. In addition, service-learning provides rich opportunities to enhance critical thinking and the consideration of multiple perspectives.

### **.٣ Methodology**

#### **.٣.١ Participants**

The participants of the study included 30 first year Tourism and Hotels secondary stage students. They were divided into two groups: the control group and the experimental one.

#### **.٣.٢ Instruments**

The researcher designed and used the following instruments and materials :

- 1)an EFL Speaking Skills Checklist
- 2)an EFL Writing Skills Checklist
- 3)an EFL productive skills Test
  - a. Speaking skill pre- and posttests administered by the researcher to measure the students' performance level at speaking skill.
  - b. Writing skill pre- and posttests administered by the researcher to measure the students' performance level at writing skill.
- 4)an EFL Speaking Skills Rubric

5)an EFL Writing Skills Rubric, and

6)a Teacher's Guide

### **.٣.٢.١ The EFL Speaking Skills Checklist**

This checklist aimed at determining the suitable skills of the target EFL speaking skills and sub-skills included in each skill. In the light of those determined skills and sub-skills, the test was designed. The checklist consisted of three main speaking skills: accuracy, fluency and comprehension. Under each main skill, a number of EFL speaking sub-skills was included.

#### **.٣.٢.١.١ Checklist Validity**

The preliminary version of the EFL Speaking Skills Checklist was submitted to a panel of jurors who are specialists in Teaching English as a Foreign Language (TEFL) (Appendix K) to validate it in terms of clarity and suitability .They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. For example, some irrelevant and unsuitable skills were omitted. Some verbs were modified to be more specific and clear. The final version of the checklist is shown in Appendix D.

### **.٣.٢.٢ The EFL Writing Skills Checklist**

This checklist aimed at determining the suitable skills of the target EFL writing skills and sub-skills included in each skill. In the light of those determined skills and sub-skills, the test was designed. The checklist consisted of three main writing skills: content-related, mechanics of writing and language (grammar and vocabulary). Under each main skill, a number of EFL writing sub-skills was included .

#### **.٣.٢.٢.١ Checklist Validity**

The preliminary version of the EFL Writing Skills Checklist was submitted to a panel of jurors who are specialists in Teaching English as a Foreign Language (TEFL) (Appendix K) to validate it in terms of clarity and suitability .They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. For example, some irrelevant and unsuitable skills were omitted. Some verbs were modified to be more specific and clear. The final version of the checklist is shown in Appendix E.

### .٣.٢.٣ The EFL Productive Skills Test ( speaking and writing tests)

#### .٣.٢.٣.١ The Speaking Skills pre- and posttests

##### .٣.٢.٣.١.١ Description of the Speaking skills Test

The speaking test includes four parts that measure different aspects of the speaking ability. The test lasted approximately 40 minutes. These parts were varied between “make and respond to suggestions and situations, describe photographs, make role plays, make conversations, respond to questions, etc”. These parts were designed according to the following considerations: pronunciation, grammar, vocabulary, intonation, relevance of content and completeness of content. The specifications of the EFL Speaking Skill Test is shown in Appendix (F).

##### .٣.٢.٣.١.٢ Reliability of the Speaking Test

The test re-test method was used to compute the test reliability. The test was administered twice to the same sample (30 Tourism and Hotels secondary stage students). Those students were randomly selected. Reliability of the test was estimated by comparing students’ scores in both the first and the second administrations. The reliability of the speaking skills test was calculated using cronbach's alpha and it was proved to be high (Cronbach's Alpha of the test = 0.782) (see table 1). Therefore, the test was considered to be reliable.

**Table (1)**  
**Reliability of the Speaking Skills Test**

Tests	Skills	Correlation Coefficient (Cronbach's Alpha)
Speaking Test	speaking accuracy skills	0.781
	speaking fluency skills	0.787
	speaking comprehension skills	0.748
	speaking skills	0.782

### .٣.٢.٣.١.٣ Validity of the Speaking Skill Test

The preliminary version of the EFL Speaking Skills Test was submitted to a panel of jurors to validate it in terms of clarity and suitability. They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. Modifications were made.

To estimate the construct validity or the internal consistency of the speaking skills test, Pearson Correlation Coefficients between the score of each sub-skill and the score of the whole speaking skills were computed. The results showed all the correlations were high (see table 2). Therefore, the EFL speaking test was valid in terms of the internal consistency.

**Table (2)**

#### **Correlations of the internal consistency of the speaking skills test**

Tests	Skills	Correlation Coefficient (Pearson Correlation)	Sig. (2-tailed)
Speaking Skills	speaking accuracy skills	0.75**	0.01
	speaking fluency skills	0.76**	0.01
	speaking comprehension skills	0.78**	0.01
**. Correlation is significant at the 0.01 level (2-tailed).			

### .٣.٢.٣.٢ The Writing Skills pre- and posttests

#### .٣.٢.٣.٢.١ Description of the Writing Skills Test

The writing test includes five parts that measure different aspects of the writing ability. The test lasted approximately 40 minutes. In the first part, the students were required to write short answers for some pictures/signs given (e.g. where would they find these pictures/signs and what these signs/pictures mean). The second part is concerned with punctuating the passage correctly. In regard to the third part, students were asked to delete the incorrect word and write in the correct one. Concerning the fourth part, the students were asked to write the correct word from the box under its picture. In the fifth part, the students were asked to write a letter, a paragraph and five sentences using should and shouldn't. The specifications of the EFL writing skill test is shown in Appendix (G).

### .٣.٢.٣.٢.٢ Reliability of the Writing Test

The test re-test method was used to compute the test reliability. The test was administered twice to the same sample (30 Tourism and Hotels secondary stage students). Those students were randomly selected. Reliability of the test was estimated by comparing students' scores in both the first and the second administrations. The reliability of the writing skills test was calculated using cronbach's alpha and it was proved to be high (Cronbach's Alpha of the test = 0.794) (see table 6). Therefore, the test was considered to be reliable.

**Table (3)**

**Reliability of the Writing Skills Test**

<b>Tests</b>	<b>Skills</b>	<b>Correlation Coefficient (Cronbach's Alpha)</b>
<b>Writing Test</b>	<b>Content- related skills</b>	0.790
	<b>Mechanics of writing skills</b>	0.797
	<b>Language (grammar and vocabulary) skills</b>	0.793
	<b>Writing skills</b>	0.794

### .٣.٢.٣.٢.٣ Validity of the Writing Skills Test

The preliminary version of the EFL writing skills test was submitted to a panel of jurors to validate it in terms of clarity and suitability (see appendix K). They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. Modifications were made (see appendix F for the final format). To estimate the construct validity or the internal consistency of the writing skills test, Pearson Correlation Coefficients between the score of each sub-skill and the score of the whole writing skills were computed. The results showed all the correlations were high (see table 4). Therefore, the EFL writing test was valid in terms of the internal consistency.

**Table (4)**  
**Correlations of the internal consistency of the writing skills test**

<b>Tests</b>	<b>Skills</b>	<b>Correlation Coefficient</b> (Pearson Correlation)	<b>Sig. (2-tailed)</b>
<b>Writing Skills</b>	Content- related skills	0.81**	0.01
	Mechanics of writing skills	0.86**	0.01
	Language ( grammar &vocabulary) skills	0.83**	0.01

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### ٣.٢.٤ The EFL Speaking Skills Rubric

A rubric was prepared by the researcher to score the participants' responses to the questions included in the speaking test. The rubric included the three levels of the EFL speaking skills. Each level included a number of sub-skills. The scale consisted of three points: (1) poor, (2) good and (3) very good. The preliminary version of the rubric was submitted to the jury panel to validate it. The jury recommended that more definite words to be used so as to be able to assess the participants' speaking skills accurately. After making the recommended modifications, the final form of the rubric was shown in appendix H .

#### ٣.٢.٥ The EFL Writing Skills Rubric

A rubric was prepared by the researcher to score the participants' responses to the questions included in the writing test. The rubric included the three levels of the EFL writing skills. Each level included a number of sub-skills. The scale consisted of three points: (1) poor, (2) good and (3) very good. The preliminary version of the rubric was submitted to the jury panel to validate it. After making the recommended modifications, the final form of the rubric was shown in appendix I.

#### ٣.٢.٦ The Teacher's Guide

The researcher designed and developed a teacher's guide that can be used during teaching EFL productive skills (speaking and writing skills) to tourism and hotels secondary stage students. Worksheets and materials were printed and given to the participants of the research. The content was prepared and gathered from several resources (EFL books and websites) by the researcher (Appendix J).

#### **.٤ Experimental Procedures**

The experiment was implemented during the first term of the academic year 2019-2020 and it lasted for a month .

##### **.٤.١ Pre- Experiment**

The researcher chose the sample and assigned the control group and the experimental groups randomly. After that, the speaking and writing pretests were administered .

##### **.٤.٢ During the experiment**

The experimental group students participated in the implementation of the research that used the service-learning approach in teaching speaking and writing skills. As for the students of control group, they were taught by the regular method. The orientation session was used to prepare students for the implementation of the research, the importance of the service-learning approach and its procedures.

As for the service-learning approach, it consisted of several stages including "Investigation, Planning/Preparation, Action, Reflection, (abbreviated, IPARDE) followed by Demonstration/celebration and Evaluation. Every stage was carried out under the guidance of the teacher. These stages of service-learning describe what students do to transform their ideas into action. Adults provide guidance and ensure students' skills and knowledge are developed during the process. Each stage included some spoken and written activities/ tasks that was implemented by the participants to develop their EFL productive skills (speaking and writing skills).

##### **.٤.٣ Post- Experiment**

The researcher administered the speaking and writing posttests to the experimental and control groups. In addition, the researcher conducted unstructured face-to-face interview with some students to explore their opinions' on the service-learning approach and the problems they have faced during the implementation.

#### **.٥ Findings and Discussion**

The speaking and writing tests were administered as a pre and posttests to both groups. The researcher and another scorer used the rubric to rate students' answers. Table (5) indicates that there is a statistically significant

differences between the mean scores of the experimental and control groups in favor of the experimental group .

**Table (5): The Significance of Differences between the Mean Scores of the Experimental and Control groups on the post test**

	Group	N	Mean	Std. Deviation	t-value	d.f	sig
overall productive skills	Experimental	30	50.97	7.03	0.87	58	No Significant
	Control	30	52.52	6.83			
accuracy skill	Experimental	30	13.90	3.19	0.64	58	No Significant
	Control	30	14.43	3.24			
fluency skill	Experimental	30	7.23	1.64	0.18	58	No Significant
	Control	30	7.32	2.00			
comprehension skill	Experimental	30	8.88	1.10	0.43	58	No Significant
	Control	30	8.75	1.28			
speaking skills	Experimental	30	30.02	4.10	0.45	58	No Significant
	Control	30	30.50	4.27			
content-related skills	Experimental	30	7.90	1.80	0.77	58	No Significant
	Control	30	8.20	1.13			
mechanics of writing skills	Experimental	30	7.50	1.70	0.90	58	No Significant
	Control	30	7.83	1.11			
language skills "grammar and vocabulary"	Experimental	30	5.55	1.98	1.09	58	No Significant
	Control	30	5.98	0.91			
writing skills	Experimental	30	20.95	3.91	1.19	58	No Significant
	Control	30	22.02	3.01			

**These findings might be due to the following:**

١) The service-learning approach highlighted the importance of student-centered instruction in improving their abilities to speak fluently, create knowledge, interact personally, communicate with others, and extend their learning experiences. In other words, students were enabled to have the responsibility of their own learning.

٢) Service-learning leads to increased motivation and engagement for both students and instructors in the field of composition and writing.

.٣ The results of the research demonstrated that service-learning provides students with a narrower focus for their writing and prevents them from becoming overwhelmed by unlimited possibilities.

.٤ Service-learning plays a significant role in topic development. Students generate ideas for their topics through their service-learning experiences and through information they gained from their community partners.

.٥ Findings provided empirical evidence of the positive effect that a service-learning component had on an academic writing course. Students who participated in service-learning programs wrote higher quality papers and were more engaged, motivated, and satisfied than those who did not participate in a service-learning program .

.٦ Using service-learning approach helped students achieve better learning as they were encouraged to make successful/meaningful connections between what they are learning inside in real life situations. They were helped to become good speakers, good writers and actively engaged in the learning process.

### .٦ Conclusion

The findings of this research revealed that using service-learning approach in learning EFL productive skills developed Tourism and Hotels students' speaking skills and writing skills. The participants scores outperformed in the post compared to the pre administration of the EFL productive skills Test as a whole and its parts. It was concluded that using service-learning approach helped participants achieve better performance and progress in EFL productive skills as it enabled them to be aware of, practice, and use a variety of activities to speak and write properly and well. Learning EFL productive skills via engaging learners in service-learning activities helped them be good speakers and good writers. They were given the chance to deeply and actively engage in the learning process and apply what they are learning inside the classroom in real life situations outside the classroom by engaging them in hands-on activities and become active participants in their community. The power of learning through experience and real life situations allow students to use multiple senses and increase their retention of what is learned. Service-learning also increase motivation and engagement for both students and teachers.

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