

**THE IMPACT OF IMPLEMENTING ENTREPRENEURIAL ACTIVITIES
IN LIGHT OF PLAY-BASED LEARNING APPROACH ON FOSTERING
EFL ELEMENTARY STUDENTS' SPEAKING SKILLS.**

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The Impact of Implementing Entrepreneurial Activities in Light of Play-Based Learning Approach on Fostering EFL Elementary Students' Speaking Skills.

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Abstract

This study aims at investigating the impact of using entrepreneurial activities on developing elementary students' oral presentation skills. It attempts to provide answers to the following main question: "What is the impact of using entrepreneurial activities on developing elementary students' oral presentation skills?" A group of 60 elementary stage students were selected from one of Cairo language schools. The quasi-experimental design (the non-equivalent group design) was employed where two intact classes were randomly selected to represent both groups. The experimental group received training through entrepreneurial activities based on the proposed play-based learning approach. The control group received regular instruction. A pre/post oral presentation test was given to both groups before and after the treatment. The results of the t-tests proved to be statistically consistent with the hypotheses. They revealed that the experimental group outperformed the control group in the oral presentation skills. Implementing entrepreneurial activities through play-based learning changed the classroom from a place where oral presentation was taught to one where opportunities to think broadly and flexibly away from the constraints of the classroom were provided, and raised students' confidence.

Keywords:

Entrepreneurial activities, Oral Presentation Skills, Play-Based Learning, Elementary Stage.

Introduction

In light of the critical need to prepare students for the complex demands of globalization and 21st century skills, competencies and challenges, we have to step up efforts to promote quality teaching and learning in the form of classroom interaction and opportunities for expression through innovative and effective teaching approaches and strategies. The ability to give an oral presentation is an important skill in a varied range of careers, and training in public speaking can help develop important linguistic and personal qualities in students. Training in public speaking not only cultivates confidence and clear articulation, but also develops useful research skills and encourages careful planning and preparation in the use of language.

Giving oral presentations in English is not a simple matter of learning language and following instructions; rather, it is a skill requiring complex sociolinguistic as well as cognitive understandings, especially for learners of English as a foreign language (Morita, 2000; Adams, 2004). In ESL/EFL contexts, speaking is perhaps the most important of the four language skills: listening, speaking, reading, and writing (Carter and Nunan, 2001; Celce-Murcia, 2001).

There are non-cognitive entrepreneurial skills such as: self-efficacy, creativity, persistence, risk-taking, self-confidence, proactivity, and need for achievement. In fact, Self-efficacy is associated with successful entrepreneurs as confidence and belief in one's own abilities that enhance the willingness to seize entrepreneurial opportunities (Shane, 2003). Research has shown that cognitive skills and knowledge are important for entrepreneurial success too (Hartog et al. 2010; Unger et al. 2011). These cognitive skills are knowledge about what an entrepreneur does and what it entails to run a business.

Childhood is the preferred period to plant entrepreneurial seeds and to nurture positive attitudes toward entrepreneurship as well as to acquire basic knowledge on the topic (Peterman & Kennedy, 2003). Teaching entrepreneurship at early ages to students and providing them with the adequate exposure to entrepreneurial activities can contribute to instilling the entrepreneurial spirit in them. Entrepreneurship can be taught and explained to others (Keogh & Galloway, 2004) or at least some of its facets (Klein and Bullock, 2006; Kuratko, 2005). It is important to pinpoint that the "Can entrepreneurship be taught?" debate has shifted from 'whether' to 'what', 'how', and 'why' (Greene and Rice, 2007).

Entrepreneurship is both an act and science, innate and acquired, but not exclusively inherited. Therefore, it is necessary to grant students adequate experiences in order to develop their entrepreneurial skills. Hence, entrepreneurship can be formed at an early age through relevant and creative educational activities. Learning is enhanced as students are engaged in the construction of knowledge by "acquiring, generating, analyzing, manipulating and structuring information". Play-based learning is based on activities, action, and experiential learning. It is rather a

“transformative methodology” as learners are engaged in constructing and owning their learning. Habidin et al.(2016) assures that play is directly related to a range of talents that help accomplish academic achievement, improved imagination among students. Although changing the patterns of classroom discourse requires efforts from a variety of actors in an educational system , this research aims to help practicing teacher engage in a critical reflection on the quality of their classroom communication. In terms of academic research, there are no studies that investigated entrepreneurship at the primary stage in Egypt. However, the lack of exposure of students in primary schools to entrepreneurship is a worldwide concern, particularly in developing countries (Martinez et al.,2002).In Fact ,childhood is the preferred period to plant entrepreneurship seeds and to nurture positive attitudes toward entrepreneurship as well as to acquire basic knowledge on the topic(Peterman & Kennedy,2003).

The challenge is to allow young learners to experience and feel the concept rather than just learn about it in the traditional sense. Hence, this leads to emphasis on a pedagogy that encourages learning: by doing; by playing; by experimentation; by risk taking and ‘positive’ mistake making; by creative problem solving; by feedback through social interaction; by dramatization and role playing; by close exposure to role models; and in particular, interaction with the outside adult world such as successful entrepreneurs.

The pilot study

The researcher performed a pilot study in which she interviewed ,and gave a questionnaire to 16 elementary English language teachers and supervisors. The interviews and questionnaire aimed at identifying the methods and techniques currently employed in teaching oral presentation among elementary students. Moreover, the researcher asked 20 elementary students to make an oral presentation test. The results of the pilot study revealed elementary students' weakness in oral presentation skills(language skills, content, and body language) , which may be attributed to the prevailing traditional method of teaching oral presentation skills and speaking in the elementary stage. The dominant model of oral presentation and speaking teaching, particularly for elementary stage students, had been to teach by giving questions and answers and traditional group activities.

Furthermore, teachers main aims were to work within the confines of the exam and just prepare students for the exam by helping them understand the basic skills and memorize the answers. Most of the teachers (90%) reported that students are not provided with adequate opportunities to practice speaking due to the short time of the lesson . However, speaking practice is just restricted to giving short answers and some questions. Eighty seven percent of the teachers and supervisors do not have

adequate knowledge of the speaking and oral presentation skills necessary for elementary students, Hence, when they were asked to mention the oral presentation sub-skills necessary for elementary students, most of them focused on grammatical competence skills including grammar, sentence structure and pronunciation and neglected other important sub- skills such as organizing discourse coherently, and using appropriate discourse markers. Moreover, teachers concluded that there was little discussion in any class in the sense of an open and in-depth exchange. What most teachers called discussion, was, in the words of one teacher, 'question-answer discussion' that is ,some version of recitation.

Moreover, the researcher attended some English classes to conduct informal observations. These observations aimed at investigating the students' oral proficiency throughout their answers to the teacher's questions and their interaction during classroom activities. The researcher noticed that teachers most of the time controlled the class by doing most of the speaking and directing all the language production, and were obsessed with correcting their students' errors. This made the students passive recipients waiting for direction and afraid of making mistakes, and could not express themselves adequately, and even continued to make the same errors after being corrected many times. In addition, students were required only to answer some display questions following a reading text or guided by some structures which have no impact on improving their oral communication skills. Even, in dialogue drills, students just memorized the whole dialogue and some were asked to act it out in front of the class as they learned it by heart.

Based on the above, it can be concluded that there is weakness in the students' mastery of the oral presentation skills. This might be attributed to the methods of teaching adopted in oral presentation at the elementary stage. These results were consistent with the results of several studies in the Egyptian context which assured that little attention is given to oral presentation and speaking skills and all indicated that students were unable to communicate orally in English because of inadequacy in expressing themselves clearly and intelligibly. This was mainly attributed to the teacher who used traditional methods for teaching English language in the classroom(Al-Maleh,2018;Ibrahim,2015; Ahmed 2007; Torky, 2006; Al Ghussain, 2001; and Al Khuli 2000). In fact, Egyptian students often find some difficulties in mastering speaking skills. Many complaints are being raised by teachers regarding students' low level in English language. Therefore, students need more opportunities to practice English and use it communicatively inside and outside the language classroom .This is particularly true of elementary stage schools. Much will depend on how current trends towards the promotion of play-based learning which require collaborative talks , are actually embedded in the statutory curriculum. Hence, the present study tries to develop the oral presentation skills of elementary stage students through the Play-Based Learning Approach and entrepreneurial activities.

Statement of the problem

The study problem can be stated in elementary stage students' poor mastery of the necessary oral presentation skills. This might be attributed to many factors. Among these factors are the traditional methods of teaching speaking and oral presentation still adopted by most EFL elementary school teachers and the absence of motivating speaking activities that can build and activate students' background knowledge necessary for the successfully interpreting and making meaning of spoken discourses, and engage learners in the oral presentation process.

Questions of the study

The current study attempted to provide answers to the following main question :"*What is the effectiveness of a proposed entrepreneurial activities based on Play-Based Learning Approach on developing EFL oral presentation skills among elementary stage students?*"

The following sub-questions were derived from this main question:

- 1-What are the oral presentation skills necessary for elementary English language students?
- 2-What are the theoretical bases and principles for using the Play-Based Learning Approach on developing the oral presentation skills for elementary English language students?
- 3-What are the entrepreneurial activities to be included in the study?
- 4-How far are the proposed activities effective in developing the oral presentation skills among elementary English language students?

The study hypotheses: The study hypotheses were as follows:

Hypothesis one: There are statistically significant differences between the mean scores of the experimental group exposed to the suggested entrepreneurial activities based on play-based learning and the control group receiving regular instruction on the post-test in oral presentation in favor of the experimental group.

Hypothesis two: There are statistically significant differences between the mean scores of the experimental group on the oral presentation pre-and post-tests in oral presentation sub-skills in favor of the post -test scores.

Significance of the study

The significance of the present study lies in the fact that: 1- It is an attempt to overcome the current shortcomings in teaching EFL oral presentation skills for elementary school students. 2-It is also an attempt to investigate the effectiveness of the proposed entrepreneurial activities based on play-based learning on developing EFL oral presentation skills.

Delimitations of the study:

This study was confined to : 1- Developing oral presentation skills necessary for elementary students : Language skills, Content, and Body language 2) Two intact elementary classes in a Language School in Cairo governorate.

○ Rationale for implementing entrepreneurial activities in light of the Play-Based Learning Approach:

○ Entrepreneurship Education: **Entrepreneurship is a multidimensional concept, subject to a variety of meaning and interpretations. Entrepreneurship is most commonly thought of in term of business. However, entrepreneurship may be related to all dimensions of life . In the broadest sense of the term entrepreneurship can be the means to stimulate the creativity and innovation necessary to create a better community, a better nation and a better world. To achieve this goal, government policies should focus on the educational aspects of the vast, human potential for entrepreneurship which exists in every society(Yusuf,2013,193). Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural ,or social. Introducing entrepreneurial values from an early age is one of the most important efforts in shaping the character of future generations. Therefore, entrepreneurship learning in children leads more to child mental change so that entrepreneurship education will form a strong child character such as being creative, critical, able to solve problems and communicate.**

There are different views about the nature of entrepreneurship education. In general terms, entrepreneurship education is considered to be a multifaceted form of teaching with three distinct aims: firstly, it is seen as education for enterprise with the development of various skills and sensitivities needed for the creation of enterprises; secondly, it consists of education about enterprises, providing students with an understanding of the enterprising spirit; and thirdly, it is education through enterprise, making this abroad platform of learning outcomes(Lewis & Massey,2003).Teaching entrepreneurship concepts in early grades helps students become more aware of their own creativity. Schools can offer structured experiences that show students how to use their creativity and learn not to fear taking risks. There is a great value in teaching kids that failure is not something to be avoided or punished, but instead embraced and shared. Part of developing a business is testing out ideas and improving on them along the way. Most entrepreneurial educational projects are designed to develop personal characteristics through play. Hence, it is possible to take advantages of the fact that most children enjoy playing and games, meanwhile they are also given the opportunity to develop physical skills, understand and make sense of the world,

interact with others, express and control their emotions, develop their symbolic and problem-solving abilities and practice their emerging skills(Hirsh-Pasek et al.,2009).

Play –based learning itself can increase brain size physically, and it helps to improve a child’s cognitive skills. Studies found a strong relationship between the skills of entrepreneurship and the physical and social development of children. Playing different games improves entrepreneurship skills among children at the Early Childhood Education level, and it encourages the ingenuity of children and improves their imagination, dexterity, physical, mental and emotional strength(Damber, 2015; Edward,2017). Entrepreneurship areas’ implementation further stresses promoting ideals and behaviors such as individuality, self-confidence, initiative, and competition by providing students with basic knowledge of business and entrepreneurship activities. Maintaining a balance and strengthening students’ capacity and performance entrepreneurship education is the primary field in the education curriculum. Students are implicitly introduced to carefully discovering and exploiting market prospects (Abdallah,2013;Schnidgen et al.,2021).

Considering the crucial role that entrepreneurial activities play in economic growth, social cohesion and innovation, assessing the effectiveness of early entrepreneurship education at the elementary school level is of vital interest to researchers, policymakers, education leaders, educators, and parents. It should be emphasized that the extant literature of entrepreneurial programs have mostly focused on adolescents in secondary education, whereas research on children in elementary school has been mostly neglected. In Malaysia, the critical success factors (CSFs) of kid entrepreneurship were investigated and developed Kid Entrepreneurship (play-based learning) for Learning and Assessment Systems (KELAS) for Malaysian early childhood institutions. This experience of learning entrepreneurship through play helps invest children’s energies in doing benefits and investigating the surrounding environment in creating new resources that serve children’s innovative projects. The assessment results in children’s ability to make valuable decisions based on planning and anticipation of positive and negative outcomes.

Khan et al. (2021) maintain that introducing entrepreneurial values from an early age is essential in shaping future generations’ character: Entrepreneurship Education will form strong child characteristics such as being disciplined, critical, able to solve problems, communicate, appreciate the time and become self-controlled. Paco and Palinhas (2011) aimed in their study at understanding how entrepreneurship education programs train children to intervene socially as active and aware citizens, instilling in them social behaviors such as tolerance, cooperation and sharing. They presented the case study of the Portuguese version of the Junior Achievement –Young Enterprise (JA-YE) program, in the primary education. The experiential and problem-based learning techniques were used ,in which they underlined the role of observation

and action research to gather the evidence in this quantitative and qualitative study. The researchers noted that children felt very comfortable learning ‘adults’ things, of the sort that their parents deal with every day and which they themselves had never understood. The fact that they can see and understand how a community works, where money comes from, how people vote and how products are manufactured, is something that helps them to grow and understand the world they live in.

Zeitoun (2019) focused on one of the modern basic approaches for the development of education in kindergarten by preparing training programs for teachers, and principals of kindergartens in the field of education for entrepreneurship. The researcher prepared and implemented the musical activities in the correct and effective manner due to its importance in the healthy upbringing of children and issuing brochures for in-service teachers on how to educate children and develop their learning skills. The kindergarten allocates a room for musical activity and provides it with various musical instruments and tools that are suitable for kindergarten children. She developed educational curricula, which would lead to stimulating work and creative thinking. Also, expanding training programs with the aim of developing self-skills and personal abilities and acquiring skills, basic work (communication, preparing the work plan and building the work team, marketing, and customer services. Adopting a multi-disciplinary educational system for innovative learning based on creativity, innovation, and entrepreneurship that gives the students the opportunity to multiply qualifications and choose between specializations that develop broad-mindedness and broadness of thought.

Bakatushi et al. (2018) used diversity of strategies to provide children with entrepreneurial skills, develop their ability to plan, and make them more ambitious and creative. The use of project strategies, role-playing and problem solving made children think positively, which contributed to acquiring entrepreneurial skills. Diversity in the activities provided to the child led to positive results and the survival of the learning effect. Also, holding training courses and awareness workshops for parents of kindergarten children and training them to develop their children’s entrepreneurial skills.

Mahmoud(2002) discussed in her study the pivotal educational approaches for the child to become an entrepreneur. The researcher developed three approaches, the objective-oriented discovery learning approach, transforming valuable ideas for children into entrepreneurial projects, and the creative impact assessment on the child entrepreneur’s growth approach. She deployed three scenarios to achieve these approaches, teaching philosophy to children, the Federation of Child Entrepreneurs scenario, and chains of Achievements for Children Entrepreneurs scenario. Also, she designed a Futuristic Framework to achieve these scenarios by referring to the competencies and the best practices.

Huber et al.(2014) analyzed the effectiveness of an entrepreneurship program taught at the final grade of the primary school in the Netherlands. The findings did not yield any impact of the progress on cognitive entrepreneurial skills or

entrepreneurial intentions. Nonetheless, the program had strong positive impact on seven non-cognitive entrepreneurial skills (out of the nine initially taken into account in the study), namely, need for achievement, self-efficacy, pre-activity, persistence, and analyzing. Moreover, Tahran(2021)explained the elements of entrepreneurship education (process, knowledge, skill and values).He discussed in the process: Business idea, financing, product design and production, promotion and Marketing. He highlighted that entrepreneurship education provides the training of individuals who are more active, constructive, creative, able to work in teams, identify and evaluate opportunities, and produce practical solutions to the problems they encounter with the knowledge and skills they have acquired.

Hassi(2016) conducted a field research as part of a program called, ” Never too early to learn entrepreneurship: planting the seeds for the next generation of young Moroccan entrepreneurs” and assessed the effectiveness of early entrepreneurship education. The objective of the program was three-fold: (a)leading the pupils toward generating entrepreneurial ideas, acquiring basic business knowledge, and developing a “product” or “service”; (b) developing pupils’ non-cognitive skills such as risk-taking, self-confidence, and internal locus of control; and (c) favoring the adoption of an entrepreneurial attitude and intention by the pupils. The objectives were achieved through various activities such as reading stories of successful Moroccan entrepreneurs and discussed them in class, problem-solving, role playing and writing a persuasive essay about their imaginative business. Basic buying and selling management concept were discussed in class such as price, advertising, profits, loss and capital. In Morocco, diverse stakeholders have recognized the relevance of entrepreneurship education and its contributions to economic growth and individual development (Hassi & Storti,2014). The Department of National Education recently adopted an initiative entitled Entrepreneurial Culture which aims at introducing students of all levels to entrepreneurship implicitly through extra-curricular activities. However, details about the initiative such as the objectives, contents, methods, and evaluation were not provided to the teachers.

Concerning entrepreneurship education to meet the need for its skills, different types of games can be created. Teachers can teach entrepreneurship concepts using role-playing and entertainment games.A card game was used by Jufri & Wirawan (2018) to educate school children about the importance of fruit and vegetables for well-being and health.

It is noteworthy, that teachers need to set up entrepreneurial activities which challenge students to perform beyond their current capacity. To enable students to achieve these activities, teachers also need to provide support measures which make it possible for students to perform at this new level. If the activity is not challenging enough, students will be bored and possibly become unmotivated: however, if there is

not enough support, students will be frustrated and may give up. Thus, scaffolding enables students to achieve great leaps forward in their language learning. According to Vygotsky's theory, learning is an integral activity of learner's self and adult guidance or collaboration with more capable peers.. It is language use mediating language learning . It is cognitive activity and it is social activity."(Swain,2000,97).

Moreover ,Hirsh-Pasek et al.(2009), maintain that most entrepreneurship educational projects are designed to develop personal characteristics through play.So it is possible to take advantage of the fact that most children enjoy playing and games, meanwhile they are also given the opportunity to develop physical skills, understand and make sense of the world, interact with others, express and control their emotions, develop their symbolic and problem-solving abilities and practice their emerging skills. Furthermore, in a large-scale longitudinal study involving the pedagogical practices in more than 200 primary and secondary schools in Singapore, Hogan (2014) found that much of the classroom talk was still essentially restricted to the teacher conveying procedural information or asking questions that required a one or two word response from the students. Rarely were learners engaged in open ,exploratory talk with each other or with the teacher such that they could experience deeper levels of thinking and negotiation of meaning in any particular topic.

Boonkit (2010), conducted an action research to investigate the factors enhancing the development of speaking skills of their EFL undergraduate students . A confidence factor was gradually developed during the 15 weeks of a regular listening and speaking course. A task-based pedagogical design provided opportunities for the participants to speak in different situations , which helped to make 'passive' vocabulary 'active' and also speaking strength , and errors in pronunciation and grammatical structure were categorized as weaknesses of the research findings. Confidence and competence usually lead to strengthening English language speaking skills. Patil (2008) , asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design , methods of teaching and sufficient tasks and materials (Bailey,2005;&Songsisi,2007).

Method

Participants :A group of (60) elementary students were selected from one of Cairo language schools , in the year 2020 - 2021 (30 students in the experimental group and 30 students in the control group). Students' age in both groups ranged from eleven to twelve years old. All students in the sample of the current study had been learning English as a foreign language for six years.

Research Design

The quasi-experimental design called the non-equivalent group design was employed in the present study. This design is identical to the pre-posttest control/experimental group design in all aspects except that intact groups rather than

randomly assigned ones are used, creating a control problem in terms of selection bias. This makes the use of a pre-test necessary for this particular design. In this study, two intact classes were randomly selected to represent the experimental and the control groups. The experimental group received training throughout the proposed entrepreneurial activities based on play-based learning approach for developing oral presentation skills.

On the other hand, students in the control group received regular instruction. A pre/post oral presentation test was given to the two groups before and after the treatment. The independent variable was the suggested program based on Dialogic Teaching, and the dependent variables were the pre-post test, and the oral presentation skills.

Measures: The present study made use of main tools: a-Oral presentation skills checklist. b-A pre-post oral presentation test.

a- The oral presentation skills checklist: The checklist was meant to determine the most important oral presentation skills necessary for the elementary stage. It was designed in light of the objectives included in the Ministry of Education document and the previous literature and related studies concerned with developing oral presentation skills at this stage for ESL/EFL students, the checklist was submitted to a panel of jury in the field of EFL methods of teaching to determine the degree of importance of each skill.

The oral presentation skills selected by the study according to their high percentages were as follows:

(1) Language skills :

- Correct usage, control of grammatical structures.
- Good range and control of vocabulary for the task.
- Pronunciation is mostly lucid and intelligible

(2) Content:

- Using cohesive devices.
- Links between ideas are clearly indicated.
- Ideas are well organized and examples provided.

(3) Body Language:

- Maintaining good eye contact with audience and is appropriately animated(e.g., gestures, moving around, etc.).
- Using a clear ,audible voice.
- Delivery is poised, controlled, and smooth.

•Strong sense of audience and confidence.

b- The oral presentation test: Students were asked to talk about their startup project for not more than 10 minutes. Each student stands in front of the jury members and the other students in classroom and deliver the oral presentation .

Objectives of the test: A pre/post oral presentation test was constructed and administered to the two groups by the researcher. It was used prior to the program implementation to make sure that students of both groups were at the same level before starting the experiment, and hence, the progress achieved by the experimental group would be attributed to the entrepreneurial activities base on play-based learning approach they had been exposed to. As a post-test, it was used to investigate the effectiveness of the proposed entrepreneurial activities based on play-based learning, on developing the selected oral presentation skills.

The equivalency of both the control and experimental groups was established through analyzing their pre-test results. The following table shows that there were no statistically significant differences between the control and the experimental groups on the pre-test in oral presentation.

Table (1) :T-test results of the pre-test of both the control and experimental groups

Skills	group	Mean	S.D.	D.F.	T-value	Sig. at 0.05
Language 1	Control	1.30	0.466	58	0.273	Not sig.
	Exp.	1.33	0.479			
Language 2	Control	1.37	0.490	58	0.540	Not sig.
	Exp.	1.30	0.466			
Language 3	Control	1.33	0.479	58	1.046	Not sig.
	Exp.	1.47	0.507			
Content	Control	1.40	0.498	58	0.261	Not sig.
	Exp.	1.37	0.490			
Body language	Control	1.43	0.504	58	0.258	Not sig.
	Exp.	1.40	0.498			
Total	Control	6.83	2.214	58	0.058	Not sig.
	Exp.	6.87	2.224			

As shown in table (1), t-values are (0.273) for Language 1, and (0.540) for Language 2 skills, (1.046) for Language 3, and (0.261) for Content, and (0.258) for Body language which are not statistically significant at 0.05 level. Thus, it can be concluded that the two groups were almost at the same level of performance in oral presentation skills .

Description of the test :The pre-post test consisted of asking each student to choose a startup or project and talk about it in not more than 10 minutes.

Test validity and reliability: To measure the test content validity, the first version of the test was given to 6 EFL supervisors and teachers to evaluate it in terms of content appropriateness, and suitability of the test

to the students' level. In addition, they were asked to evaluate the test as a whole in terms of : (a) correctness, (b) number of items and (c) suitability of the language level to the elementary stage students' linguistic level. The test proved to be a valid one, as it measured what it was intended to measure in most cases.

In order to establish the test reliability, the test-retest method was employed with an interval of two weeks on a sample of 20 elementary students of the pilot study. The Pearson's correlation coefficients was used to calculate the reliability coefficient which was(0. 87), and which was relatively high. Therefore, the test could be considered a reliable one for the purpose of the current study.

Piloting the test: The test was piloted on a group of 15 students randomly selected to determine item difficulty, and the suitability of the task selected to extract the expected skills. Results revealed that the majority of students obtained low scores. Moreover, students reported that talking in English continuously for more than 5 minutes was more difficult for them than answering questions whose answers were directly and clearly stated before or known for them. This may be due to the fact that they were accustomed to answering the direct questions included in their textbook. In addition, it was estimated that a period of 10 minutes would provide ample time to complete the test. This time was estimated in the following way :

$$\frac{\text{Time taken by the fastest student} + \text{time of the slowest student}}{2} = 10 \text{ minutes}$$

$$\frac{5+15}{2}$$

The pre-test was administered to both groups in normal classroom conditions three days prior to the experiment. The post-rest was administered four days after the experiment ended.

Inter-rater Reliability: To insure reliability of scoring, analytical scoring was utilized to evaluate students' oral presentation during the pre-post test, which was done by three raters based on the checklist of the oral presentation skills (oral presentation rubrics). It was assessed through Pearson's correlation coefficients, the

following table shows the correlation coefficients among individual raters of the pre-post test.

Table (2) : Summary of the correlation coefficients among individual raters

Test	Raters		
	11.111	1.111	1.11
Pre	0.973	0.781	0.817
Post	0.795	0.836	0.893

Through comparing the correlation coefficients extracted from the statistical table at 0.01 level, it was found that the estimated correlation coefficients were statistically significant at 0.01 level. This shows reliability of scoring. Hence, scores were pooled to get an average score for each oral presentation skill.

A small pilot study was carried out , 20 students were selected from the secondary stage and were asked to perform four activities, the pilot study aimed at determining the time taken by the students to do the activities and to what extent they enjoyed the activities and were suitable for their age and linguistic level and activities.

Suggested Entrepreneurial Activities:

Learning objectives

Students were expected to master the identified oral presentation skills by the end of the treatment.

Duration of the Entrepreneurial Activities: The Entrepreneurial activities are taught in six weeks. The first classroom period was an introductory one aiming at introducing students to the aims of the oral presentation activities they were going to practice in the entrepreneurial activities they were expected to do.

Validity of the program:The entrepreneurial activities' validity . sample activities were given to EFL specialists who approved them, and suggested some modifications. The panel of jury approved the Entrepreneurial activities as valid and suggested allocating more time to teaching the oral presentation activities.

Piloting the program: After designing the program and modifying it according to the panel of jury suggestions ,a small pilot study was carried out, 20 students were selected from the elementary stage and were asked to perform three activities, the pilot study aimed at:- determining the time taken by the students to do and practice the different activities. -Getting

an indication to what extent they enjoyed the activities and how far students were enthusiastic about the oral presentation and entrepreneurial activities.-Getting an indication concerning the suitability of the program content and activities to students' linguistic proficiency level.

Description of the Entrepreneurial Activities: The features and concepts underpinning the Play-Based Learning approach to classroom practice call for teachers to engage with students as co-collaborators in meaning-making by planning entrepreneurial activities that generate genuine conversation between students and interventions that are communicatively responsive. The kind of questions teachers ask are those which require students to think more deeply, not ones to promote recall or provide 'right' answers.

Students are asked to give examples or counter-examples of their ideas, to make connections between each other's ideas and consider the assumptions that lie behind them. Teachers encourage students to build criteria to support their views that are consistent and to summarize key points during the progress of the interaction. In this process the teacher is no longer the sole source of knowledge in the classroom. Questions are no longer designed to elicit what they already know, but to build new knowledge together.

It was taken into consideration that the different skills of speaking and oral presentation sub-skills should be stressed in each lesson through practicing a varied range of oral presentation and entrepreneurial activities. However, the choice of a particular oral presentation skill to be developed in a given lesson was affected by the nature of information included in the spoken activity and in their genre. According to this entrepreneurial activities in light of play-based approach each oral presentation lesson was divided to three phases. These phases were as follows:

1- **Pre-speaking phase:** Prior to speaking, building and activating students' prior knowledge is necessary for the active reconstruction of the original intentions of speakers. This can be done by using videos, pictures, visual tools that correspond to the thinking processes and a combination of activities including prediction, brainstorming.

2- **During speaking phase:** The 'top-down' and the 'bottom-up' processing models are interactive and complementary for the successful

of spoken discourses. Oral presentation should be primarily taught as a process of making meaning that proceeds from whole to parts. In this sense, attention is focused on teaching oral presentation skills in context when they become relevant or when they occur naturally in the speaking and oral presentation activities which students practice. This should be done using varied during and post speaking activities that integrate the four language skills.

3- Post-speaking phase. .Giving feedback which help to lead students' thinking forward.

Description of the Activities: All activities are (collective, reciprocal, supportive, cumulative, and purposeful).

-Discussions: During the discussion, students provide elaborate explanations of their thinking. They state their positions, support them with justifications, reasons and give examples.

All discussions were based on thought-provoking issues that are central to human experience and relevant to students' lives and startups they have chosen.

- **Watching short videos:** Students watch videos about oral presentations, and discuss and comment on the different factors that make it successful or unsuccessful.
- **Vocabulary building games and handouts:** enriching students' entrepreneurship vocabulary by using various handouts .
- **Simulation:** Students are required to do simulation of various oral presentations tackling different startups and projects.
- **Talk Show activity:** Students make a talk show and take roles to be a TV. announcer and guests, talking about their startups and enterprises.

Evaluation: Formative evaluation took the form of following each speaking activity with a feedback. Discussions and conversations are two interactive speaking activities which provide a level of authenticity and spontaneity that other assessment techniques may provide. On the other hand, summative evaluation included the oral presentation test utilized to measure the achievement of the intended goals after the treatment. Oral presentations are the most common tasks for evaluating extensive speaking

Results

Results of the study are presented in terms of the study hypotheses.

Hypothesis one: There are statistically significant differences between the mean scores of the experimental group exposed to the suggested entrepreneurial activities and the control group receiving regular instruction on the post test in oral presentation in favor of the experimental group.

T-tests for independent samples were conducted in order to compare the post-test scores of the experimental and control groups in oral

presentation skills (Language, content and body language).The results of the T-test proved to be statistically consistent with the above stated hypothesis. Therefore, the first hypothesis was supported. Table (3) shows this statistical significance. To investigate the differences between both the experimental and control groups with respect to each determined oral presentation sub-skills, t-tests for independent samples were used and they revealed statistically significant differences at 0.05 level.

Table (3) :T-test results of the post-test of both the control and experimental groups in oral presentation skills.

Skills	group	Mean	S.D.	D.F.	T-value	Sig. at 0.05	Effect size
Language 1	Control	1.60	0.621	58	7.559	Sig.	1.99
	Exp.	2.93	0.740				
Language 2	Control	1.80	0.664	58	6.387	Sig.	1.68
	Exp.	2.87	0.629				
Language 3	Control	1.67	0.547	58	6.100	Sig.	1.60
	Exp.	2.70	0.750				
Content	Control	1.70	0.535	58	6.498	Sig.	1.71
	Exp.	2.83	0.791				
Body language	Control	1.73	0.583	58	6.335	Sig.	1.66
	Exp.	2.80	0.714				
Total	Control	8.50	2.113	58	8.491	Sig.	2.23
	Exp.	14.13	2.956				

The above table shows that there were statistically significant differences at 0.05 level between the mean scores of the control and experimental groups on the post - test in each oral presentation skills in favor of the experimental group, since the estimated t-values for Language 1 ,were (7.559), and (6.387) for Language 2, and Language 3 (6.100), and for Content (6.498), and for Body language (6.335). Moreover, the effect size values (1.99), (1.68),(1.60), (1.71) and (1.66) for Language 1, Language 2, Language 3, Content and Body language skills respectively reveal that the proposed entrepreneurial activities in light of play-based learning have a large effect on the experimental group students' oral presentation skills on the post-test as compared to those of the control group receiving regular instruction.

Hypothesis two: There are statistically significant differences between the mean scores of the experimental group on the pre-post- tests in oral presentation skills in favor of the post-test scores.

In order to verify the validity of this hypothesis, t-tests for paired samples were used. The t-test results proved that there were statistically significant differences between the pre-posttests mean scores of the experimental group in oral presentation skills (Language, content and body language)other words, the results of the t-tests proved to be statistically consistent with the above stated hypothesis. Hence, the second hypothesis was accepted.

To investigate the differences between the experimental group students' oral presentation skills before and after being exposed to the entrepreneurial activities in light of the play-based learning approach, t-tests for paired samples were used for each determined oral presentation skill. The following table shows the existence of statistically significant differences at 0.05 level .

Table (4):T-test results comparing the pre-test vs. post-test means for the experimental group in each oral presentation skill.

Skills	Group	mean	S.D.	Difference mean	Difference S.D.	D.F.	T-value	Sig. at 0.05	Effect size
Language 1	Post	2.93	0.740	1.600	0.932	29	9.401	Sig.	3.49
	Pre	1.33	0.479						
Language 2	Post	2.87	0.629	1.567	0.774	29	11.089	Sig.	4.12
	Pre	1.30	0.466						
Language 3	Post	2.70	0.750	1.233	0.971	29	6.954	Sig.	2.58
	Pre	1.47	0.507						
Content	Post	2.83	0.791	1.467	1.008	29	7.969	Sig.	2.96
	Pre	1.37	0.490						
Body language	Post	2.80	0.714	1.400	0.932	29	8.226	Sig.	3.06
	Pre	1.40	0.498						
Total	Post	14.13	2.956	7.267	3.965	29	10.039	Sig.	3.73
	Pre	6.87	2.224						

The above table shows that there were statistically significant differences at 0.05 level between the mean scores of the experimental group on the pre-post tests in favor of the post-test in the oral presentation skills, since the estimated t-values for Language 1 were (9.401) , (11.089) for Language 2, and for Language 3 (6.954), and (7.969) for Content, and (8.226) for Body language. Moreover, the effect size values (3.49), (4.12) , (2.58) , (2.96) , and (3.06) for for Language 1, Language 2, Language 3, Content and Body language skills respectively reveal that the proposed Dialogic

Teaching program had a large effect on the experimental group students' oral presentation skills on the post-test as compared to the pre-test.

Discussion

Considering non-cognitive entrepreneurial skills , risk-taking characteristic has been consistently highlighted and made students depend on themselves to make decisions. Moreover, students' self-efficacy has increased, believing in their own ability feeling self-confident, and controlling their own success. It is noteworthy to mention that children have a very short, hence activities based on play-based learning was effective. This is consistent with the results of Hassi (2016).

I had to analyze many videos of students discussing their startups together, looking for what made the difference between successful and unsuccessful groups. I found that the thing that made the most difference was not the 'cognitive strategies' they were using so much as the quality of their relationships. The extent to which they were real and spontaneous in the conversation and discussion with each other made a difference to their ability to think together. I called this the dialogic quality of the students' relationships and found indicators of it in things like a willingness to ask each other to help them understand , openness to a change of opinion in the face of arguments and individuals being able to admit that they had been wrong and someone else had been right. The way students speak and listen to each other is governed by practices predicted on respect for all voices to speak and be listened to. Difference is valued and alternative interpretations welcomed. Discussion is valued as a key to self-knowledge and mutual understanding but does not seek consensus.

Remarkably, providing opportunities to use English language , and an enhancing learners' experiences as important contributing elements to classroom learning , and the linking of speaking situations to real world English helped students to gain both confidence and competence. Building up students confidence in oral presentation was a crucial factor that strengthened the speaking performance. The activities based on entrepreneurship and play-based learning approach in a variety of situations helped students to prepare for speaking , this preparation became an effective strategy to minimize anxiety , and thus maximize speaking confidence ,this is consistent with (Patil (2008),Bailey,(2005) and Songsiri, (2007).

It is noteworthy that the findings were obtained also from the speaking activities and discussions. Strengths of speaking performance found in this study included a wide variety of real world topics , when a broad range of vocabulary was employed ; however, weaknesses were found in the pronunciation and grammatical structures. Moreover, freedom of topic selection encouraged the participants to feel comfortable and motivated to speak, and hence, maximized speaking confidence. The wide range of vocabulary related to the selected topics and issues increased and activated the EFL learners' English lexicon. However, errors of word stress and the use of incorrect

tenses were categorized as weaknesses. These findings were consistent with Boonkit (2004) and Al-Hebaish(2012)results.

Remarkably, through using entrepreneurial activities and play-based learning, students were encouraged to think and interact in different ways. Students also were able to justify their answers and the feedback helped to lead their thinking forward. Hence, it is valued as a process that can promote inclusion of all students ,this is consistent with (Alexander,2006 ; Lyle,2008 ;Hogan,2014; and Lee,2016).Moreover, roleplaying increased students' self-confidence and were more inclined to take the initiatives. It allowed students to develop interpersonal and communicative skills, these findings are consistent with Paco and Palinkas (2011) results. Furthermore, students were creative, able to work in teams, identify and evaluate opportunities and produce practical solutions to the problems they encountered with the skills and knowledge they have acquired, these findings are consistent with the results of Tahrán(2021) and Hassi(2016).

Recommendations and suggestions for further research :

- Fostering entrepreneurial awareness through play-based learning and developing oral presentation skills should be a part of early childhood educators' commitment to helping children move towards using their fullest potential. Teachers should play a vital role in encouraging entrepreneurial activities to enhance learning entrepreneurship values and skills, and must create an atmosphere that encourages creativity as well as confidence in the classroom. Therefore, teachers must prepare conditions or settings that enhance oral presentation skills.
- Oral presentation instruction should be engaging as well as challenging and given more attention in our EFL classes. More time and efforts should be exerted to develop this main skill and its sub-skills. More studies are needed to compare the relative efficacy of implementing the entrepreneurial activities through play-based learning approach to address different genres and other language skills.
- Further research is necessary to explore and investigate the effectiveness of applying similar entrepreneurial activities with different stages and student populations over a longer period of time on students' skills especially on speaking sub-skills.

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