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## Study of Learning Achievement and Ability of a Tour Guide Through Interactive Teaching Methods in Basic Knowledge of Chinese Tour Guide

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### Abstract

**Background and Aims:** Tourism is a way of cultural communication, which can spread the culture of the destination to the source of tourists. With the development of tourism, more and more countries pay attention to this effect of tourism and regard it as an important window for the external publicity of national culture. In the face of these, tour guides should give tourists knowledge, fun, and beauty through guidance and vivid and wonderful explanations. The purposes of this research were: 1) To Compare the learning achievement of students before and after learning through the Interactive Teaching Methods, 2) Compare the ability of a tour guide of students after learning through the Interactive Teaching Methods with the determined criterion of 70 percent.

**Materials and Methods:** The sample of this study This experimental research aimed to The Sample of this study was 25 third-year college students at Shanxi Institute of Technology, the People's Republic of China. They were derived from cluster random sampling. The research instruments were (1) five lesson plans based on the Interactive Teaching Methods. (2) a tour guide achievement test with a reliability index of .89 and (3) an assessment form for the ability of a tour guide using rubric assessment has an IOC value of 1.00. The statistics used for data analysis were mean, standard deviation, t-test for one sample, and t-test for the dependent sample.

**Results:** The results showed that 1) the students' learning achievement after learning through the Interactive Teaching Methods was higher than that before learning through the Interactive Teaching Methods at a significance level of .05; 2) the student's ability of a tour guide was higher than the determined criterion of 70% at a significance level of .05 ( $M = 26.22$ ,  $SD = 1.04$ ).

**Conclusion:** Knowledge gained from this research is that Interactive Teaching Methods can enhance students' learning achievement and the ability of a tour guide by encouraging the students to the ability of a tour guide based on six principles: 1) Communication 2) Energy 3) Dynamic 4) Memory 5) a sense of humor and 6) professionalism.

**Keywords:** Interactive Teaching Methods; Learning achievement; Ability of a Tour Guide

### Introduction

Tourism is a way of cultural communication, which can spread the culture of the destination to the source of tourists. With the development of tourism, more and more countries pay attention to this effect of tourism and regard it as an important window for the external publicity of national culture. In the face of these, tour guides should give tourists knowledge, fun, and beauty through guidance and





vivid and wonderful explanations. The daily conversation between tour guides and tourists, with their superb oral language expression ability, artistically and profoundly spread the cultural connotation of the scenic spot to tourists. The traditional culture and modern civilization of a region and nation are expanding all the time. Use your personalized language and expression to spread the deep-seated cultural heritage of the tourist site to tourists, and strive to make tourists gain something from the visit and make it an artistic enjoyment. (Zhen, 2017)

The teacher will instruct the students on the six fundamental abilities required to become a tour guide to pass the tour guide exam:

**1. Communication:** It should go without saying that every tour guide worth their salt has excellent communication skills. A good tour guide is articulate, easy to understand, and has the physical capabilities to command attention and project their voice across potentially large groups of people. They should also be able to communicate one-on-one, answer questions with calm, and remain approachable even when under pressure. It's a big ask, but these qualities are what determine how memorable your tours will be in the long run.

**2. Energy:** Ultimately, the success of your tours will come down to the energy levels of your tour guides. Tour guides need the ability to sustain a high level of energy throughout the working day, keeping guests interested and involved throughout the tour. Low energy levels affect everything from communication to customer care, so ensuring your guides have good energy levels is essential. If you have low energy levels, then this will affect the energy levels of your customers.

**3. Dynamism:** Your tour guides are going to be faced with a huge variety of challenges as they go about their job. It's more than just addressing crowds, but also answering individual questions, handing out advice, problem-solving, and much more, all whilst attempting to hold the attention of your guests. So, to ensure your tours are the best, your tour guides should have a passion for the city/country which will increase their love for the job – and the customer's love for the tour! As such, dynamic characters are essential to the function of your tours.

**4. Memory:** As a tour operator, you know that you're not just selling the sights and sounds of a location, you're selling the whole package. That includes a breadth of knowledge about the area that most simply don't have. Naturally, then, your tour guides are expected to retain a huge amount of information and be able to recall it with absolute ease. Ultimately, your tour guides should be able to know their script so well that it flows naturally like a friend telling another a story, rather than somebody working their way through a script. That's the kind of talent that only comes with a fantastic memory.

**5. A sense of humor:** Long after the facts begin to fade in your guests' minds, the memory of the fun they had will remain, and the key to building those everlasting memories is humor. Your guests might be there for the history, but anyone can lose interest when the facts are presented in a dry and humorless way. A little humor brings life to any tour, dramatically increases enjoyment levels, and helps to relax your guests into their experience.

**6. Professionalism:** For all the adaptability demanded of a tour guide, professionalism must always be retained. Your tour guides will be dealing with crowds, high-pressure situations, and customers from a variety of cultures. As such, retaining professionalism and courtesy is essential at all times. Guides who don't do so, may rack up some complaints, lose control over groups, and therefore won't leave the customers wanting to come back.

With these six traits, your tour guides can provide engaging, informative, and entertaining tours to your guests. However, getting those guests to sign up for your tours isn't easy. That's why our tour





operator online booking platform is there to help you get customers signed up safely and quickly, allowing you to manage your online bookings effectively. Good recruitment and better bookings? That's the basis of a successful tour operator.

## Objective

This paper aims to study Learning Achievement and the ability of a Tour Guide Through Interactive Teaching Methods in Basic Knowledge of Chinese Tour Guide

## Literature Review:

Interactive Teaching Methods are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive Teaching Methods are also beneficial for you as the teacher in several ways, including. (Yee, 2018). Measurable student accomplishments: Teachers who utilize Interactive Teaching Methods are better equipped to assess how well students master a given subject material. Flexibility in teaching: Applying training methods that involve two-way communication will enable teachers to make quick adjustments in processes and approaches. Practice makes perfect: Interactive instruction methods enhance the learning process. Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, the teacher will have much more fun too. Classroom interaction plays an important role in Online classroom teaching. Through interactive activities, students can use their language knowledge in real language communication, so that students can express their meaning creatively. The Interactive Teaching Methods have changed the single teaching model of "one speech hall" in the traditional classroom, emphasizing the student-centered organization of teaching.

Interaction, that is, interaction or interaction, exists between things, people, people, and things. "Interaction" is a concept introduced from sociology to the field of pedagogy, which first appeared in the interpretation of "symbolic interaction" by American social psychologist Mead (J.H). Mead believes that individuals, self, and society all produce continuous dialogue and communication, and human communication is achieved through meaningful actions. H. Douglas Brown interpreted "interaction" as the exchange of thoughts or emotions between two or more people and their influence on each other. Therefore, we can simply say that interaction is a process in which two or more people exchange ideas and feelings, transmit information, and have an impact on both sides. (Yakovleva & Yakovlev. 2014)

Interactive Teaching Methods are a simple, fast-paced process that can effectively teach students any academic or social skills, routines, or procedures, allowing them to complete them in a specific way (whether due to knowledge mastery, efficiency, or other reasons). The interactive teaching method is one of the important practices of responsive classroom teaching method in classroom student teaching. Learning Management using Interactive Teaching Methods refers is the inevitable trend of the development of quality education and provides new ideas for classroom teaching the teaching process is regarded as a process of unified interactive influence and interactive activity of teaching and learning. Through all-round communication and exchange harmonious interaction between teachers and students and student interaction is formed to improve the teaching effect. It represents a clear positioning prominent features lively format, and illustrated text achieving an organic combination of science, knowledge, interest readability, and practicality. (Yee, 2018). To make cooperative learning be carried out effectively, teachers should do the following work when organizing Interactive Teaching Methods. There are 4 steps Step of teaching as follows:







There are two main types of Interactive Teaching Methods: teacher-student interaction and student interaction. The basic model of interactive teaching is "exciting, enlightening, creating and communicating"; The application of the interactive teaching method in writing teaching is based on this basic model and revolves around these four steps. (Giorgdze & Dgebuadze, 2017) The research used the 4 step methods of interactive teaching:

**Step 1: Exciting interaction:** Using multimedia and other techniques to present selected cases, students are invited to use their existing knowledge to try and propose solutions, correct errors set suspense, and then focus on key and hot topics for in-depth analysis, ultimately upgrading to theoretical knowledge. The general procedure is case explanation - trying to solve - setting suspense - theoretical learning - analyzing the plan. This method is intuitive, concrete, vivid, and intertwined, with clear right and wrong, a deep impression, and a lively atmosphere. The disadvantage is that theoretical learning is not systematic and profound enough, the selection of typical cases is difficult, and the classroom knowledge capacity is small. selected case-based interaction: Conduct online teaching combined with video demonstrations, teach knowledge points, and describe why this knowledge point is important in this learning.

**Step 2: Enlightening interaction:** The theme is the "fuse" of interactive teaching, and the interaction between both teaching parties around the theme is conducive to achieving teaching objectives. The general method is to throw out the topic - raise questions within the topic - think and discuss the problem - find answers - summarize and summarize. This method has a clear theme, clear organization, and in-depth exploration, which can fully stimulate the enthusiasm and creativity of students. However, the disadvantage is that it is difficult to organize, and the depth and breadth of questions raised by students are not controllable, which often affects the teaching process.

**Step 3: Inductive problem-based interaction:** It is to summarize and interact with teaching objectives, and key and difficult issues before class. At the beginning of the teaching process, the instructor throws out ideas one by one to the students, who engage in extensive thinking and debate, ultimately achieving the goal of understanding and familiarizing themselves with the content they have learned, while also broadening their thinking. This method can fully mobilize the enthusiasm and creativity of students.

**Step 4: Creating and Communicating Interaction:** Allow students to collaborate and practice, observe, and correct any mistakes they may make. and strengthen their mastery and understanding abilities through real-time feedback through after-school homework exercises.

#### **Learning achievement of being a tour guide**

Through the Interactive Teaching Methods, gain an overview of tourist attractions and learn the experience of leading a tour group. Further understanding the significance of travel has made students feel the purpose and mood of choosing this major in the first place. Make sure your choice is correct and decide to move on firmly. Travel itself is a very happy thing. If one can take others on a tour as a guide, it not only brings happiness to oneself but also brings happiness to others. I think that kind of life will be very meaningful because it not only enriches students' own lives but also makes them useful to society. Therefore, it strengthens students' belief in the pursuit of tourism.

#### **Ability a tour guide**

The tour guides play a dual role in representing and propagating their nation's policies and cultural identity to tourists. This role involves not only providing information about historical and cultural aspects but also actively shaping tourists' perceptions and understanding of the nation, often in





alignment with government narratives. While there isn't a specific academic reference for this exact statement, various academic works in tourism studies, cultural studies, and political science have explored the influence of tour guides in conveying national ideologies and fostering cultural exchange. For instance, Cohen (2016) in his book "Tourism and Politics: Global Frameworks and Local Realities" discusses how tour guides can act as intermediaries in conveying national ideologies and shaping tourists' perspectives on political and cultural issues within a destination.

Tour guides should have a high level of knowledge about the culinary composition and its connection to the cultural and social fabric of the region. They should have good communication skills, problem-solving ability and the ability to empathize with tourists. In addition, tour guides should obtain information from reliable sources and continually develop their knowledge in areas such as tourism psychology, Tourism Sociology self-development and effective speaking skills. An intelligent tour guide explainer has been developed to solve the problem of poor wireless signals in remote areas, and for the safety of tour guides and users This machine uses multiple wireless transmission towers and can detect the location of users and tour guides within range of these towers. It also has features such as an emergency alarm button and smart insoles with airbags and pressure sensors to provide timely confirmation of walking or riding. The tour guide system is designed to meet the demand for assisted tours. Tourists self-standardize the description of tour guides, and respond to the personal needs of the new generation This system consists of an intelligent terminal system, Information interactive system and an intelligent navigation service system. An intelligent tour guide system has been developed to facilitate the travel of pedestrians. This system consists of modules for human-machine interaction, Route planning, control, voice interaction Facial and driving recognition can confirm the name and location of scenic spots, route planner and continuously improves based on matching and planning errors. Smart tour guide accessories have been invented for group use. This includes a guide car with controls for navigation and inspection. This device has a high level of intelligence and can improve the tour guide experience for groups (Ülkü & Göktaş, 2022).

The tour guide not only represents the interests of the travel agency, performs the contract, and implements the travel plan, but also shoulders the responsibility of protecting the legitimate rights and interests of tourists. On behalf of tourists, he negotiates with relevant departments, puts forward reasonable requests, intervenes in the practices that violate the contract, and competes for the legitimate rights and interests that should be enjoyed by tourists; Tour guides must introduce our country to tourists, assist them to learn as much as possible about our country, society, people, civilization, customs, public opinion, as well as the relevant policies and rules of the country. Together, they should also conduct surveys and studies to learn about foreign countries from tourists. (Rao, 2014)

The six components of tour guide service are Communication Energy Dynamism Memory Humour Professionalism. According to the provisions of the tour guide's responsibilities, the tour leader is the leader and spokesman of the outbound tourist group. The tour guide accompanying the tour guide throughout the journey is fully responsible for the tourism activities of the multi-belt tourist group and plays a leading role in the whole tourism activities. The local accompanying tour guide is the local executor of the tourism reception plan and the organizer of local activities.



## Research Conceptual Framework

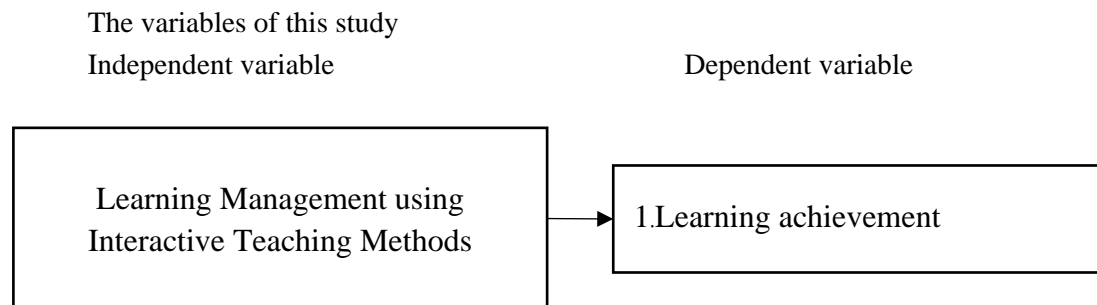


Figure 1 Research Conceptual Framework

## Methodology

**1. Population and samples:** The population in this study was 100 students (4 classrooms) the third-year college students of Shanxi Institute of Technology in the academic year of study 2023. The sample of this study was 25 third-year college students (1 classroom) of Shanxi Institute of Technology in the academic year of 2023 which was selected using the cluster random sampling method.

**2. Research instruments:** The research instruments which were used in this study were as follows:

**2.1 Lesson plans on basic knowledge of Chinese Tour Guides course:** The researcher provided an evaluation form to 5 experts to check or evaluate the lesson plans. After collecting data, analyze the collected data to determine the appropriateness and consistency of the lesson plans. If the average score of appropriateness and consistency assessed by a group of experts is higher than 3.51, it means that the components of the lesson plans have good appropriateness quality and internal consistency. After obtaining the expert evaluation results, the developed teaching model was revised and improved according to the expert's suggestions.

**2.2 Learning achievement tests:** The evaluation form is provided to 5 experts for content validity check and suggestions. The quality of the evaluation form is considered according to the Index of Item Objective Congruence (IOC) obtained from the achievement test evaluation form. If the Index of Item Objective Congruence (IOC) of each item is greater than 0.5, if each item is greater than 0.50(0.80-1.00), it can be used. The result of analyzing the IOC index showed that all test items were appropriate and could be used in the test. Finally, analyze each item of the test and find out that item difficulty (p) should range from 0.20-0.80 and item discriminability (r) should be more than 0.20. The reliability of the test was computed using the formula of Kuder and Richardson formulas 20 and more than 0.7 (Richardson, M. W., & Kuder, G. F. 1939: 681-687).

**2.3 Assessment form for ability of a tour guide:** using rubric assessment has an IOC value of 1.00. The students to create a video clip of their ability to guide. The students go to real tourist areas and record video clips of lectures for people who travel to learn about real tourist attractions.

**3. Data collection:** The procedures of data collection were as follows: (1) The samples were given the pretest by measuring Learning Achievement with constructed instruments. (2) The samples were taught by using Interactive Teaching Methods. (3) After finishing the instruction, the samples received the post-test by using the same instrument that was used in the pretest.

**4. Data analysis:** In this study, data were analyzed by using the statistical program according to the research objectives; (1) Compare Learning Achievement before and after learning through



Interactive Teaching Methods by using a t-test for a dependent sample. (2) Compare the ability of a tour guide with the determined criteria set at 70 percent by using a t-test for one sample.

### Results

The results were presented according to the research objectives as follows:

1. To Compare the learning achievement of the students before and after learning through the Interactive Teaching Methods.

**Table 1:** The result of comparing the mean score of Learning Achievement before and after learning through Interactive Teaching Methods

Group	N	Pretest scores		Posttest scores		t	p
		M	SD	M	SD		
Experimental group	25	15.40	2.02	26.80	1.22	29.113*	.000

\* $p < 0.05$

As presented in Table 1, the mean score of the pretest of students' Learning Achievement scores was 15.40, ( $SD=2.02$ ), and in the posttest of students' tour guides, as presented in Table 4.1, the mean scores of the pretest of students' Learning Achievement scores were 15.40, ( $SD=2.02$ ) and posttest of students' tour guide learning scores and learning ability was 26.80, ( $SD =1.22$ ).

2. Compare the ability of a tour guide of the student after learning through the Interactive Teaching Methods with the determined criterion of 70 percent.

**Table 2:** The result of comparing the ability of a tour guide of the students after learning through the interactive teaching methods with the determined criterion of 70 percent.

Group	N	Full score	Criteria score	M	SD	t	p
Experimental group	25	30	21	26.22	1.04	21.69*	.000

\* $p < 0.05$

As presented in Table 2, the result of students' ability of a tour guide after learning through Interactive Teaching Methods was 26.22 from full marks of 30 and the standard deviation was 1.04, which was statistically higher than the determined criterion of 70 % at 0.05 level of statistical significance ( $t =21.69, p =0.000 < .05$ )

It can be seen that students' ability to be a tour guide of students who learn management using Interactive Teaching Methods is higher than the determined 70%.

### Discussion

1. The students' learning achievement after learning through the Interactive Teaching Methods was higher than that before learning through the Interactive Teaching Methods.

Teaching can effectively improve students' academic performance. This may be due to the following two reasons: On the one hand, Interactive Teaching Methods is a quality education development that uses Interactive Teaching Methods for learning management, which provides new ideas for classroom teaching. Treating the teaching process as a process of unified interactive influence





and interactive activities between teaching and learning embodies the characteristics of clear positioning, vivid format, and rich pictures and texts, and realizes the organic combination of scientific, informative, interesting, readable, and practical. On the other hand, in Interactive Teaching Methods, There are two main types of Interactive Teaching Methods: teacher-student interaction and student-student interaction. The basic model of interactive teaching is "exciting, enlightening, creating and communicating"; The application of the interactive teaching method in writing teaching is based on this basic model and revolves around these four steps. Therefore, combining Interactive Teaching Methods in teaching can improve students' mathematics performance. Interactive Teaching Methods: challenges and perspectives. In conclusion, we can say that the article does not attempt to contrast interactive and traditional methods but rather highlights the advantages of the interactive method and underlines its effectiveness in activating creative thinking, analytic, and argumentation skills in students; to develop conversation, discussion, team- working and effective communication skills as emotional contacts created through interactive learning make students listen to peers. Interactive methods in multicultural education allow students to have not only knowledge and compassion for others but also be able to make rational decisions in any situation to develop the most acceptable models of thinking, action, and communication.

2. The students' ability of a tour guide was higher than the determined criterion of 70% after learning through the Interactive Teaching Methods.

Interactive teaching significantly improves the academic achievement of students and the creative ability of contemporary Chinese oil painting students. It sparked interest Promote interaction between teachers-students and friends. and deepen your expertise and skills in oil painting. The results reinforce the positive impact of interactive teaching on oil painting education. This provides a great deal of support to educators. Under this guideline Students' creativity in oil painting improved significantly. It provides more opportunities for independent expression, feedback, and advice from teachers and colleagues. (Xia, et al. 2023). Online teaching in China: Interactive teaching and learning methods for secondary school education. Online education can get rid of the limitations of time and space, allowing learners to study efficiently and conveniently. This change to the original teaching method has greatly enriched the modern teaching mode. Online education is based on the "Internet+ Education" model, which can also help learners take the initiative to carry out learning and improve the quality of learning. By innovating the management methods of online education quality, let them pursue innovation in development, and also contribute to improving the quality of online education.

## Conclusion

Through the comparative analysis of the results of the pretest and post- test of the students using the teaching method of Interactive Teaching Methods, after the intervention of Interactive Teaching Method. The conclusion was as follows: (1) The students' learning achievement after learning through the Interactive Teaching Methods was higher than that before learning through the Interactive Teaching Methods at a significance level of .05. And (1) The students' ability of a tour guide was higher than the determined criterion of 70% at a significance level of .05 ( $M = 26.22$ ,  $SD = 1.04$ ).

## Recommendations

### 1. Recommendation for implication

Based on the research results, the following recommendations are made:





1) Interaction during the teaching process is one of the most important aspects of mastering knowledge. Teachers should pay attention to interactive skills in the teaching process to cultivate students' interest and interest in learning.

2) Through interactive skills, teachers can explain important content so that students can understand and improve their thinking level. Therefore, educators need to focus on interaction skills to develop students who can compete on a global scale.

3) Teachers and other stakeholders in the school system should receive training on how to improve student-guided academic performance and interactive learning skills. This will help assist students in overcoming the challenges of low academic performance of junior student tour guides.

4) Students in schools should be encouraged and trained to use these interventions (interactive learning techniques) effectively. This will enable students to adopt effective attitudes to improve and guide learning performance.

5) Teachers need to strengthen the knowledge reserve of Interactive Teaching Methods, strengthen theoretical study, improve teaching ability, and earnestly complete course preparation so that teachers can be confident in teaching.

In summary, enhancing the management of the cooperative learning process, enhancing the efficiency of cooperation, refining classroom questioning, and effectively utilizing interactive skills all play vital roles in enhancing students' comprehensive learning abilities and improving classroom teaching outcomes. As tour guide educators, it is imperative that we align with the new curriculum standards for tour guides, emphasize students' subjectivity through Interactive Teaching, transform the classroom into a platform for students to showcase their abilities, and guide students in deepening their understanding of classroom content. This approach will facilitate a continuous improvement in the teaching quality for junior tour guides.

## 2. Recommendations for further research

1) The practice time of Interactive Teaching Methods is short and the number of lectures is limited. To better test the impact of Interactive Teaching Methods on student cultivation, teachers also need to use Interactive Teaching Methods to conduct more effective long-term empirical research in the classroom.

2) Limited by my academic level and external resources, there are still some shortcomings in the exploration of Interactive Teaching Methods in this research, and further exploration and attempts are needed in the later period.

3) One school cannot represent all basic education. Interactive Teaching Methods need to be verified in more schools to make the experimental results more convincing.

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