Using Blended Program Based on Pragmatics in Developing Faculty of Education English Majors' Oral Communication skills

Hend Mohamed Abd ElRahem Ahmed

Abstract

The present research has been conducted to investigate the effect of using a blended program based on pragmatics to develop oral communication skills of faculty of education English majors. The research adopted the quasi− experimental design. Sixty students in the first year at Faculty of Education, Minia University participated in the research that lasted for six weeks; six lessons, two hours for each lesson; one of which was dedicated to the face−to−face sessions; the other one was dedicated to the online sessions. They were assigned to a treatment group of thirty subjects, and a non−treatment group of thirty subjects. They participated in second term of the academic year 2021/2022. The instruments of the study were two tests; a pre− posttest in the listening skills and the speaking skills. Findings of the research demonstrated that the students in the treatment group outperformed those in the non−treatment group on post−test. There was a statistically significant difference between students' mean scores in the treatment and non−treatment groups on the listening and speaking test. Results of the research showed that using a blended program based on pragmatics had positive effects on the faculty of education English majors' oral communication skills. In light of the

findings of the research, recommendations and suggestions for further research are offered.

Key words: blended program based on pragmatics, oral communication skills

استخدام برنامج مختلط قائم على المدخل النفعي في تنمية مهارات الاتصال الشفهي لدى طلاب كلية التربية شعبة اللغة الانجليزية

هند محمد عبد الرحيم أحمد

مستخلص

تم اجراء هذا البحث للتحقق من أثر استخدام برنامج مختلط قائم على المدخل النفعي في تنمية مهارات الاتصال الشفهي لدى طلاب كلية التربية شعبة اللغة الإنجليزية. وأتخذ هذا البحث المنهج شبه التجريبي. وقد تم مشاركة عدد ستون طالب وطالبة من شعبة اللغة الانجليزية كلية التربية جامعة المنيا كعينة للبحث والذي استمر لمدة ستة أسابيع (حيث يدرس الطالب ساعتان لكل درس منها ساعة وجها لوجه والساعة الاخرى اون لاين). وقد تم تقسيم الطلاب إلى مجموعتين، إحداهما تجريبية والأخرى ضابطة، حيث تكونت كل مجموعة على ثلاثون طالب وطالبة. اشتملت أدوات البحث على اختبارين قبلي–بعدى في مهاراتي الاستماع والتحدث. وأظهرت نتائج البحث تفوق طلاب المجموعة التجريبية على أقرانهم في المجموعة الضابطة في اختباري الاستماع والتحدث البعدي. وقد لوحظ أن هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في المجموعة التجريبية والمجموعة الضابطة في اختباري الاستماع والتحدث. مما يشير إلى الأثر الإيجابي لاستخدام برنامج مختلط قائم على المدخل النفعي على مهارات الاتصال الشفهي لدى الطلاب. وفي ضوء تلك النتائج تم تقديم التوصيات والمقترحات لإجراء البحوث المستقبلية.

الكلمات الافتتاحية: برنامج مختلط قائم على المدخل النفعي، مهارات الاتصال الشفهي

Introduction

Education should be understood as a method of sharing and disseminating information. It deals not only with obtaining the right information in the right time but also with full understanding and processing of information in a given context.

Johnstone & Marcellino (2010) discuss that Hymes is best known for his founding role in the ethnography of communication. The need for communication competence has motivated many colleges and universities to institute required courses designed to enhance student writing and speaking skills and to implement university wide initiatives designed to integrate the development of these skills in writing and speaking course.

Sun (2014) discuss that communicative competence as it is one of the key notions in second language acquisition. Hymes in the seventies introduced the notion of communicative competence as opposed to Chomsky's dichotomy of competence and performance. He points out that it is more important for language users to understand the social rules for the actual use of a language for daily interaction.

Ministry of Education of Ontario (2005) states that oral skills − both speaking and listening − are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding.

Moorly, Cathala & Corcoran (2019) in their book they mention that there are two main types of communication when relaying a

message: verbal and non-verbal; verbal communication involves the use of speech to transfer or communicate the message to the other person, and concerns the words, sentences , and phrases used.

Non-verbal communication is concerned with any form of information transmission that does not involve speech, and includes, eye contact, gestures, intonation, rhythm i.e. speed and fctors such as the appearance of the sender. Corcoran (2013)

Pamugkas & Wulandari (2020) described that in teaching language along with its culture, teacher should take pragmatic aspects into consideration since understanding pragmatics will help foreign language learners to avoid false interpretation which will cause misunderstanding in communication between speakers with different culture and social backgrounds.

El-Salamony (2016) discuses that oral communication skills are the tools learners use to understand others and let them know what we think, feel, need and want. Oral communication is an essential part in language learning and an important link in the process of students' learning and thinking development. It provides a foundation for development of other language learning skills.

From what is mentioned before, the researcher found that communicative competence is placed at the top of the priority list. The researcher also found that most of these researchers developed oral communication by using different programs. In this study the researcher developed oral communication by using a blended program

based on pragmatics to help learners communicate appropriately and easily.

- ■ **Statement of The Problem:**

From the previous review of literatures and related studies, it becomes obvious that faculty of education English majors lack oral communication skills. The researcher assumed that these skills could be developed by introducing students to a blended program based on pragmatics. Thus, the present study attempts to investigate:

"The effect of a blended program based on pragmatics on developing faculty of educations English majors' oral communication skills".

Method

1.Participants of the Research

The students chosen for the present research were sixty students enrolled in the first-year English majors at the faculty of Education – Minia university. They were randomly selected as the participants of the research during the second semester of the academic year 2021-2022. They were divided into two groups. The two groups were assigned to a treatment group, which consisted of thirty students (30), and a non-treatment group, which consisted of thirty students (30). The treatment group students were taught using a blended program based on pragmatics, while the non-treatment one was taught following the regular method.

2. Research design

To achieve the aim of the present study, the researcher adopted the quasi-experimental design. The treatment and non-treatment

groups were exposed to pre-post means of collecting data; the listening test and speaking test. The treatment group was instructed and trained in a blended program based on pragmatics, while the non-treatment group received regular instruction. The researcher designed and built a blended-learning program that was administered during the sessions. The program was based on pragmatics to develop oral communication skills online and followed by a number of face-to-face sessions based on real life oral communication situations.

3. Variables

1. Independent Variable

Using a blended program based on pragmatics for teaching English majors at the faculty of Education.

2. Dependent Variables

Developing oral communication skills.

4. Dropouts

The following students were excluded from the participants of this research.

    a. Grade repeaters

    b. Those who were absent two times or more from the sessions.

    c. Those who missed any of the tests (pre or post).

    - **A blended program based on pragmatics.**

1. Building the blended program based on pragmatics to develop oral communication skills

A blended program based on pragmatics was designed and built by the researcher to develop faculty of Education English majors' oral

communication skills. It was planned to combine a blend of face-to-face meetings to go in-line with the online activities. It helped students to practice real life situations and enabled them communicate easily with other in different situations better than their peers who were taught by the regular method. The researcher also made a detailed plan for all learner activities that would be carried out through the two different methods of delivery, taking into account the time that learners should invest online, face-to face activities, the used materials, the assessment techniques, etc.

A) Designing framework of the program

The framework of the program included general and behavioral objectives, content areas, activities used, material & equipment, teaching methods and evaluation items. The framework was introduced to a jury of nine TEFL specialists to judge its validity and suitability . The jury members agreed on the validity of the framework to achieve the objectives of the program. Some modifications related to the behavioral objectives, the activities and the evaluation items were carried out in the light of the recommendations of some jury members.

B) Content of the program: (The final form of the program)

Each unit begins with general objectives, and then behavioral objectives. It also includes discussion, communication between the whole participants, and opportunities to listen to native speakers and make different conversations. The session ends with a number of different questions that aim at assessing the study participants'progress.

C) Method used in teaching the blended Program

Participants were trained by using the blended program based on pragmatics, they were asked to sign in the stated online application (Microsoft Teams), through the online session they watched different videos, listened to different songs, reed different slides of the presentations, listen and read different native speakers in different conversation about different topics, recorded different authentic materials and practiced communications of different situations several times. Through the face-to-face sessions also communicated with each other to assess their understanding for the stated topic of each lessons and practice oral discussion, oral presentation and oral conversations, played games, acting different real-life situations under the guidance of the instructor.

D) Teaching Aids

Teaching aids were varied. Instructor used a lot of teaching aids suitable for the different units; each lesson has its teaching aids such as speakers, their phones, songs, videos, ball and crayons.

E) Evaluation Techniques:

Two types of evaluation were used in the present study; Formative (on-going) evaluation is a continuous process during the period of the implication. It is conducted for the purpose of assessing the study participants' progress and for providing feedback on their performance. It helps ensure that the program is achieving its stated objectives. The procedure of formative evaluation consisted of a set of questions given to the study participants after each lesson; they received the questions

via different ways Microsoft forum, word document via Whats App or Facebook group; to assess their acquisition of the stated skills in the lesson.

● Summative evaluation is conducted at the end of the experiment taking the form of the post- administration of the test to assess the study participants' progress in the oral presentation skills.

The Training Program

- The program in its final form consisted of four units:

Unit (1): Theoretical overview of oral communication and pragmatics.

Unit (2): Developing oral presentation skills and the term blended learning.

Unit (3): Communication from a pragmatic point of view.

Unit (4): Developing some listening and speaking skills.

Validity of the Program

Jury members (Professor in TEFL in Faculty of Education) judged the whole program, including framework of the program and teacher's guide for its content and general form. Most jury members stated that the program met the standards of designing instructional programs, asserted the creativity and variedness of the designed activities considering it a well-done work. Some of them suggested adding more real life communicative situations. Others recommended ignoring theoretical overview related to pragmatics and blended learning terms. They all approved its suitability for the sample and the objectives of the study. They also asserted the variedness and relatedness of the behavioral objectives to the general ones, to the

content and to the evaluation procedures and recommended modifying of some objectives to make them simpler and less complex. The program was modified according to the feedback received from the jury members.

5. Instruments and materials of the study

To develop faculty of Education English majors' oral communication skills by using a blended program based on pragmatics, the researcher designed and built the following instruments:

1) A listening test.

2) A speaking test.

1.The pre-post listening Test:

Objectives

The test was designed to:

1. Listening for specific information.
2. identifying listening for details.
3. taking notes during listening.
4. identifying main idea.
5. demonstrating "inference".

Construction

The researcher designed the test according to the sub-skills of listening skills mentioned above and the content areas that were covered in the program. It included ten topics representing the most important and emphasized objectives of the program. The test was designed according to the table of specifications. (See appendix C, p.).

Item Type

Students were required to listen to a number of given sentences to answer them.

It includes five parts; each part has from 4 to 6 questions:

- Part one had four fill in the gaps items.
- Part two had 6 completion items.
- Part three had 5 map / diagram labeling.
- Part four had 4 completion items.
- Part five had 6 multiple choice items.

Scoring

A score is the total number of correctly marked answers. A point is given for each correct item. The maximum score of the test is 25 marks.

Time

During the pilot research, the researcher counted the time taken by each students, then the average was calculated to be (40) minutes.

Instructions

Instructions of the test as well as the test itself were written in English. They were brief and simple to understand and free from any possible ambiguities. The instructions include a brief introduction about the way the participants could answer the test.

Validity and Reliability

Validity of the listening test

–Face validity

Face validity was established through submitting the test to a panel of experts in TEFL (See Appendix P.)with regard to: the belongingness of the sub–skills to the main ones, statement of the items, the fines of the items for the participants of the study, practicality and ease of observations, the relatedness of the items for the objectives, and suggestions for the addition or omission of items.

The jury members confirmed the validity of the test with this consideration; omitting some of the items to avoid repetition and to merge some items that seemed related. Some recommended shortening the test to make it applicable. The test was, then modified according to the feedback received from the jury members (For the final version of the test, see appendix B, Pp.).

– Statistically Computed Validity of the Test

The researcher conducted a pilot study for two weeks, the pilot study helped to determine;

1. The validity of the test.
2. Time required for answering the test.

Statistical validity of the listening test was obtained using:

A) Internal consistency validity

The validity of the internal consistency of the test was verified by administering the test to the pilot study sample consisting of (N=20)

participants. The Pearson correlation formula was used in order to calculate the correlation co- efficient between the score of each item and the total score of the test (as shown in table 1 below), using the statistical program (SPSS). After conducting the formula on the total test items (25), It was found that the correlation coefficients occurred in the closed period (0.58 – 0.92) All correlation coefficients were positive, which provides an indicator of the validity of the test items.

(Table 1)

The internal consistency of the listening test Correlation between the score of each item and the total score of the test

N	R-value	N	R-value
1	0.92**	14	0.82**
2	0.85**	15	0.77**
3	0.82**	16	0.80**
4	0.80**	17	0.77**
5	0.77**	18	0.87**
6	0.52**	19	0.80**
7	0.72**	20	0.85**
8	0.64**	21	0.90**
9	0.54**	22	0.85**
10	0.85**	23	0.66**
11	0.75**	24	0.83**
12	0.78**	25	0.85**
13	0.77**		

**Significant at (0.01) level.

Reliability of Listening Test

-   **The test reliability was established by using the following;**

A test re-test method

   In order to ensure test reliability, a test re-test method with two weeks used on a randomly chosen sample of 20 faculty of education English majors (males and females)(N=20) to calculate the reliability coefficient of the test. The total coefficient was (0.90) which is acceptable.

Half-segmentation method

   The correlation coefficient between the individual items scores and the paired items scores was calculated for the listening test; its estimates were (0.9), then the statistical correction formula for the reliability formula was calculated by Spearman-Brown's half-segmentation method, and the reliability coefficient became (0.9), which is a high value that confirms that the test has a high degree of reliability.

2. The pre-post Speaking Test:

This part of the test focuses on the ability to communicate opinions and information on everyday topics and common experiences or situations by answering a range of questions, and to check to what extent they had developed their communication skills.

Construction

   The researcher designed the test according to the sub-skills of speaking skills mentioned above and the content areas that were covered in the program. It included ten topics representing the most

important and emphasized objectives of the program. The test was designed according to the table of specifications. The purpose of the test was to assess students' abilities to function in an English speaking environment, and the test was recorded to be compared to a rubric later on. (See appendix C).

Time durations:

Each pair took approximately 15 minutes.

The Speaking Rubric:

The researcher designed a speaking rubric that offered some criteria in assessing students' responses.

The criteria include:

- Speaks clearly with appropriate vocabulary and information.
- Grammar.
- Pronunciation.
- Organizes the content.

Direction for scoring the speaking test:

Students were interviewed in pairs. The two students or candidate took longer turns to communicate about each situation. They both had to listen to each other while they are talking; each partner then asked the other one a question about the following situations. There were 10 different questions and real-life situations.

1.**Validity of the speaking test**

Content validity:

The test was validated by nine TEFL members to determine its content validity. The majority of them noted that:

- The test items are comprehensive.
- The test is based on the table of specifications.
- The items covered the majority of the objectives in the program.

−Internal consistency validity

The validity of the internal consistency of the test was verified by administering the test to the pilot study sample consisting of (N=20) participants. The Pearson correlation formula was used in order to calculate the correlation co− efficient between the score of each item and the total score of the test (as shown in table 2 below), using the statistical program (SPSS). After conducting the formula on the total test items (10), It was found that the correlation coefficients occurred in the closed period (0.58 − 0.92) All correlation coefficients were positive, which provides an indicator of the validity of the test items.

(Table 2)

The internal consistency of the speaking test Correlation between the score of each item and the total score of the test

N	R−value	N	R−value
1	0.82**	6	0.70**
2	0.56**	7	0.75**
3	0.90**	8	0.80**
4	0.88**	9	0.65**
5	0.82**	10	0.78**

＊＊Significant at (0.01) level.

2.Reliability of the Speaking Test:

Inter-rater reliability:

To establish the inter-rater reliability of the test the researcher used two raters. The first rater was the research herself while the second rater was a Ph.D. candidate.

Table (3) illustrates that there is a high significant correlation between the two raters.

Table (3)

Correlation coefficients between the two Raters on speaking test

Raters	No.	Mean	St.	Correlation coefficient	Sig.
Rater 1	20	75.48	1.52	0.83**	0.01
Rater 2		64.12	3.14		level

✻✻Significant at (0.01) level.

The Experiment

Pre-Testing

Both groups were pre-tested on the pre-post listening test, and speaking test.

The t-test was used to compare the means of scores obtained by the participants in the treatment and non-treatment groups on the pre-test of listening skills. Table (4) presents the analysis of t-test results of the treatment and non-treatment groups on the pre-test of listening skills.

Table 4

Establishing Homogeneity between Groups on the Administration of listening Skills Pre-test.

Group	N	Mean	St. Deviation	t-value	Sig t
Treatment	30	9.44	2.08	0.23	not significant
Non-treatment	30	9.59	3.59		

As shown in table (4), t-value is (0.23) and it is not significant at (0.01) level which means that there is no statistically significant difference between means of scores obtained by the participants of the treatment and non-treatment groups on the pre-test of listening skills. It also means that the two groups are equal in terms of their listening skills level.

The t-test was used to compare the means of scores obtained by the participants in the treatment and non-treatment groups on the pre-performance on speaking skills. Table (5) below presents the analysis of t-test results of the treatment and non-treatment groups on the pre-performance on speaking test.

Table 5

Establishing Homogeneity between Groups on the Pre-performance on Speaking test.

Group	N	Mean	St. Deviation	t	Sig.
Treatment	30	4.47	0.67	.81	not significant
Non-treatment	30	4.35	0.49		

Table (5) shows that t-value is (0.81) and it is not significant at (0.01) level which means that there is no statistically significant

difference between mean scores obtained by the participants of the treatment and non-treatment groups on the pre-administration of speaking test. It also means that the two groups are equal in terms of their speaking level at the beginning of the experiment.

Results

1. Verifying the First Hypothesis

The first hypothesis predicted that there would be a significant difference (favoring the treatment group) between mean scores obtained by subjects of the treatment and non-treatment groups on the post test of oral communication skills (listening test).

Analysis of the collected data using the "t-test" showed that the obtained t-value (22.61) is significant at the (0.01) level and beyond. Thus, the first hypothesis is accepted. Table (6) below presents a summary of the analysis of the data obtained in the post-performance of both the treatment and non-treatment groups in the listening test. Analysis of the collected data using t-test showed that the treatment group achieved a higher degree of improvement than the non-treatment group on the listening test. Thus, the first hypothesis is accepted.

Table (6) **Means, Standard Deviation, t-Value and Significance of Difference between Mean Scores Obtained by participants of the treatment and non-treatment Groups in the Post-listening test**

Group	N	Mean	Std. Deviation	t. value	D.F	sig.
Non-treatment	30	9.97	1.96	**22.61	29	

Treatment	30	21.12	1.41		29	*(0.01) level*

**Significant at (0.01) level.

Table (7) below presents the detailed t−values of learners' results of post−testing listening test on the sub−listening skills.

Table (7): Means, Standard Deviation, t−Values, R Steven value and Significance of Difference between the Post Performances of both the treatment and non−treatment Groups in the listening sub−skills

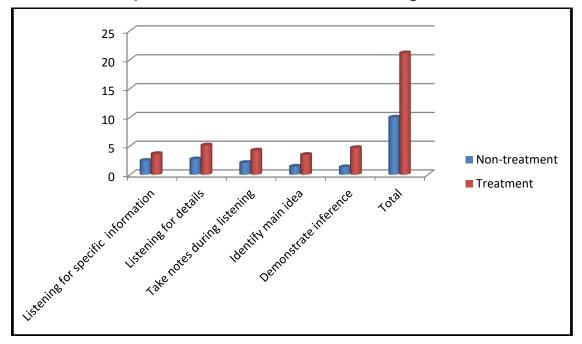| Domains	Group	No.	Mean Difference	Standard Deviation	D.F	t−value	Sig. Level
Listening for specific information	Non−treatment	30	2.44	.84	29	7.21	0.01
	Treatment	30	3.62	.49	29		
Listening for details	Non−treatment	30	2.70	1.03	29	12.16	0.01
	Treatment	30	5.12	.56	29		
Take notes during listening	Non−treatment	30	2.08	.8	29	13.4	0.01
	Treatment	30	4.24	.51	29		
Identify main idea	Non−treatment	30	1.42	.87	29	11.98	0.01
	Treatment	30	3.47	.51	29		
Demonstrate inference	Non−treatment	30	1.33	.97	29	15.3	0.01
	Treatment	30	4.67	.84	29		
Total	**Non−treatment**	**30**	**9.97**	**2.48**	**29**	**22.61**	**0.01**
	Treatment	**30**	**21.12**	**1.41**	**29**		

**Significant at (0.01) level.

Comparing the Mean Scores of the treatment and the non-treatment Groups in the Pre-Post Administration of the listening Test:

Hypothesis (1) implicitly predicted a significant statistical difference (favoring the treatment group) between the pre and the post comparison of scores obtained by the participants of the study on the listening test.

Figure (1) below summarizes the above mentioned results of the comparison between the pre and the post comparison of scores obtained by the participants of the study in the listening test.

Figure (1) The treatment group vs. the non-treatment group on the post administration of the listening test

2. Verifying the Second Hypothesis

The second hypothesis predicted that there would be a significant difference (favoring the treatment group) between mean scores

obtained by subjects of the treatment and non-treatment groups on the post test of oral communication skills (speaking test).

Analysis of the collected data using the "t-test" showed that the obtained t-value (26.99) is significant at the (0.01) level and beyond. Thus, the second hypothesis is accepted. Table (8) below presents a summary of the analysis of the data obtained in the post-performance of both the treatment and non-treatment groups in the speaking test. Analysis of the collected data using t-test showed that the treatment group achieved a higher degree of improvement than the non-treatment group on the speaking test. Thus, the second hypothesis is accepted.

Table (8) **Means, Standard Deviation, t-Value and Significance of Difference between Mean Scores Obtained by participants of the treatment and non-treatment Groups in the Post-speaking test**

Group	N	Mean	Std. Deviation	t. value	D.F	sig.
Non-treatment	30	4.56	0.56	**26.99	29	(0.01) level
Treatment	30	12.82	1.64		29	

**Significant at (0.01) level.

Table (9) below presents the detailed t-values of learners' results of post-testing speaking test on the sub-speaking skills.

 Table (9): Means, Standard Deviation, t-Values, R Steven value and Significance of Difference between the Post Performances of

both the treatment and non-treatment Groups in the speaking sub-skills

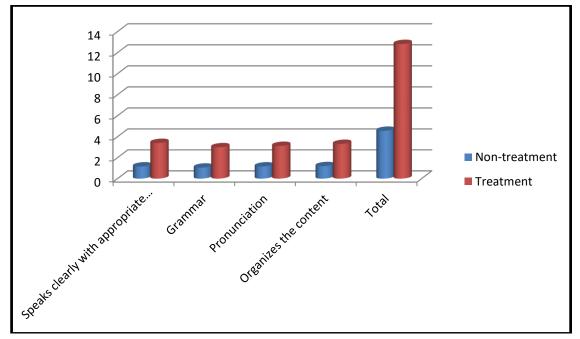| Domains	Group	No.	Mean Difference	Standard Deviation	D.F	t-value	Sig. Level
Speaks clearly with appropriate vocabulary	Non-treatment	30	1.16	0.37	29	17.85	0.01
	Treatment	30	3.40	0.6	29		
Grammar	Non-treatment	30	1.05	0.25	29	15.72	0.01
	Treatment	30	2.99	0.62	29		
Pronunciation	Non-treatment	30	1.16	0.37	29	16.46	0.01
	Treatment	30	3.12	0.55	29		
Organizes the content	Non-treatment	30	1.19	0.3	29	16.16	0.01
	Treatment	30	3.31	0.63	29		
Total	**Non-treatment**	**30**	**4.56**	**0.56**	**29**	**26.99**	**0.01**
	Treatment	**30**	**12.82**	**1.64**	**29**		

**Significant at (0.01) level.

Comparing the Mean Scores of the treatment and the non-treatment Groups in the Pre-Post Administration of the speaking Test:

Hypothesis (2) implicitly predicted a significant statistical difference (favoring the treatment group) between the pre and the post comparison of scores obtained by the participants of the study on the speaking test.

Figure (2) below summarizes the above mentioned results of the comparison between the pre and the post comparison of scores obtained by the participants of the study in the speaking test.

Figure (2) The treatment group vs. the non-treatment group on the post administration of the speaking test

Discussion

After analyzing the data of the listening skills test, and speaking skills test statistically, it is evident that there are significant differences in enhancing both the listening skills and speaking skills between the treatment group English majors and their equivalents in the non-treatment one in favor of the treatment group. The results of the research report that faculty of education English majors in the treatment group were more active and aware of the listening and speaking skills.

Participants of the treatment group; who were instructed by using the blended program based on pragmatics ; achieved a significant degree of improvement on post administration than on the pre administration of listening test and this ensure the effectiveness of the blended program based on pragmatics in developing faculty of educaton English majors' listening skills. The total mean scores of the non-treatment group was 9.97 whereas that of the treatment one was 21.12,as shown in table(6) the improvement of the treatment group is due to their use of blended program based on pragmatics. These results indicated that the participants of the treatment group had certainly improved their listening skills.

Participants of the treatment group showed considerable improvement and confidence in their listening sup-skills such as the ability to listen for specific information, listening for details, take notes during listening, identify main idea and demonstrate inference. This indicated that the improvement in the learners' listening skills had certainly left a positive impact on their receptive listening skills.

Results revealed in Table (8)confirmed hypothesis 2. Participants of the treatment group; who were instructed by using the blended program based on pragmatics ; achieved a significant degree of improvement on post administration than on the pre administration of speaking test and this ensure the effectiveness of the blended program based on pragmatics in developing faculty of education English majors' speaking skills. The total mean scores of the non-treatment group was 4.56 whereas that of the treatment one was

12.82, the improvement of the treatment group is due to their use of blended program based on pragmatics.

Participants of the treatment group showed considerable improvement and confidence in their speaking sup-skills such as the ability to speak clearly with appropriate vocabulary, grammar, pronunciation, and organize the content. This indicated that the improvement in the learners' speaking skills had certainly left a positive impact on their productive speaking skills.

This result is supported by the findings of a study carried out by Abdel Latif 's study (2022), Fares (2021), Yahia (2021), Salem (2020) , Abd Al-Qader (2020), Ali (2020). They all asserted that oral communication is one of the important means of learning and acquiring knowledge. Throughout life, oral communication skills remain essential for communicating ideas.

Recommendations

In the light of the present research, the following recommendations are stated:

1- Teachers are recommended to be aware of the importance of blended learning program based on pragmatics in enhancing students' EFL oral communication skills.

2- Teachers' roles should be changed from being the only source for information to be a facilitator, guide, monitor and a consultant. Pre-service teachers should be given real opportunities for speaking in the classroom.

3- Teachers are recommended to think of using pragmatics theory with other skills such as writing, and reading.

4- Oral communication course should be a prerequisite in raining EFL in-service and pre-service teachers to help them grow professionally.

5- Course designers are advised to include new methods in teaching English depending on using pragmatic theory.

Suggestions for Further Research

In the light of the results of the present research, further research may be taken in consideration as follows:

1. More studies based on pragmatic theory can be conducted to develop other English language skills as writing, and reading.

2. The present research should be replicated with a larger sample of English majors.

3. Studies like the current research can be administered to investigate other university and school levels.

4. The effectiveness of using pragmatic theory in students with special needs or disabilities should be investigated.

5. Further studies that investigate the effect of pragmatics theory on developing students' creative reading, writing and thinking should be conducted.

6. The present study can be replicated to in-service teachers.

7. The present study can be replicated to teachers of kindergarten to help them enhance their performance in English.

References

Abd Al-Qader, M. S. (2020):" *A Task Based Program to Develop EFL Oral Communication Skill: for Al Azhar secondary stage students.* " Thesis(M.S.) – Zagazig University. Faculty of Education. Curriculum & Instruction Department.

Abdel Latif, O. L.(2022):" A Digital EFL Learning Program in Pragmatics for Developing English Majors' Communicative Speaking, Pragmatics Competence and Attitudes Towards Digital Learning" *Journal of Research in Education and Psychology.* 73(2) April 2022.(Pp. 801-854)

Ali, A. H. (2020):" *Using Peer Learning Communities to Develop Oral Communication Skills and Self-Confidence for English Language Teachers* " Thesis (Ph.D) – Helwan university. faculty of Education. department of curriculum and Instruction.

Corcoran, N. (2013) :Communicating health: strategies for health promotion" N *Corcoran – 2013. Sage publications*.

Dallimore, E. J. & Hertenstein, J. H. and Platt M. B. (2008): "Using Discussion Pedagogy To Enhance Oral And Written Communication Skills" 56(3) (Summer 2008), pp. 163-172 . Published by: *Taylor & Francis, Ltd.*. Stable URL: http://www.jstor.org/stable/20695202

El-Salamony, B. A. (2016): " *The Effect of a Multimedia – Based Program on Enhancing Students' Oral Communication*

Skills in Technical Colleges " M.A. Thesis, Faculty of Education, Ain Shams University.

Fares, A. A. (2021): *"Using flipped learning strategy to develop some oral communication and higher order thinking skills of third year English majors"* Thesis (M.Sc.) – Minia University. Faculty of Education. Department of Curriculum & Instruction.

Johnstone, B. & Marcellino, W. (2010):" In Memoriam Dell H. Hymes , An intellectual sketch" *Language in society* . 39. 301– 305

Ministry of Education of Ontario (2005): "Finding content and function words. In Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12) (pp. 6–15). On line available @ http://www.edu.gov.on.ca/eng/studentsuccess/thinkliterac y/files/ThinkLitEnglish10-12.pdf.

Moorly, C. Cathala, X. & Corcoran, N. (2019): " Introduction to nursing for first year students".Ch. 3. *Published by Calvin Moorly. Crown* Copyright. ISBN978-1-58264-3005-2

Pamugkas, N. A. & Wulandari, L.T. (2020):" Pragmatics in EFL Classroom: Avoiding Pragmatic Failure in Cross-Cultural Communication". *Journal of English Teaching and Research*. 5(1) May 2020 E-ISSN: 2503-4405│P-ISSN: 2580-3441│

Salem, H. M.(2020):" *A Readers' Theatre Based Program to Develop EFL Prospective Teachers' Oral Communication Skills and Willingness to Communicate*" Thesis (M.S.) – Zagazig University. Faculty of Education. Department of Curriculum, Instruction, and Educational Technology.

Sun, D. (2014): "From Communicative Competence to Interactional Competence: A New Outlook to the Teaching of Spoken English" *Journal of Language Teaching and Research*, 5(5), pp. 1062–1070, doi:10.4304/jltr.5.5.1062–1070

Yahia, , M. N. (2021):" *The Effectiveness of Using a Pedagogical Movie Based Program in Developing Aural–Oral Communication Skills and Cultural Competence of Faculty of Education English Majors* " Thesis (M.Sc.) – Minia University. Faculty of Education. Department of Curriculum & Instruction.