Promoting Technological Nursing Institute Students' EFL Oral Communication Skill and Willingness to Communicate through A Nearpod-Based Program

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Abstract

Implementing the digital platforms or interactive applications e.g. Nearpod could get nursing students engaged in a supportive blended learning environment to promote their oral communication skill in English for Specific Purpose (ESP). Hence, the current research aimed at promoting Technological Nursing Institute (TNI) students' EFL oral communication skill and Willingness to Communicate (WTC) through a Nearpod-based program. Participants were the second-year students at the TNI, Beni-Suef Governorate, Egypt, in the first term of the academic year 2023/2024. They were sixty students, and randomly assigned into two groups: experimental (n=30) and control (n=30). Instruments, designed by the researcher, were: 1. a needs analysis questionnaire, 2. an EFL oral communication skills questionnaire, 3. an EFL oral communication pre-posttest, and a rubric to score it, and 4. A "WTC" questionnaire. The pre-posttest experimental/control group design was adopted. This intervention included (20) sessions for ten weeks (90-minutes for one session and two sessions per week). Results showed that the Nearpod-based program promoted the experimental group students' EFL oral communication skill and WTC higher than those of the control group. Implementing interactive applications was recommended in nursing students' programs to assist them to use English for communication in professional settings.

Keywords: Communication, Nearpod, Nursing, Oral, Willingness.

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1. Introduction

English, as a means of communication, is a prerequisite of all professions. Nursing isn't only considered as a profession but also as a lifestyle due to its vital role and the current challenges the world faces. Accordingly, ESP programs seek to qualify nursing students in line with the professional requirements. One of these requirements is oral communication skills to deal with the patients, colleagues, and doctors effectively. This evokes the need to implement interactive tools to bring EFL students' engagement or desire to communicate.

The significance of communication equates the significance of EFL. The two terms can't be separated but intertwined. Communication is exchanging ideas from one to another, either verbally or non-verbally. EFL is the system through which the students communicate (Salem, 2020: 35). To communicate, the nursing students are conveying and receiving the messages in an interactive process (Sreena & Ilankumaran, 2018: 669). Achieving an interactive communication affects the relationship between the doctors, nurses, and patients' well-being. Hence, English for nursing is a requirement to communicate with patients (Muflihah, 2018: 182). This is based on both EFL knowledge of nurses and oral communication skill (Noviana, P Nahariani, & S Rosmaharani, 2019: 535).

Oral communication is "a two-way process of expressing thoughts and feelings from the speaker to the listener". Both listening and speaking skills are integrated and go hand in hand in every communicative activity (El Gazar, 2016: 55). Listening enables students to acquire information. However, improving it is a challenge that demands EFL instructor's knowledge of the listening process and the factors that affect it to select activities that meet their students' needs (El Gazar, 2016: 16). As an interactive process in constructing meaning, speaking includes receiving, processing, and producing (Sharaf, 2022: 1). The act of speaking involves not only producing the sounds but also the use of gestures, and facial expressions (Kordjabaharuddin, Basri, & Rahmatia, 2021: 393). It is the ability to express ideas and share information properly (ALGhobashy, 2021: 2). On the other hand, listening is receiving information. How well a student listens influences the job effectiveness, and quality of relationships with others (El Gazar, 2016: 14).

In accordance with listening, speaking is expressing ideas and feelings by using an audible symbol of visible bodily action. In the meanwhile, listeners can understand the meaning of the message that requires the ability to pronounce the words, organize them into sentences, and convey the messages (ALGhobashy, 2021: 18). Listening, as the most valuable skill a student brought to an interpersonal relationship, is the first step in becoming a better communicator (El Gazar, 2016: 16). Despite listening effectiveness for both academic and workplace, nursing students need to improve it and get confidence to speak in any situation (Sreena & Ilankumaran, 2018: 669). However, there isn't enough authentic input and there is a mismatch between students' abilities, the course content, and the teaching style (Yang et al., 2013: 5). The communication barriers may be due to the large and crowded classes, little chances to practice English, and the lack of motivation (Simon, 2014: 2481).

In general, nursing students may get good clinical skills but are weak in oral communication skills, especially those related to communication. Their role in carrying out treatment actions on patients is strategic, which necessitates good interpersonal communication skills (Savignon, 2017: 7). They can't pronounce English sounds perfectly due to the influence of mother tongue (Kordjabaharuddin, Basri & Rahmatia, 2021: 393). There was also limitation of vocabulary, weak syntax, difficulties in guessing the meaning of words from the context and mistakes in their pronunciation (Noviana, P Nahariani & S Rosmaharani, 2019: 538). Most of them either prefer to keep silent or hesitate to speak and produce unclear sentences (ALGhobashy, 2021: 6). While speaking, EFL students are unconfident to join a conversation, and translate literally from their language into English. This may be due to the evaluation system which concentrates on grammar, reading, vocabulary, etc. and ignores a section for listening and speaking skills. The syllabus doesn't include enough activities to integrate them in/outside the class (Abdel-lateef, 2020: 16 & Mohammed, 2020: 2). The teaching methodology may be neither attractive to enhance speaking practice nor its assessment inside the class (El Gazar, 2016: 8).

In addition to the linguistic barriers, there is another factor that affects oral communication. It is their tendency to engage in any communicative task when the opportunity is given. Their choice to talk in English with others depends on their willingness to speak influenced by the characteristics of the situation (McCroskey, 1997). This suggests the existence of a predisposition, as a personality trait, that McCroskey and Baer (1985) has called (WTC). Some students have the desire to

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talk, while most of them are unwilling to talk (Slimani, 2018: 5). This is attributed to instructor's overemphasis on accuracy and grammatical correctness, limited evaluation system, and the methods of teaching which don't motivate students to use English spontaneously. Although, the observable shortage in EFL students' ability to communicate, WTC is a neglected construct (El-Naggar, 2019: 19).

In Egyptian classes, EFL students suffer from speaking anxiety due to their fear of making mistakes, negative evaluation, lack of confidence and unwillingness to communicate (Mohammed, 2019: 5). They have a low engagement and confidence to speak, and an anxiety of being assessed in front of others. This may be due to the lack of instructor's interactive techniques and materials (Possú,2021: 5). Both Febrijanto, and Kurniajati, (2017: 6) have emphasized on the authenticity of the material in nursing profession. As traditional teaching entails memory, the student works autonomously and follows the instructor's lecture, presentation, or explanation.

WTC is originated by MacIntyre, et al. (1987) in a native/L1 communication, has shifted the research interest from the L1 to the L2 or the FL. In EFL classrooms, when the instructor encounters the students with many opportunities to use the target language, some of them speak up, while the others prefer to keep silent even when they possess high linguistic competencies. According to Salem, (2020: 18), WTC is greatly connected to oral communication skills. To communicate effectively, the speaker has to feel a desire to use English.

WTC is "a stable predisposition toward communication when free to choose to do so" (MacIntyre & Charos, 1996: 7). It is to "engender students' willingness to seek out communication opportunities" (MacIntyre, 1998: 547). Slimani (2018: 2) has highlighted the impact of the WTC on students' speaking performance inside the classroom. Promoting WTC can affect their speaking skill. WTC is the goal of a L2, MacIntyre (1998: 547) have argued that "A program that fails to produce students who are willing to use English is simply a failed program".

To promote communication, instructors are recommended to use an active blended learning environment (Abraham, 2021) and assist their students to practice activities related to their needs, and listen to authentic material (ALGhobashy, 2021: 7). Both Khoiriyah and Ciptaningrum (2020: 112) have explored a correlational relationship between students' WTC and English proficiency. Abd Razak, et al. (2022: 2) have assured that WTC facilitates oral interaction among

speakers, and it can be enhanced through technology. Nursing students need to use blended learning to improve their EFL communication (Albaaly, 2022: 7). Thus, Chaisiri (2023: 97) has utilized technology-mediated oral tasks based on the Flipgrid application to promote EFL students' WTC.

With the high spread of new media, EFL instructors are recommended to implement digitally mediated and collaborative learning applications to enhance nursing communicative competence (Muflihah, 2018: 182). Thier method is supposed to increase students' WTC especially if they have a low motivation in it (Noviana, P Nahariani, & S Rosmaharani, 2019: 535). They ought to emphasize on the students' active role in a meaningful authentic EFL learning environment through technological interactive applications (Gad, 2020: 2). One of these applications is Nearpod (Lestari & Sihombing, 2022: 73). It is a media that enables students and instructors to be engaged in an active learning environment through various interesting materials. Besides that, the instructors can use this media to engage students in/out class and assess their learning through immediate feedback and post-session reports (Mastura, 2022: 14). The interactive applications can make the learning process more interesting and engaging for students, which contributes to better motivation and increases learning efficiency (Nazarbekuly, 2023: 106). In spite the necessity of WTC, it is a neglected construct in the field of teaching EFL in Egypt (Salem, 2020: 25). To the best of the researcher's knowledge, there isn't any study that has tackled this variable in the ESP context and there is a need to bridge this gab. This highlights the urgent need for the present study.

2. Context of the Problem

TNI, as a private higher institute in Beni-Suef Governorate, the Upper Egypt, has been established due to the Ministerial Decree No. (3773) dated 08/24/2021.The study program is for four years. The first-year students study English (1&2); concerning with pure nursing medical terms, diseases, symptoms, and administrative affairs. The second-year students study English (3&4); focusing on EFL oral communication skills related to nursing. According to the specifications of "**English 3**" course which is taught in the first term, its main aim is to engage students to use English in their career through professional issues such as the patient's admission form, introducing self, describing medication forms and its routes, strategies to put patients at ease, wound management, pain scale…etc. However, it's noticed that there is an unwillingness to communicate in English.

From the researcher's teaching experience (one year) as a part-time lecturer of English at TNI in the first term of the academic year (2023/2024), it has been noticed that the second-year nursing students' response to speak in English is so limited. They have an apprehension or anxiety to communicate and prefer reading and writing tasks. Moreover, they mispronounce words, can't identify stress patterns, have a limited vocabulary, incorrect grammatical sentences, and make a lot of pauses. The problem has been indicated by many researchers (Abd Razak et al., 2022; Abraham, 2021; Baghaei, Dourakhshan, & Salavati, 2012; Basöz & Erten, 2018; Chaisiri, 2023; Darmawan & Lestariningsih, 2023; El Abbassy, 2017; Fan, 2022; Febrijanto & Kurniajati, 2017; Freihat, 2012; Jubhari, 2022; Ismail, 2021; Khafagy, 2016; Kordjabaharuddin, Basri & Rahmatia, 2021; Purba, et al. 2022; Rashid,2007; Ruiz-Garrido & Julio, 2021; Salem, 2020; Simon, 2014; and Sobh, 2017) who have assured that teaching EFL communication skills are still far from satisfactory. It was taught as a subject not as a language.

To document the problem, the researcher has conducted a pilot study (**Appendix 1**). It has been applied to the second year TNI students (N=30) in the first term of the academic year 2023/2024. The pilot study consists of two parts: **Part (A)**: an EFL oral communication skills test which includes four sections: (1) Listen to the nurse who gets personal details from a patient. As you listen, complete the form (a patient record form), (2) Give briefly an oral presentation about the patient record form, (3) Listen and watch the video: Why I Learned English | Jack Ma **https://www.youtube.com/watch?v=sDy07cIYrdg** . Then, answer the questions on the video, and (4) Discuss your point of view with a partner about "Why I learned English?" Then, talk about an experience you have previously in learning English. Did it enhance your desire to communicate in English? **Part (B)** is the WTC scale (adopted from Salem, 2020: 280-282). It has been found that the second-year nursing students have a low level of EFL oral communication skills and a WTC. These results can be explained as follows:

a) Listening Comprehension: the students can even identify neither the main idea of the spoken text nor the specific details. The percentage of their performance is (20%).

b) Pronunciation: the students mix similar sounds, and misuse some features of connected speech: stress, intonation, etc. The percentage of their performance in this skill is (10%).

c) Vocabulary: the students use limited vocabulary. The percentage of their performance is (2o%).

d) Grammar: the students construct only simple sentences but with some grammatical errors in tenses, subject-verb agreement. The percentage of their performance is (15%).

e) Interactive Communication: students are not able to engage in dialogue, unwillingness to express their idea or point of view about the topic they listen. The percentage of their performance is (15%).

f) WTC: The percentage of their willingness to communicate level is (20%).

Additionally, the researcher has conducted unstructured interviews with the TNI staff members (N=10). It has comprised of three questions: (1). What is the current level of TNI second-year students' EFL skills, (2). How far are TNI second-year students' willing to communicate in English? and (3) What topics of ESP course should engage TNI second-year students to communicate in English. Their remarks are: (1) Oral communication skill is the priority of all needs. The course should focus on tailoring communicative tasks that match nursing students' needs. (2) Their low-level of listening and speaking skills has appeared in their apprehension during lectures and oral presentations, and (3) Topics and oral activities should engage them to use English in their real-life practice.

1.3 Statement of the Problem

The problem can be stated in "the low level of TNI second-year students' EFL oral communication skill and WTC".

1.4 Questions of the Research

The present research is an attempt to answer the following main question: **"How effective is a Nearpod-based program in promoting TNI second-year students' EFL oral communication skill and willingness to communicate?"** This main question has been sub-divided into the following four questions:

1. What are EFL oral communication skill needed for TNI second-year students?

2. What are the bases/features of implementing a Nearpod-based program for promoting TNI second-year students' EFL oral communication skill?

3. How effective is a Nearpod-based program in promoting TNI second-year students' EFL oral communication skill?

4. How effective is a Nearpod based program in promoting TNI second-year EFL students' WTC?

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1.5 Delimitations of the Research

The current research is delimited to the following:

1.Sixty second-year nursing students at TNI, Beni-Suef, Governorate, Egypt. The second-year students are chosen as they have taught the basics of nursing terms, grammar, in the first year (English1&2) and they are supposed to use these aspects to communicate effectively in the second year (English 3&4). Hence, enhancing the integration between listening and speaking skills early can satisfy their profession needs. Additionally, it's preferable to promote their willingness to communicate early as possible as it can be.

2. Some EFL oral communication skills (Listening Comprehension, Pronunciation, Language Use, Interactive Communication, and Interpersonal Communication) needed for the second-year students.

3. A limited duration for implementing a Nearpod-based program in the first term of academic year 2023/2024.

1.6 Instruments of the Research

The current research included these instruments, designed, and prepared by the researcher as follows:

1. A needs analysis questionnaire.
2. An EFL oral communication skills questionnaire.
3. An EFL oral communication skills pre-posttest, and a rubric to score it.
4. A "WTC" questionnaire.

1.7 Significance of the Research

This research may be useful for: **1**. promoting TNI students' EFL oral communication skills and WTC **2**. providing curricula and training program designers with a guide to implement interactive applications such as Nearpod, and **3**. directing the researchers' attention to investigate the relationship of WTC with other aspects of English language e.g. grammar, vocabulary, etc.

1.7. Definitions of Terms

1. Oral Communication

Oral communication is "the ability to process EFL as a communication mean and to interpret the communicative value of what to say by means of EFL usage

(Mohammed, 2019: 12)". It is "verbally transmitting and receiving information and ideas from one student or group to another (Abd Al Qader, 2020: 16)." It is the "ability to convey and receive meanings in meaningful oral coherent structures, and perform the targeted oral skills fluently, accurately, and properly in interactive communicative situations without hesitations, undue pauses, in different contexts (Abd Al Qader, 2020: 16)". It is the "ability to use English in real-life situations both receptively and productively to communicate effectively. It involves the correct use of vocabulary, non-verbal cues in addition to mastering how to initiate, develop, and terminate a communicative act (Salem, 2020: 28)".

The operational definition of EFL oral communication skill is "EFL nursing students' knowledge, skills, and desire to use EFL through engaging in communicative tasks that assist them to function in their job effectively".

2. Willingness To Communicate (WTC)

WTC is "a stable predisposition toward communication when free to choose to do so (MacIntyre &Charos 1996: 7)". It is "an individual's predisposition to initiate communication with others (McCroskey, 1997:77)". It is "EFL students' tendency to engage in oral communication at special contexts according to their perceived communication skills, and social situation (Salem, 2020: 28)".

The operational definition of WTC is "EFL nursing students' desire to use English and engage in communicative tasks when they are given an opportunity to do so".

3. Nearpod-Based Program

Nearpod is an educational app used for synchronized learning among a group in a classroom. While the students launch it through their devices, the instructor can remain in control of the slides, presentations, or tasks on it from the laptop (Delacruz, 2014: 64). It is an interactive app that allows synchronization between tablets used in face-to-face learning or through synchronization of virtual classrooms. It includes creating presentations and interactive activities used for evaluation during or after living sessions in an integrated template (Ajmal, Arshad & Hussain, 2019: 139). Nearpod, as an interactive app or multimedia during simultaneous sessions, engages students into the learning process during live sessions (Abu Musa & Al Momani, 2022: 111). Nearpod as an interactive learning platform that facilitates active learning for students through utilizing quizzes, polls, gamification, interactive video, and collaboration boards (Abdullah, Inayati & Karyawati, 2022: 123).

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Nearpod is a cloud-based program to access the lesson with any smart device. It is an all-in-one solution for the synchronous or asynchronous use of the virtual teaching-learning process, making lectures more engaging through interactive learning experiences (Mastura, 2022: 14). It is a web-based that enables the instructors to share interactive lessons with their students from a library of ready-made lessons or create their own using Nearpod's editor. Nearpod supports various types of content: videos, images, audios, slides, PDFs, websites, and Google Slides. Instructors can also add interactive features: virtual reality, simulations, 3D models, and field trips, quizzes, polls, open-ended questions, drawings, matching pairs, and fill-in-the-blanks to bring students' engagement (Nazarbekuly, 2023: 107).

A Nearpod-Based Program is a blended learning program based on Nearpod application or platform which provides a group of interactive or communicative activities or tasks to promote TNI second year students' engagement and willingness to communicate."

2. A Review of Literature & Related Studies
2.1 EFL Oral Communication Skills

EFL and communication processes are at the heart of human experience. To cope effectively with the competitive professional world, nursing students need to acquire the fundamentals of nursing, and EFL oral communication skills to achieve success in the increasingly globalized job market. However, the second-year nursing students possess inadequate EFL listening and speaking skills, needed to be integrated.

EFL, as a main requirement for professional communication, leads instructors to adopt more engaging teaching methods that promote their students' tendency to communicate. Oral communication is the goal of any EFL program (Salem, 2020: 15). The sixth-semester students of nursing study program, investigated by Kordjabaharuddin; Basri, and Rahmatia, (2021) indicated two main points: **1.** Nursing students were expected to communicate after long periods of basic and intermediate English, and **2.** The teaching method ought to focus on nursing students' communicative needs. Hence, Carrera's study (2023) recommended that they should use English to communicate in professional settings to adapt to new communicative situations.

Communication, as a two-way process in which a message was encoded by the sender and decoded by the receiver (Salem, 2020: 35). Listener and speaker interact

with each other for an intended message. This requires the instructors to integrate them through activities that match their needs. These activities identified by Abdel-lateef (2020: 36) into: **1**. Interactional in which students fulfill their social needs such as greetings, describing experiences and conversations, and **2**. Transactional in which they engage in communicative tasks such as meetings, job interviews, and oral presentation. Thus, Slimani (2018: III) and Mohammed, (2019: 19) have assured that speaking skill goes hand in hand with developing listening skill and they should be integrated simultaneously to enhance the two-way oral communication process.

2.1.1 EFL Oral Communication Skills Integration

Speaking and listening, as the aural medium, are interconnected as proficiency in them is necessary to become a well-rounded communicator (El-Naggar, 2019, 5:6). To integrate them into the curriculum, Tigrero, (2016) identified five oral communication activities as follows:

1. **One-on-one communication** (student-student or student-teacher): students are asked to discuss a question or a problem with a partner, or the instructor.
2. **Small-group or team-based oral work**: smaller-scale settings for debate, and problem-solving.
3. **Full-class discussions** (instructor-or-student-led): typically, less combative, argument-based, and competitive than debate and deliberation but still dialogic.
4. **Speeches and presentations:** traditionally, the stand-up, podium speech transported by an individual from an outline or document. Also, they include group presentations or impromptu communication.
5. **Oral examinations**: can happen in small groups, or before a whole class.

One of the basic reasons for integrating them in classroom environments as they are integrated in real life environments. Listening in real life situations within a communication process, involves speaking in companion with listening. (El-Gazar, 2016: 32). Therefore, the instructors should provide students with opportunities for meaningful communicative topics in which students discuss and retell the material heard to synthesize their understanding (Rivers, 2018: 543). Connecting listening to speaking can overcome the students' passive role to the situation and they gradually feel safe environment to initiate and develop speech (El-Naggar, 2019: 46).

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2.1.2 EFL Oral Communication Barriers

Oral communication needs more practice to be developed, yet EFL instructors spend most class time on reading and writing almost ignoring it. It is quite hard to get all students to take an active part in discussions and conversations. Although most of them have good English skills, they are quiet in class when practicing oral communication. It's a challenge for the instructors to motivate all students' WTC (Abd Al Qader, 2020: 6).

WTC, as a psychological variable, precedes the process of speaking. When students can use English, some of them speak up, while others are silent even when they are able to interact i.e. not all of them seek for opportunities to use the target language in a meaningful context. For that, modern linguists have attached a great importance to the various psychological, social, linguistic, and situational factors that affect their reluctance to speak in class (Slimani, 2018: 24). Additionally, Salem (2020: 75) has outlined oral communication barriers into two types: linguistic and psychological barriers in figure (1).
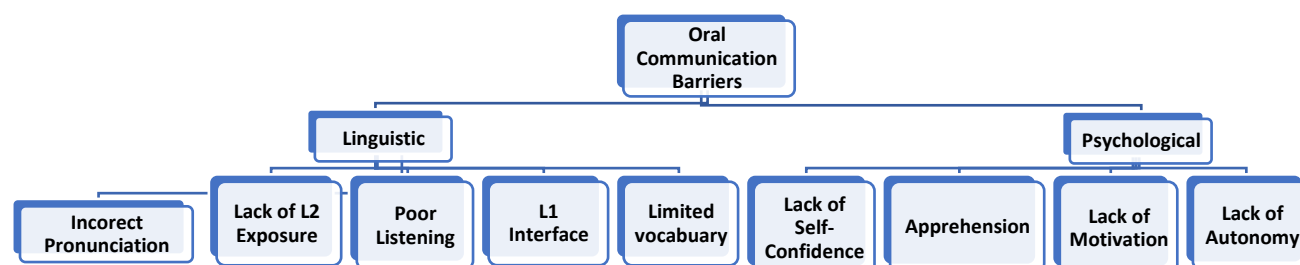

Figure (1): Oral Communication Barriers (Salem, 2020: 75)

Developing strategies of interaction might be a solution to some of these potential problems (El Gazar, 2016: 29). Such problems were shown in EFL students' grammatical structures (tenses, interrogative and negative statements, etc.), Pronunciation (sound system, stress, and intonation) and conversational strategies (turn-taking, and debating) (El-Naggar, 2019:16). They are positively influenced by motivation, WTC, self-esteem, and anxiety which can be reduced through changing the teaching methods and practices (Mohammed, 2019: 66). Analysing nursing students' potential speaking problems in terms of linguistic, psychological factors, and learning situation, Kordjabaharuddin, Basri, and Rahmatia (2021) found that there was a lack of grammar usage, confidence, vocabulary, motivation, high anxiety, the influence of mother tongue, the lack of pronunciation, and the inappropriate topic talk. Salem (2020: 24) indicated that most of students expressed

their unwillingness to initiate speech in front of others. They were afraid of making grammatical mistakes, incorrect pronunciation, or being laughed at by others. These problems evoke the instructors to conduct an effective teaching method.

Unfortunately, EFL nursing students had lack of willingness to speak up and were unmotivated to communicate not because they did not know how to, but they lacked self-confidence to do so. They felt difficulty articulating the words (Muflihah, 2018: 180). They only memorized words and didn't understand what they were conveying. These problems, found in speaking, are either related to the students (lack of opportunities to practice English) or the lecturer (lack of time to assess students' ability) (Putri & Sari, 2020: 281). Analysing the obtained results from the students' questionnaire, Slimani (2018: 55) demonstrated the following points:

1. Inside the classroom, the instructor's and students' amount of interaction is so limited.
2. The students have lack of vocabulary, self-confidence, motivation, and high anxiety hinder them from speaking.
3. The instructor's motivation is influencing the students' WTC inside the classroom.
4. Most of the students affect each other's WTC positively and create a competitive classroom atmosphere.
5. The material has a great effect on the students' willingness to speak.

According to Gad (2020), speaking problems included using inappropriate expressions, lacking confidence, inability to pronounce words, and insufficient knowledge of grammar. The students were unable to describe pictures or events, give instructions and ask for information, make requests, or take part in classroom discussions. Additionally, Kordjabaharuddin, Basri, and Rahmatia (2021:393) summed up three difficulties in speaking as follows: 1. **Language**: lack of vocabulary, grammar understanding, and pronunciation, 2. **Learning situation or environment**: infrequent practice, lack of knowledge, inappropriate topic talk, the influence of mother tongue and classroom interaction, and 3. **Psychological**: lack of confidence, low motivation, and anxiety. Regarding speaking skill and anxiety, Mohammed (2019: 6) indicated that:

1. Students lack the skills necessary to convey their messages and express themselves.
2. During speaking test, students run away to short answers and avoid answering open-ended questions.
3. Students are unwilling to communicate and afraid of making mistakes and negative evaluation.
4. During discussion, students mix their mother tongue with the foreign language (FL).

2.1.3 Micro-skills of EFL Oral Communication

Emphasizing on the relationship between the process of learning EFL and nursing students' communicative needs, a needs analysis questionnaire among 36 nursing students conducted by Jubhari (2022: 84) showing that they should master oral communication skills: 1. Listening: is for understanding instructions, and conversation, and 2. Speaking is for pronouncing vocabulary, and explaining material, a process, and procedures in English.

Speaking, as an interactive process of constructing meaning through receiving, processing, and producing messages, includes accuracy (grammar, pronunciation, and discourse) and fluency. Listening comprehension is an interpretive process to use prior linguistic knowledge in understanding messages (El Gazar, 2016: 30). To achieve good communication, these elements are required: 1. Pronunciation, 2. Grammar, 3. Vocabulary, 4. Fluency, and 5. Comprehension (Muflihah, 2018: 181). Speaking is divided by Abdel-Salam (2019) into fluency, accuracy, vocabulary, comprehension, and pronunciation. It is also identified by Abdel-lateef (2020: 227) into: accuracy, fluency, listening comprehension, pragmatic and strategic skills. It is also classified by Kordjabaharuddin, Basri, and Rahmatia (202: 393) into three sub-skills: 1. Vocabulary, 2. Pronunciation, and 3. Structure. It is determined by Simbaña-Simbaña, et al. (2023) into: grammar, vocabulary, pronunciation, and fluency. Moreover, Kurmanaliev and Zhubanova, (2023:70) indicate that listening is a receptive skill comprising both a physical, an interpretive, analytical process and nonverbal listening (comprehending the meaning of tone of voice, facial expressions, gestures, and other nonverbal cues). Listening skill should be assessed focusing on lexical recognition, identifying specific information, and meaning representation/inference.

2.2. Willingness To Communicate (WTC)
2.2.1 Definition & Origin of WTC

WTC can enhance or limit EFL students' readiness or desire to communicate. It is "a stable predisposition toward communication when free to choose to do so (McCroskey&Baer,1985) ". It's the measure of speaker's desire to participate or avoid communication. The students' optional tendency to participate in communication in various contexts, depending on the person they are interacting with, the discussed topic, situation, and other affective variables such as fear, anxiety, and shyness (McCroskey&Richmond,1987). It is "a student's readiness to enter into discourse at a particular time with a specific person or persons" (McIntyre, et al. 1998). As a situational variable, it is a student's volitional inclination toward actively engaging in the act of communication in a specific

situation, which can vary according to interlocutor(s), topic, and context" (kang, 2005). L2 WTC is "an observable behaviour which refers to occasions in which students choose whether to communicate when they have the opportunity to do so". Some contextual variables affect L2 WTC such as interlocutor familiarity, participation, task type and topic (Cao, 2014: 795).

WTC was based on Burgoon's (1976) notion of "unwillingness to communicate as a tendency to avoid oral communication". The more anxious people tend to be, the more unwilling to communicate. McCroskey and Baer (1985) developed WTC in L1 for the first time. They mentioned communication competence, apprehension, self-esteem, and cultural diversity as antecedents of WTC. The concept of the WTC was first set by McCroskey and Richmond (1987) to refer to the L1 communicators, i.e. those who were willing to engage in communication, then it was related with the use of L2 communicators, i.e. those students who avoided initiating communication using their English.

WTC plays an important role in L2 teaching and learning. Almost any L2 student is likely to respond to a direct question, but many are unwilling to continue or initiate communication. There should be a link to what they learn in the class and in their real-life situations (Bukhari, Cheng & Khan, 2015: 39). Students differ dramatically in the degree to which they do talk in English due to their unwillingness to communicate, predisposition, and shyness. This variability in talking behaviour is rooted in WTC. Unwillingness to communicate returns to many factors, such as anomie, alienation, introversion, low self-esteem, lack of communicative competence, and communication apprehension. In other words, students seem to possess certain predispositions which make them talk or not in each context with a person or people. This leads to the idea that people are predisposed to be either willing or unwilling to communicate across various communication situations. Shyness is usually associated with " communication apprehension" or " reduced communication behaviour." (Salem, 2020,81: 82). In the context of EFL, Slimani (2018: 60) revealed that WTC is the big influence of students' speaking skill inside the class and is affected by their shyness, anxiety, self-confidence, lack of motivation, and the instructor's teaching methods.

The reason that a student is less unwilling to communicate than others is their communication skills. Deficient communication skills lead to unwillingness to communicate. This means that when skills are increased, WTC also increases (Salem, 2020: 84). Based on the model of L1 WTC of McCroskey and Baer in

1985, MacIntyre (1998) proposed a heuristic model to present the conceptualization of WTC in an L2 communication setting.

2.2.2 The Pyramid Model of WTC

The most influential model of L2 WTC was the heuristic, or the layered pyramid model proposed by MacIntyre (1998). It integrates psychological, linguistic, social, and communicative variables affecting student's readiness to use the target language for communication. It consisted of six layers with 12 variables in as shown in figure (3).
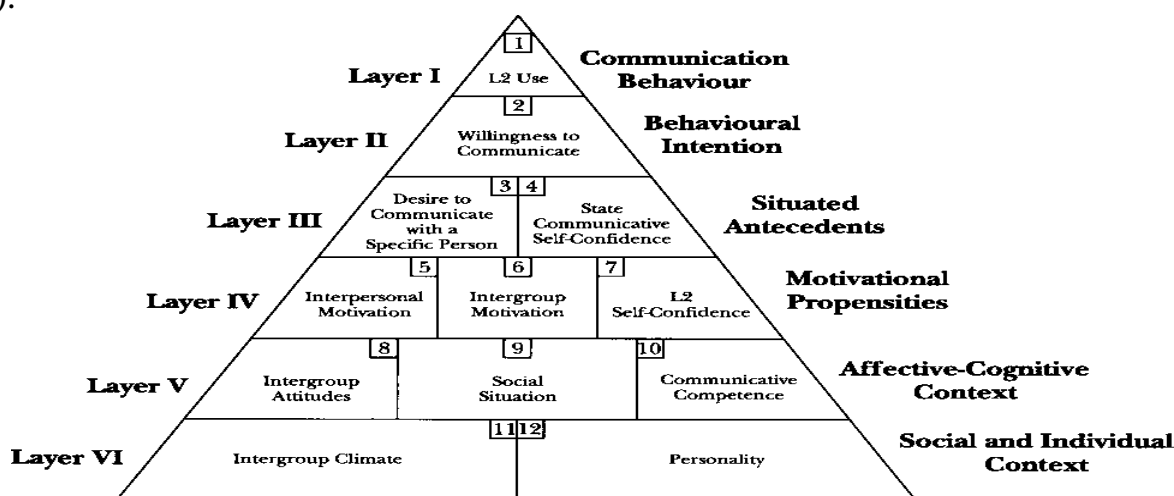

Figure (2): Heuristic Model of Variables Influencing L2 WTC
(MacIntyre, 1998)

Figure (2) showed that there are two primary levels. Level one includes situational factors (Layer 1-3), and level two includes individual ones (layer 4-6). The situational factors are subject to change and are influenced by the context at a specific time. These factors of L2 WTC consist of L2 use, and WTC. For the individual variables, they are considered as more stable properties of the student and can be used in any situation. These factors are interpersonal, motivation, attitude, self-confidence, social situation, communicative competence, climate, and personality. Either situational or individual factors can increase or decrease L2 WTC.

The heuristic "pyramid model" integrates both relatively stable variables with enduring influence (distal factors) and situation-specific ones (proximal factors) that interact to influence a student's willingness to speak in a L2 and ultimately to use L2. The model represents the different factors that affect the L2 WTC. The shape of pyramid stands for the more general to the more specific influencing factors in L2 WTC. As figure (3) represents, there are six layers of the model, the first three layers (communication behaviour, behavioural intention, and situated

antecedents) represent the impact of the situation on one's WTC at a given period. The other three layers (motivational propensities, affective-cognitive, and social and individual context) indicate the impact of the fixed factors on the L2 WTC. Thus, from the top to the bottom, the model moves from the changeable (i.e. situation-based contexts) to the stable affective factors in L2 communication context (Slimani, 2018: 32).

Zarrinabadi and Tanbakooei, (2016, 32:33) identified affective and cognitive components, namely, intergroup attitudes, social situation, and communicative competence, isolated from communication situations. Intergroup attitudes indicated L2 students' desire to communicate with L2. Social situation included: the participants, setting, purpose, topic, channel of communication, and the interlocutor's proficiency level. In addition, Peng, and Woodrow (2010) found that classroom environment was a strong predictor of WTC and motivation in EFL context. Toyoda et al. (2021) focused on enhancing novice students' L2 WTC through the task-based learning. The findings showed a significant increase in the students' L2 WTC and enjoyment during the communication tasks due to gains in self-confidence over time.

2.2.3 WTC in EFL Classrooms

Due to MacIntyre's WTC model, the two factors influencing directly or indirectly on EFL student's WTC were: (1) the individual including anxiety, motivation, shyness, self-confidence, attitudes, the fear of correctness of speech, and the students' perceived linguistic and communication competence, (2) the social contextual including the effect of instructor's role and teaching methods, the topic, task type, and the classroom atmosphere.

WTC covered a set of internal and external effects on EFL oral performance and was a basic factor influencing their speaking performance. In this respect, students' speaking ability was directly related with their WTC, and this latter was a prerequisite for the development of the speaking skill. Thus, WTC shaped the students' speaking skill". Hence, Slimani, (2018: 60) analysed the results obtained from the instructors' interviews as follows:
1. There was a direct relationship between the WTC and the students' speaking ability inside the classroom.
2. Both internal and external factors influenced the students' WTC in the classroom.
3. The learning situation was a significant factor. However, most of students prefer individual learning situations.

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4. The classmates, the topic, and the task type affected the students' WTC inside the class to a great degree.

5. The instructor's method played a crucial role in increasing or decreasing the students' WTC in the class.

WTC, as an educational goal in EFL learning, the students need it and the skill to be proficient communicators. If they weren't able or willing to use English, they would face difficulties in becoming proficient communicators. In this sense, EFL communication depended on three main points: (a) knowledge about EFL, (b) skill in using EFL, and (c) WTC in EFL. The program ought to provide the students with adequate opportunities to practice EFL inside the classroom through authentic and meaningful activities that enhanced both the input (listening) and output(speaking) (Salem, 2020: 20).

Reviewing literature, Zhang, Beckmann, and Beckmann (2018) proposed an organizing framework for the situational antecedents of FL/WTC that might be of practical interest (**Figure 4**). According to the framework, a student's FL/WTC was influenced by the feelings emerged from the subjective interpretations of the objective characteristics of a situation that he/she experienced such as a teaching style, familiarity with peers, classroom climate, topic, and type of a speaking activity.
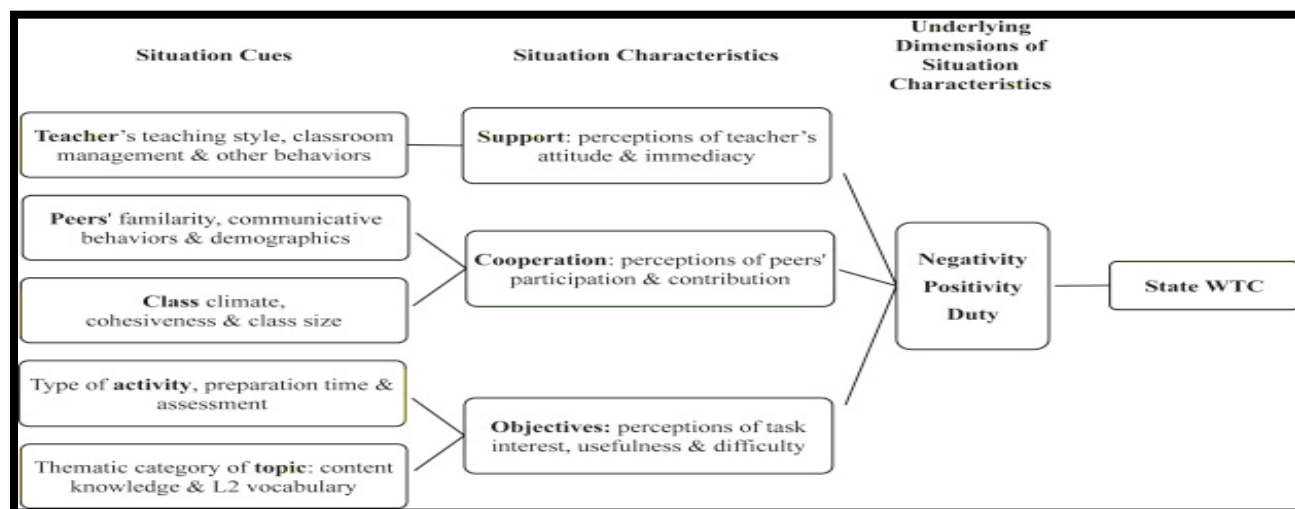

Figure (3): Zhang, Beckmann, and Beckmann (2018)'s Proposed Framework of Situational Antecedents of L2/FL WTC

The most influential heuristic model to explain WTC and the factors influencing it were: (1) group discussion, (2) meetings, (3) interpersonal interaction, and (4) public speaking. Additionally, it measures WTC in terms of the scores of the recipients which include strangers, acquaintances, and friends (Abd Razak et al., 2022: 2). Thus, Slimani, (2018: 62) suggested some recommendations to the students and instructors to raise their awareness of the importance of the WTC to develop their FL communication skills:

First, the students need more ways to become more willing to speak such as enriching their vocabulary through extensive reading, vocabulary building activities, and use of dictionaries. They can enhance their proficiency mainly the fluency and accuracy through interaction as much as possible inside the classroom regularly to get rid of shyness and hesitation, and outside the classroom by interaction with native speakers using technology. Secondly, the instructors create a positive classroom atmosphere with the best learning environment, so that the students feel more willing to speak. They ought to build a friendly relationship with them; thus, they know how to motivate them according to their personality traits (introverted students) and increase their WTC.

L1 WTC, as a trait variable and L2 WTC, as a situation-based variable, represented an intention to communicate at a specific time to a specific person (Salem, 2020: 86). Fan (2022) explored the effect of digital-based flipped learning classrooms on enhancing students' WTC and self-efficacy. It was indicated that students' intention to communicate was affected by social media and digitalized materials used in flipped classrooms. Chaisiri (2023) assured the role of technology-mediated oral tasks based on the Flipgrid application to promote Thai EFL students' WTC in the virtual classroom. The students reported positive opinions towards the use of technology-mediated oral tasks in terms of academic engagement and in the improvement of oral communication.

Following the ecosystems theory, Peng (2012) investigated Chinese university students' WTC. The results showed that there were six factors influencing their WTC: "beliefs, motivation, cognitive, linguistic, affective factors, and classroom environment". Basöz and Erten (2018) investigated Turkish university EFL students' WTC. The results demonstrated that they had a moderate level of WTC. Moreover, they were more willing to communicate outside the classroom. Recently, L2 WTC has also been studied in relation to students' extramural digital environment. Tan and Phairot (2018) examined the difference in WTC inside and

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outside the English classroom with different proficiency levels (e.g., low, moderate, and high). The results indicated the significant positive role of proficiency in predicting students' L2 WTC inside and outside the classroom. Studying the Koreans students' WTC in the CALL environment, Lee (2019) found that "familiarity with interlocutors and communities, and L2 self-confidence" were the key sources that influenced university students' WTC. FL instructors were required to implement extramural digital activities to enhance the WTC. Slimani, (2018: 59) indicated the instructors' role in raising the WTC. They could make the students willing to participate in the classroom, be aware of their hindrance to speak, and overcome it by being friendly, motivating, and academically reliable. Additionally, they should create a supporting atmosphere of learning based on internet-based resources.

2.2.4 Studies Related to Oral Communication Skill & WTC

Many studies were conducted to deal with oral communication and WTC. Rashid (2007) used Task-based instruction for enhancing the first-year nursing students' EFL proficiency and communicative skills. It was recommended that ESP programs and courses should pay more attention to oral communication skills. Freihat (2012) explored the learning needs of 20 first year nursing students who reported that they had a problem speaking in front of people. They avoided class discussions since they couldn't comprehend speech. Based on the findings of the needs analysis, the researcher developed a language course to respond to their area of greatest difficulty: communicating in Arabic and in most cases, in English with patients, colleagues, nursing supervisors and the teaching staff of nurses in clinical settings. For this purpose, El-shamy (2013) recommended implementing a blended learning program for improving EFL communicative skills. Investigating the effectiveness of an ESP electronic program to develop Home Economics students' oral communication skills, Khafagy (2016) recommended universities to design oral communication electronic courses in different specialization fields to cope up with the trends that called for e-learning.

El Abbassy (2017) used the Neuro Linguistic Programming for developing oral communication skills of the first level prospective engineers studying at the Higher Institute of Engineering and Technology. A relaxing and an interactive environment was highly effective**.** Sobh (2017) used educational social networks (Edmodo) to

develop some oral communication skills of first-year Arab Academy for Science, Technology and Maritime Transport. To create an interesting environment, Muflihah, (2018:179) used the pictures to enhance nursing students' speaking.

Exploring the effect of the brain-based learning program on enhancing EFL students' listening comprehension and speaking skills and decreasing their anxiety, El-Naggar (2019) concluded that they need interactive ways to increase willingness to engage in listening comprehension and speaking tasks. Utilizing an integrative strategy for developing EFL communication skills and reducing their speaking anxiety, Mohamed (2019) concluded that unwillingness to communicate was related to speaking anxiety and fearing of negative evaluation. Abd Al Qader (2020) used task-based language to develop EFL oral communication skills. In relation of communication and self-efficacy beliefs, Abdel-lateef (2020) enhanced them through a mastery learning-based strategy. Abdel-lateef (2020: 190) recommended EFL instructors to:

1. Focus on oral communications forms and how to create real-life situations to facilitate the teaching process.
2. Respond to the students' needs, and interests to implement the most appropriate topics and activities that facilitate the students' engagement and participation.
3. Create a safe, positive, and comfortable atmosphere where students are free from anxiety or fear.

Implementing a program based on readers' theatre, Salem (2020) developed EFL prospective teachers' oral communication skills and WTC. Using a Mobile Assisted Language Learning program for developing EFL oral communication skills among Esp nursing students in Matrouh University, Ismail (2021) recommended using interactive applications or platforms. On the same regard, Kener (2021) implemented a pragmatics-based program for developing EFL prospective teachers' oral communication and critical thinking skills. Mekki (2021) also recommended using a suggested successful intelligence theory (SIT)-based strategy on developing EFL students' oral communicative competence and engagement.

Albaaly (2022) explored the status quo aspects of EFL nursing students' communication at Ismailia Technical Health Institute. The instructors used Arabic as they quite mistakably assumed their students had a low proficiency level of English usage. The percentage of EFL used in communication was remarkably low (10% to 30%). It was recommended to add a course for oral communication to express their views and engage them in discussions, debates, interactions, and

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motivate them to use technology in ESP. Ahmed (2022) used a program based some e-learning platforms for developing EFL oral communication skills. Ghannam (2022) implemented a program based on easy class platforms in developing oral communication skills among secondary school students. Purba, et al. (2022) explored the effect of the digital storytelling method on improving nurses' English communicative competence. It was found that the blended learning had some positive effects on nurses' motivation to communicate. They could take advantage of technological capabilities in their tools to practice nursing communication skills. Purba, et al. (2022: 4) identified two methods used for assessing oral communication among nurses. Firstly, in the observational approach, the students' behaviour was observed and assessed. Secondly, in the structured approach, their performance on the required task was then evaluated. The task could be administered in a one-on-one setting with the test administrator and one student or a group or class.

Darmawan and Lestariningsih (2023: 798) investigated students' views toward the use of the Think-Pair-Share teaching strategy on oral communication skills. Many factors made students feel reluctant from speaking in a FL which were anxiety and nervousness. Emmanuel Santos (2023) concluded that students in low-resource contexts could develop their oral communication skills using mobile-supported SLMs. Simbaña-Simbaña, et al. (2023) used Gamification to improve EFL oral communication skills. Farag, (2024) utilized online emotional intelligence-based activities for enhancing EFL oral communication skills and self-regulation. With the urgent shift from the traditional learning confined into the classroom-based textbook into blended learning environment, communication should be enhanced through interactive applications in nursing, e.g. Nearpod.

2.3 Nearpod -Based Program

2.3.1 Nearpod as an Interactive Tool:

ESP programs are greatly affected by recent technological innovations. With the emergence of Web 2.0 tools, there are forms of learning styles that need to be implemented in these programs, such as e-learning, blended, and distance learning. Abu Musa and Al Momani (2022: 117) has recommended the following:

- implementing programs based on electronic interactive applications both in remote and face-to-face teaching to enhance communication and engagement towards learning.
- developing educational institutions' inputs using the Internet, to attain high quality optimum outputs that meet the needs of the community. As a result, many applications appeared, and they are classified as interactive presentation methods that utilize multimedia such as Nearpod application.

To gain benefits from blended learning, educational institutions used Nearpod as Learning Management Systems (LMS) to add patterns to interactive course materials such as group chats, forums, individual and group projects, and surveys on specific topics. This enabled students to collaborate and participate among themselves and their instructors to build and learn the content. They could also develop cooperative learning and self-learning skills. Nearpod, as a type of blended learning, combined the Internet environment and face-to-face education, which could be a mixture of web-based courses or computer-mediated communication practices and face-to-face instruction (Rahmadi, 2021 & Tiba & Condy, 2021). Nearpod, as a cloud-based application, could be joined at https://nearpod.com/. It assisted students and audiences to access the lessons with any smart device or PC used synchronously or asynchronously (Perez, 2017: 1). Nearpod contributes positively to the students' interactive learning and engagement to participate, have dialogue sessions with their instructors and colleagues and exchange experiences among themselves to achieve an understanding of the educational content provided to them (Abu Musa & Al Momani, 2022: 117).

McKay and Ravenna (2016) measured the effectiveness of the Nearpod in designing instructional tasks to increase students' motivation. The Nearpod (student responder) highly improved their engagement. Al-Asiri (2018) revealed that Nearpod was effective in developing social communication skills. Al-Zahrani (2019) indicated the positive effects of Nearpod on the academic achievements. Kurt et al.'s qualitative study (2019) determined teachers' opinions on the use of Web 2.0 tools in education. The results showed that the most preferred tool of Web 2.0 tools (the Edmodo, Google Forms, Edpuzzle and Nearpod) for teachers was Nearpod.

As an active learning tool, Hakami (2020) showed that the Nearpod increased students' satisfaction in the use of the Nearpod in all courses, especially those taught through the video learning system. Govindarajan (2020) assured the positive

effects of Nearpod on student's participation in regular face-to-face classrooms and in online classrooms. Shehata, et al. (2020) showed that the Nearpod enhanced students' interest in university financial accounting classes. Cayanong (2021) proved that the Nearpod improved the grammar skill of High School, specifically in identifying Parallel Structures in sentences.

Abdullah, Inayati, and Karyawati (2022) indicated that Nearpod improved elementary students' motivation during online learning. Abu Musa and Al Momani (2022) assured that the students had positive attitudes towards using Nearpod. Lestari, and Sihombing (2022) showed that Nearpod could be used as one of the effective digital tools to enhance students' writing skill. Mastura (2022) proved the effectiveness of Nearpod in the students' reading comprehension. Naumoska (2022) revealed that the Nearpod based activities positively influenced students' motivation in learning chemistry. Nearpod has a great potential to be applied during the face-to-face teaching as a hybrid model in the future, thus making teaching more interesting and less monotonous. Pupah, and Sholihah (2022) enhanced students' reading learning process using a genre- based approach through the Nearpod program which successfully supported the reading learning process. Srisakonwat (2022) found that the learning achievement of vocabulary knowledge via Nearpod learning was significantly higher than before. Nazarbekuly (2023) pointed out ways in which interactive applications (Tellagami, LearningApps, Nearpod, Islcollective, WordArt) can be used develop EFL speaking skills. Integrating interactive applications e.g. Nearpod into English language learning, especially in the context of developing speaking skills, was effective. Turahmah, Djunaidi, and Jaya (2023) indicated that Nearpod could increase students' listening ability.

Nearpod, characterized by ease of use, flexibility in modification and the ability to share information with other instructors and students, could be run through computers or mobile devices. It could enhance the learning environment to be more participatory through various e-learning environments. These participatory environments could be described as a system for communicating with electronic content and interaction between the students and the instructors as well as between the students themselves, in addition to the change in the interaction of students with the content (Ajmal, Arshad & Hussain, 2019).

2.3.2 How to Implement the Nearpod

Nearpod, as a free app or website (www.nearpod.com), is available for the iPad, and iPhone to create interactive presentations, embedded with poll questions, videos, slides, and quizzes. Before implementing Nearpod in the classroom, the instructor visits it for an instructional overview of the app. The overview and tutorial videos were also available once the app is downloaded on the device. The instructor first creates an account with a username and password used to store future presentations. Once the instructor creates a presentation, a student code appears at the top. The instructor gives the code to enter once they launch the app, and that code would log students into the presentation. As the student login, they are asked to list their name. After the student enters his or her name, the instructor controls each slide by hitting a share button on the main device. Synchronous learning occurred as each student's device moved along when the instructor shared the next slide (Delacruz, 2014). To utilize Nearpod effectively, Lestari and Sihombing (2022: 79) indicated these steps:

1. On the first main page in the Nearpod platform, there are two choices whether the participant wants to access the media as a teacher or a student. If you are a teacher, choose the "TEACHERS" option, and you can ask your students to access the Nearpod by choosing the "STUDENT" option. The appearance on the platform of each teacher and student will be very different because the students are required to only join the lessons by entering the lesson's code when accessing the Nearpod platform.

2. After signing in to the Nearpod account, the My Lesson page will be the main feature on the Nearpod platform. My Lesson is the part in which all the lessons made, would appear. If there is no lesson yet, the teacher can start making the lesson by clicking on the Create button to create the presentations, tasks, or tests using many available features.

3. There is a Reports feature under the My Lesson feature in which the post session result of the students' activities will be saved and shown automatically. In Reports, teachers can see the recorded results of students' assignments.

4. The teachers can choose the Nearpod Library feature which provides many demonstrations and tutorials.

5. In the Nearpod Library feature, the teacher can use the Featured option to find the English reading sources and the Videos option to provide many kinds of videos that the teacher can use for the lesson.

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6. Nearpod consists of several features including My Lessons, Reports, Nearpod Library, and Teacher Resources. Nearpod Library assists teacher to explore and select what topics they need, what grades and subjects they teach. Other features of Nearpod are "Controlled (synchronous) or free (asynchronous) delivery of information, allowing the creation or use of slides, activities, and quizzes, a variety of assessment tools, video, slideshow, audio, PDF, Field Trip Live (Virtual Reality). etc.

Nearpod assists instructors to bring any teaching materials or topics easily. It doesn't only give various topics to be discussed, but also allows them to modify and adjust the materials just like what they want (Lestari & Sihombing, 2022: 77). As an interactive application, it allows synchronization between tablets, and can be used in face-to-face learning or through synchronization of virtual classrooms. It can be used to create presentations and interactive activities for evaluation during or after live sessions in an integrated template. Using this application enables teachers as a subscriber both to design the actual teaching process easily and to simultaneously host forty students in each session with free storage space of 100MB (Ajmal, Arshad & Hussain, 2019).

2.3.3 Interactive Features of the Nearpod

Nearpod, as an online application for interactive presentations and assessments, create an enriched multimedia presentation with useful and user-friendly interactive features. Teachers can then share the content with the students and control the activities by using it. Students have the full capability to receive the content and share their work or assignments to the whole class, leading the classroom environment to be more interactive. This enhances the students' engagement and critical thinking skills (Lee, 2019: 20). It assists not only the instructor to monitor the students' engagement but also their free or open participation in discussions through its several interactive features such as My Lessons, Reports, Nearpod Library, and Teacher Resources (Lestari, & Sihombing, 2022: 76). Nearpod brings the flexibility for the educator to shift amongst presentations/lecture modes, to individual and group activities (Perez, 2017: 1). As well as basic content, it also allows you to add web content and various activities such as quizzes and polls.
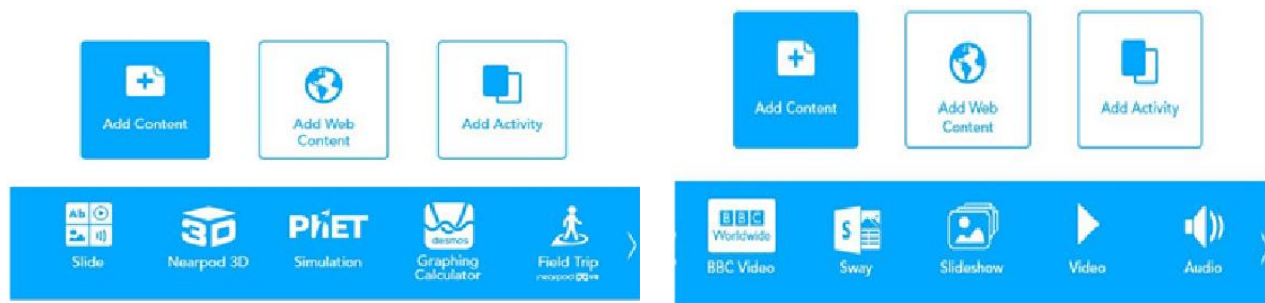
Figure (4): Add Content (Perez, 2017:1)

Within the 'Add Content' section, as well as creating slides you may have in other presentation software or uploading files, there are options to include a 'Vocabulary' video from a select menu: 'Nearpod 3D' (a selection of interactive rotational 3D images from a variety of categories); and 'PHET' interactive simulation activity (such as building fractions, from several subject categories). There is a 'Field Trip' option (several interactive panoramic images of interesting subjects such as the human body). There are 'BBC videos' selected from a range of categories. Sway presentations can be selected as YouTube and other videos. There is an audio option, a PDF viewer and facility for live twitter stream. In the 'Add Activity' there are choices to include questions and quizzes. These can be open ended, or multiple choice, 'Matching Pairs', a 'Fill in the Blanks', a 'Memory Test' and a 'Draw It' facility. It also gives the students opportunity to collaborate and post their feedback as well as being able to participate in polls.

In addition, responsive feedback, another feature of the Nearpod application, is beneficial for both teachers and students to provide instant feedback during their learning process. This assists them to monitor the students' progress as well as the students themselves to improve their understanding (Srisakonwat, 2022:183).

To access the session either synchronously or asynchronously, students are provided with a code to use when entering the site to join the specific lesson. Students can access this on their devices and there is a facility for them to make notes (which are then emailed to them or saved as per their specification on each slide. Another brilliant thing about Nearpod from a teacher's perspective is that once these sessions are finished, you can generate a report on the session emailed to you as a PDF. Nearpod encourages students to participate and have dialogue sessions with their teachers and colleagues and exchange experiences among themselves to achieve an understanding of the educational content provided to them

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(Abu Musa, & Al Momani, 2022:117). Stephen and William (2018: 1) point that the students express positive comments about the use of Nearpod to foster engagement with the delivered topic and increased interaction. They can manage their learning and have a direct experience because of the authentic media provided in the Nearpod, such as videos and native speaker sounds. Moreover, it empowers the students to learn and understand English vocabulary lessons better.

The contribution of the study is due to its emphasis on the integration of EFL oral communication skills (listening and speaking). Additionally, it pays attention to an important construct in ESP programs which is WTC. To the best knowledge of the researcher, there was none of the studies that dealt with it in ESP field on the Egyptian context.

2.4 Hypotheses of the Research
The research was conducted in the light of the following hypotheses:

1. "There was a statistically significant difference among the mean scores of the experimental group and the control group students' EFL oral communication skill as a whole and its sub-skills in the post-assessments at the level of $\alpha \geq 0.05$, favouring the experimental group".

2. "There was a statistically significant difference among the mean scores of the experimental group students' EFL oral communication skills as a whole and in its sub-skills in the pre/post-assessments at the level of $\alpha \geq 0.05$, favouring the experimental group's post-assessment".

3. "There was a statistically significant difference among the mean scores of the experimental group students and the control group students' WTC in the post-assessment at the level of $\alpha \geq 0.05$, favouring the experimental group".

4. "There was a statistically significant difference among the mean scores of the experimental group students' WTC in the pre/post-assessment at the level of $\alpha \geq 0.05$, favouring the experimental group's post-assessment".

3. Method

3.1 Participants

The participants were (60) EFL second-year students at TNI. Through the cluster random sampling technique, they were assigned into two groups: one was as a control (N= 30) and the other was as an experimental (N=30).

3.2 Setting

The intervention was applied to the second-year students at the Information Technology Unit, TNI in the first term of academic year 2023/2024.

3.3 Instruments

The instruments were designed and prepared by the researcher as follows:

1. A Needs Analysis Questionnaire (NAQ).

2. An EFL Oral Communication Skill Questionnaire.

3. An EFL Oral Communication Skill test and a rubric to score it.

4. A Willingness to Communicate Questionnaire.

3.3.1 Purpose of the Needs Analysis Questionnaire (NAQ)

The objective of the NAQ was to identify the needs of oral communication skills as viewed by the second-year students and the faculty members at TNI. The NAQ had two versions, one of them was addressing to the second-year students and the other was addressing to the staff members. The questionnaire was an essential step that led to design a tailor-made program that met the nursing students' needs and helped them meet their academic requirements regarding EFL oral communication. To develop the NAQ, the following steps were followed:

1. Selecting the items of the NAQ through reviewing the literature and related studies as well as conducting informal interviews with staff members at the TNI at the second year.

2. Formulating the NAQ items to cover different aspects that help decide on the form of the program.

3. Judging the validity of the NAQ through submitting it to a jury in Curriculum and Instruction Dept.

4. Administering the NAQ for the final form of it (**Appendix 2**). The NAQ focused on two parts:

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1. EFL Learning Situation or Context Analysis: which was related to questions covered the value or significance given to enhance EFL oral communication skills, the percentage of time, devoted to these skills, in the current English course (3), the students' language level and their priorities for language improvement and to what extent the current English training is satisfying their needs.

2. EFL Nursing Students' Requirements which was related to questions about EFL skills that nursing students needed to develop for their profession and the topics they were interested in. Selecting topics was based on the review of TNI Regulation, literature, and interviews with some TNI second-year nursing students and staff.

The findings of the NAQ indicated that the most important EFL oral communication skills that second-year nursing students should possess were listening comprehension, pronunciation, language use, interactive communication, and interpersonal communication. Moreover, the NAQ provided a strong rationale for designing a program for developing the targeted EFL oral communication skills for nursing students.

3.3.2 EFL Oral Communication Skill Questionnaire

The objective of the questionnaire was to identify EFL oral communication skills required for EFL TNI s. The initial form included five sub-skills: listening comprehension, pronunciation, language use, interactive communication, and interpersonal communication which covered (28) items. Each sub-skill item was in a three–Points-Likert format for identifying if it was "Required = 3", "Somewhat Required= 2", and "Not Required = 1" by ticking (√) in the space provided. The questionnaire was prepared in the light of following sources:

1. The Regulation of TNI and Specifications of the English Course (3 & 4)
2. The survey of literature and related studies: (Albaaly, 2022; Febrijanto & Kurniajati, 2017; Freihat, 2012; Ismail, 2021; Jubhari, 2022; Kordjabaharuddin, Basri & Rahmatia, 2021; Križan,2021; Purba et al., 2022; Rashid, 2007; and Ruiz-Garrido & Julio 2021)

3.3.2.1 Validity of EFL Oral Communication Skill Questionnaire

The questionnaire was presented to a jury of EFL Curriculum and Instruction (n=10). The final form of the questionnaire was (25) items. Three items were omitted according to modifications given by the jury. Modifications were made as shown in the table (1).

Table (1): EFL Oral Communication Skill Questionnaire Modifications

N.	Main-Skills	EFL Oral Communication Sub-Skills (Final Form=25)
1	(1) Listening comprehension	Identify the main idea(s) of the spoken text.
2		Recognize specific details of the spoken text.
3		Make inferences properly from the spoken text.
4		Identify cause and effect relationships from the spoken text.
5		Guess the meaning of unfamiliar words from the context.
6	(2) Pronunciation	Pronounce English speech sounds correctly.
7		Produce word stress properly.
8		Produce sentence stress appropriately.
9		Give the correct intonation patterns properly.
10		Use assimilation appropriately.
11	(3) Language Use	Use grammatical structures correctly in oral discourse.
12		Use different kinds of sentences properly.
13		Use a wide range of words and expressions appropriately.
14		Use vocabulary contextually in different situations.
15		Perform oral language smoothly without hesitation, pauses or repetitions.
16	(4) Interactive Communication	Initiate and terminate speech properly.
17		Develop an acceptable flow or rate of speech.
18		Respond appropriately according to what the situation requires.

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19		Use non-verbal cues to convey meaning clearly.
20		Use discourse markers to enhance the clarity of the message.
21	**(5) Interpersonal Communication**	Introduce self clearly.
22		Ask a wide range of question forms (open & closed)
23		Form a set of instructions smoothly.
24		Take turns to participate his/her role effectively in a team.
25		Use strategies to show empathy, Reassuring, and Respecting the privacy of others to facilitate communication.

The jury agreed on the validity of items questionnaire, and its suitability for measurement. Thus, the questionnaire was valid (**Appendix 3**).

3.3.3 An EFL Oral Communication Skill Test and a Rubric to Score it

3.3.3.1 The Purpose of the Pre-posttest

The purpose of EFL oral communication skills test was to determine the TNI second year students' level in these skills before implementing the program.

3.3.3.2   Source of the Pre-posttest

The test was adapted from Grice & Meehan (2000); Grice (2007); Bosher (2008); and Symonds & Wright (2011).

3.3.3.3   Description of the pre-posttest

The test was formed of five questions, covered testing the twenty-five targeted oral communication skills. These questions were designed to integrate listening and speaking skills simultaneously as follows:

1. Listen to the nurse get personal details from a patient. Then, Circle the correct answer.
   Speaking- You are going to have an interview with a patient who is a heavy smoker. Take turns to play the role of the patient and the nurse. Ask (Wh- & Yes or No) questions to admit him to the hospital.
2. Match the instructions 1-6 to the images a-f. Then listen and repeat the instructions using the correct intonation pattern.
3. Speaking-Work in pairs (Role Play). Write three short dialogues based on the following scenarios. Remember to use the -ing form. Practice reading them aloud.
4. Making appointments on the phone.
5. Look at the pictures and discuss in pairs.

- Which patient is happier?
- How much empathy do the nurses show?
- What is the nurse doing or not doing to facilitate communication with the patient?

3.3.3.4   Validity of the Pre-posttest

(1) Jury's Validity: To decide content and face validity, the test and the 4-point scoring rubric were submitted to the jury of EFL experts and professors (N=10) in Curriculum and Instruction. They were given "4" marks when their performance was high, "3": if they had minor mistakes, "2": if they had some mistakes, and "1": if they made many mistakes and their performance was low. They were asked to read the test items and gave their suggestions to the following: (1) Were the test items appropriate for the second year TNI students' level? (2) Were the test items achieving the integration between listening and speaking skills? and (3) Were the rubric indicators appropriate and sufficient to reflect oral comprehension skill? Modifications were made in a response to the remarks of the jury. All their comments and suggestions were included in the final version of the test and rubric. Thus, the test and rubric were valid and appropriate tool for measuring and correcting EFL oral communication skill (**Appendix 4**).

(2) Internal Consistency Validity: SPSS V.18 was used to identify:

a. The internal consistency between the degree of each sub-skill and the total degree of the main skill to which its sub-skills belong using the Pearson Correlation Coefficient.

b. The internal consistency between the degree of each main skill and the total degree of the test, and the internal consistency between each main skill and the other skills using the Pearson Correlation Coefficient.

Table (2): Pearson Correlation Coefficient between the degree of each sub-skill and the total degree of the main skill to which its sub-skills belong (N = 30)

N.	Main-Skills	EFL Oral Communication Sub-Skills	Correlation
1	Listening comprehension	Identify the main idea(s) of the spoken text	0.869**
2		Recognize specific details of the spoken text	0.698**
3		Make inferences properly from the spoken text	0.820**
4		Identify cause and effect relationships from the spoken text	0.792**

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5		Guess the meaning of unfamiliar words from the context	0.652**
6	Pronunciation	Pronounce English speech sounds correctly	0.744**
7		Produce word stress properly	0.702**
8		Produce sentence stress appropriately	0.814**
9		Give the correct intonation patterns properly	0.725**
10		Use assimilation appropriately	0.687**
11	Language use	Use grammatical structures correctly in oral discourse	0.890**
12		Use different kinds of sentences properly	0.753**
13		Use a wide range of words and expressions appropriately	0.759**
14		Use vocabulary contextually in different situations	0.846**
15		Perform oral language smoothly without hesitation, pauses or repetitions	0.856**
16	Interactive communication	Initiate and terminate speech properly	0.819**
17		Develop an acceptable flow or rate of speech	0.757**
18		Respond appropriately according to what the situation require.	0.740**
19		Use non-verbal cues to convey meaning clearly.	0.720**
20		Use discourse markers to enhance the clarity of the message.	0.917**
21	Interpersonal communication	Introduce self clearly.	0.829**
22		Ask a wide range of question forms (open & closed)	0.661**
23		Form a set of instructions smoothly	0.743**
24		Take turns to participate his/her role effectively in a team	0.745**
25		use strategies to show empathy, Reassuring, and Respecting the privacy of others to facilitate communication.	0.534**

** Correlation is significant at the 0.01 level.

Table (2) showed that all Correlation Coefficients were statistically significant at the at the level of $\alpha \geq 0.01$. This signified the internal consistency validity of the subskills in the test.

Table (3): Pearson Correlation Coefficient between the degree of each main skill and the total degree of the test, and the internal consistency between each main skill and the other skills (N = 30)

Skills	Listening comprehension	Pronunciation	Language use	Interactive communication	Interpersonal communication	ALL Over The test
Listening comprehension	1	0.853**	0.845**	0.816**	0.741**	0.916**
Pronunciation		1	0.868**	0.783**	0.683**	0.894**
Language use			1	0.869**	0.750**	0.937**
Interactive communication				1	0.742**	0.914**
Interpersonal communication					1	0.895**

**. Correlation is significant at the 0.01 level.

Table (3) showed that all Correlation Coefficients were statistically significant at the at the level of $\alpha \geq 0.01$. This signified the internal consistency validity of the main skills in the test.

3. Discriminant Validity: was measured as 27% of the high marks of the piloting sample (N=30) and 27% of the low marks of the piloting sample were taken. Mann-Whitney Test (Non-Parameter) was used to identify the significance among differences of the means.

Table (4): indicated the differences among the Mean Rank, Sum Ranks, &Z-Value between the Two Groups in EFL Oral Communication Skill test

Group	N	Mean Rank	Sum of Ranks	Z- Value	Sig
High Level	8	12.50	100.00	3.371	0.01
Low Level	8	4.50	36.00		

The table showed that there was a statistically significant difference at the sig. level (0.01) between the two levels. This signified that the test was highly discriminated valid.

3.3.3.5 Reliability of the Pre-posttest

1.Cronbach's Alpha method: was used to measure the reliability of the pre-posttest through using SPSS (V.18), for each skill of the test and the test, as indicated in the following table:

Table (5) Reliability of EFL Oral Communication Skills Test (Cronbach's Alpha)(N = 30)

Skills	Listening comprehension	Pronunciation	Language use	Interactive communication	Interpersonal communication	ALL Over The test
Cronbach's Alpha	0.824	0.786	0.879	0.850	0.867	0.954

The table showed that Cronbach's Alpha was high (0.954). This signified the validity of EFL oral communication skills test.

2.The Test-Retest method was used to assess the consistency of the test results from one time to another. To measure the reliability of the test, it was administered to a randomly chosen group of (30) second year students, other than the participants of the experiment. Then, it was administered again after two weeks to the same group. To measure the reliability of the test, Cronbach's Alpha was calculated for the test through using SPSS program (V.18) for each skill of the test skills and the whole test as indicated in the following table.

Table (6) Reliability of the Oral Communication Skills Test
(Test-Retest method)

Skills	Listening comprehension	Pronunciation	Language Use	Interactive Communication	Interpersonal Communication	ALL Over The test
Correlation	0.796**	0.743**	0.814**	0.921**	0.815**	0.946**

** Correlation is significant at the 0.05 level (2-tailed).

As shown in table (6), the test was reliable. The Pearson Correlation between the two administrations was (0.946) for EFL oral Communication skill at 0.01 level which was highly reliable and statistically accepted.

3.3.3.6 Scoring the Pre-posttest

The total score of the test was (100) marks which were distributed into (4) marks for each one of five sub-skills. A 4-point rubric was developed for scoring the test. The rubric consisted of four parts scored on a four points Likert scale ranging from "4" to "1" marks. The students were given a rating between "1" to "4" for their performance in the test. Two experienced raters volunteered to participate in scoring each student's paper. The raters independently rated the student's performance using the scoring rubric designed previously by the researcher. In addition, the researcher provided raters with a set of anchor papers as examples to guide them on the scoring process.

3.3.3.7 Piloting the Pre-posttest

The participants chosen for piloting the test were (30) students, other than those of the experimental and control groups, selected from the TNI second year students. To estimate the test time, the time taken by the fastest student: (100 minutes) was added to the time taken by the slowest one (150 minutes) then divided by two. It was estimated that (125 minutes) would be enough to answer the test.

3.2.4 A Willingness to Communicate Questionnaire

The WTC was designed by the researcher to identify the level of TNI second year students' desire to communicate in English. The WTC Q was prepared and adopted by the researcher from reviewing the studies of Abd Razak, et al. (2022); Beckmann & Beckmann (2018); Chaisiri (2023); Katsaris (2019); Salem (2020); Slimani (2018) and Zhang (2018). It was designed to measure the degree of students' WTC in English. It comprised (40) statements all of which were answered on a five-point Likert Scale, ranging from 1=Very Unwilling to, 2=Somewhat Unwilling, 3=Neutral, 4=somewhat willing, and 5=Very Willing. The Initial Form of WTC in English as a Foreign Language Questionnaire (WTC-EFLQ) included 44 items.

3.2.4.1 Validity of EFL WTC Questionnaire

1. **Jury's Validity:** The questionnaire was presented to a jury of EFL Curriculum and Instruction professors and experts (n=10). The initial form was (44) and the final form of the questionnaire was (40) items (**Appendix 5**). Four items were omitted according to modifications given by the jury. Modifications were made and the questionnaire was valid as shown in the table (7)

Table (7): Final Form of Willingness to Communicate in English as a Foreign Language Questionnaire (WTC-EFLQ)

N.	To what extent in English are you willing to	1	2	3	4	5
1	initiate speech when the opportunity is given?					
2	develop a speech in front of the class?					
3	interact with the instructor and colleagues?					
4	share your ideas, feelings, and opinions with the public?					
5	talk to patients or doctors and understand what they say?					
6	use it while participating in class activities?					
7	respond to classroom situations?					
8	guess the meaning of the unknown word?					
9	modify your mistakes without fear?					
10	try out difficult forms actively?					
11	Use the words required for communicating?					
12	help your classmates answer a question?					
13	volunteer an answer when the instructor asks questions in class?					
14	participate in class discussions?					
15	speak it when you know that you will be evaluated?					
16	seek opportunities to explain task instructions to your colleagues?					
17	ask for clarification when you get confused about a task you must complete?					
18	talk to your friends outside the classroom?					
19	communicate but you don't have adequate vocabulary?					
20	speak than listen during conversations?					
21	communicate in small groups' meetings or conferences?					
22	communicate in class but fearing of making mistakes?					
23	speak in class if you practice more?					
24	speak in class when the topics aren't familiar?					
25	have a conversation with your classmates if they initiate talking?					
26	communicate if you're not prepared enough?					
27	speak it if the whole class is listening to you?					
28	communicate when the instructor maintains eye contact?					
29	discuss a topic with your colleague if his or her point of view is unclear?					
30	communicate in it but feeling shy and worried?					
31	withdraw when you're asked to contribute to an informal discussion?					
32	communicate easily when the instructor smiles at you?					
33	to listen to instructions in it and complete a task?					
34	listen when you can predict the next ideas?					
35	listen when you have adequate knowledge about the topic?					
36	not speak it due to poor pronunciation?					
37	communicate in it if the classroom environment is friendly.?					
38	seek opportunities to talk to your instructor in class?					
39	to participate in class discussions when the topics are uninteresting?					
40	communicate if the instructor's tone of voice is comfortable?					

Thus, the jury agreed on the validity of the questionnaire items, and its suitability for measurement.

2.Internal Consistency Validity: To measure the internal consistency validity of the questionnaire, it was used SPSS V.18 to identify the internal consistency between the degree of each item and the total degree of the questionnaire using the Pearson Correlation Coefficient.

Table (8): Pearson Correlation Coefficient between the degree of each item & the total degree of the WTC questionnaire (N = 30)

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.541**	11	0.574**	21	0.714**	31	0.781**
2	0.717**	12	0.820**	22	0.755**	32	0.780**
3	0.717**	13	0.771**	23	0.796**	33	0.636**
4	0.485**	14	0.744**	24	0.712**	34	0.615**
5	0.508**	15	0.782**	25	0.660**	35	0.765**
6	0.714**	16	0.656**	26	0.642**	36	0.745**
7	0.694**	17	0.744**	27	0.727**	37	0.673**
8	0.463*	18	0.713**	28	0.693**	38	0.735**
9	0.710**	19	0.409*	29	0.701**	39	0.702**
10	0.724**	20	0.666**	30	0.821**	40	0.769**

**. Correlation is significant at the 0.01 level.

Table (8) showed that all Correlation Coefficients were statistically significant at the level of $\alpha \geq 0.01$, (0.05). This signified the internal consistency validity of the items in the WTC questionnaire.

3.Discriminant Validity: was verified and measured as 27% of the high marks of the piloting sample (N=30) and 27% of the low marks of the piloting sample were taken. Mann-Whitney Test (Non-Parameter) was used to identify the significance among differences of the means.

Table (9): Differences among the Mean Rank, Sum Ranks, & Z-Value between the two groups in WTC questionnaire

Group	N	Mean Rank	Sum of Ranks	Z- Value	Sig
High Level	8	12.50	100.00	3.361	0.01
Low Level	8	4.50	36.00		

The table showed that there was a statistically significant difference at the sig. level (0.01) between the two levels. This signified that the WTC questionnaire was highly discriminated valid.

3.2.4.2 Reliability of EFL WTC Questionnaire:

1. Cronbach's Alpha method was calculated for EFL WTC questionnaire through using SPSS program (V.18) This was a high value (0.932) which signified that the questionnaire was highly reliable.

2. The Test-Retest method was used to assess the consistency of the WTC questionnaire results from one time to another. To measure the reliability of the questionnaire, it was administered to a randomly chosen group of (30) TNI second year students, other than the participants of the experiment. Then, it was administered again after two weeks to the same group. Pearson correlation was calculated through using SPSS program (V.18) and it was high between the two applications (0.942) which is a high value and statistically significant at the level of 0.01. This signified that the questionnaire was reliable.

3. The Split-Half method: This method measures the correlation coefficient among the split-half of the questionnaire scores, where the scale was divided into two equal halves, where the first half includes: grouping the students' degrees in the individual questions, while the second half includes: grouping the students' degrees in the pair questions, and after that the correlation coefficient was calculated, as indicated in the following table:

Table (10): WTC Reliability using The Split-Half Method (N= 30)

Items	N	Cronbach's Alpha	Correlation	Spearman-Brown	Guttman
Part 1	**40**	**0.945**	**0.896**	**0.945**	**0.945**
Part 2	**40**	**0.950**			

Table (10) showed that it was clear that the reliability coefficient of Spearman, Brann, and Lugtman was (0.945), which was a highly reliable coefficient. This signified that the scale had a very high degree of stability, and therefore it gave a degree of confidence when used as a measurement tool in the current research.

3.3 Research Experimental Design

3.3.1 Purpose of the Intervention & the Experimental Design

This research aimed at promoting TNI second year students' EFL oral communication skills and WTC through a Nearpod-based program. The researcher adopted the quasi-experimental design which investigated the effect of an

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				Deviation			
Listening comprehension	Experimental	30	6.17	3.16	0.857	58	0.395
	Control	30	6.83	2.85			
Pronunciation	Experimental	30	6.33	2.59	0.446	58	0.657
	Control	30	6.03	2.62			
Language use	Experimental	30	7.93	2.13	0.790	58	0.433
	Control	30	7.47	2.43			
Interactive communication	Experimental	30	7.00	1.97	0.684	58	0.497
	Control	30	7.33	1.81			
Interpersonal communication	Experimental	30	7.17	3.54	0.518	58	0.606
	Control	30	6.73	2.90			
ALL Over The Test	Experimental	30	34.60	6.42	0.122	58	0.903
	Control	30	34.40	6.27			

Table (11) indicated that there wasn't statistically significant difference in the " T" value in EFL oral communication skill as a whole and its sub-skills at the level of $\alpha \leq 0.05$ before the experimentation, this signified the homogeneity of the study sample.
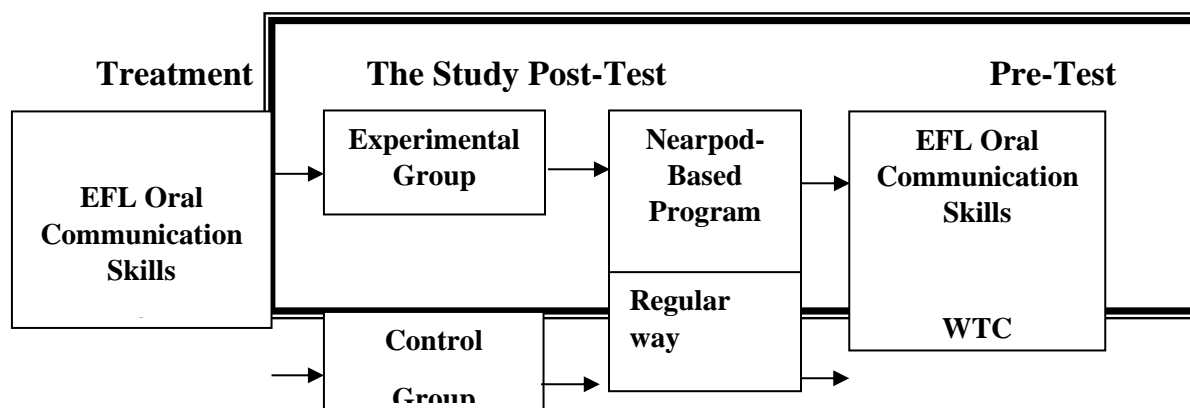
To make sure of the homogeneity of the study groups and they were at the same level in WTC questionnaire, an independent Samples T-Test was calculated to measure the difference among the mean scores of the experimental and control group students in the pre-application of the questionnaire as indicated in table below.

Table (12): T- test between the mean scores between the experimental and control groups of WTC

Group	No.	Mean	Std. Deviation	t-value	DF	α Sig
Experimental	30	80.77	17.09	0.616	58	0.540
Control	30	78.13	19.47			

Table (12) indicated that there wasn't statistically significant difference in the " T" value in WTC at the level of   α ≤ 0.05before the experimentation, this signified the Homogeneity of the Study Sample

3.3.3 Development of the Program

To explore the implementation of a Nearpod-based program for promoting TNI second year students' EFL oral communication skills and WTC. The Instructor's Manual was designed (**Appendix 6**).

3.3.4 Duration of the Program

The program included (20) sessions for ten weeks (90-minutes for one session and two sessions per week). An Introductory session was the first session. The experiment was carried out on Wednesday, the 1st of November 2024 to 14th of January 2024 during the first term of the academic year 2023-2024.

4   Results
4.1 Validating the Hypotheses of the Research:

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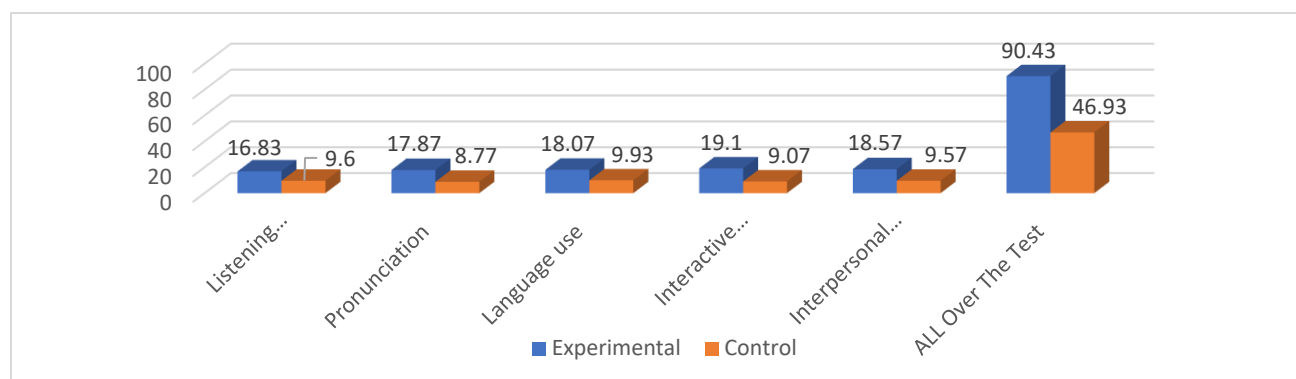### 4.1.1 Validating the First Hypothesis:

To verify the validity of the first hypothesis which stated that "There was a statistically significant difference among the mean scores of the experimental group and the control group students' EFL oral communication skill as a whole and its sub-skills in the post-assessments at the level of $\alpha \geq 0.05$, favoring the experimental group". The "t" value was measured for the two independent samples (Independent-Samples T-Test) to indicate the differences among the average scores of the experimental and control group students in the two post-applications of EFL oral communication skills test as a whole skill and in its sub-skills. To measure the Effect size of the intervention on EFL oral communication skills, the Effect size ($\eta2$) was calculated, and the following table showed this.

Table (13): Results of the t-test and sig. level among the exp. and cont. groups students' EFL oral communication skills in the post-assessment

skills	Group	N.	Mean	Std. Deviation	t-value	Sig. α	D.F.	η2
Listening comprehension	Experimental	30	16.83	1.80	14.026	0.01	58	0.772
	Control	30	9.60	2.18				
Pronunciation	Experimental	30	17.87	2.27	16.494	0.01	58	0.824
	Control	30	8.77	1.99				
Language use	Experimental	30	18.07	2.38	15.001	0.01	58	0.795
	Control	30	9.93	1.78				
Interactive communication	Experimental	30	19.10	1.16	26.100	0.01	58	0.922
	Control	30	9.07	1.76				
Interpersonal communication	Experimental	30	18.57	1.50	17.630	0.01	58	0.843
	Control	30	9.57	2.36				
ALL Over the Test	Experimental	30	90.43	4.65	39.093	0.01	58	0.963
	Control	30	46.93	3.94				

Table (13) showed that there was a statistically significant difference among the mean scores of the experimental group and control group students' EFL oral communication as a whole skill and its sub-skills in the post-assessment at the level

of α ≤ 0.01, favouring the experimental group. The Effect size (η2) of the intervention on EFL oral communication as a whole skill and its sub-skills which was ranged from (0.722 – 0.963). This value was greater than (0.14). This signified that the intervention had a highly positive effect on experimental group students' EFL oral communication skills. Thus, the first hypothesis was valid. The following figure showed the differences among the mean scores of the experimental group and the control group students in the post-assessment of EFL oral communication skills test as a whole and in its sub-skills:

Figure (6) the mean scores of the experimental group and the control group students in the post-assessment of EFL oral communication skills test as a whole and in its sub-skills

4.1.2 Validating the Second Hypothesis

To verify the validity of the second hypothesis which stated that "There was a statistically significant difference among the mean scores of the experimental group students' EFL oral communication skills test as a whole and in its sub-skills in the pre/post-assessment at the level of α ≥ 0.05, favouring the experimental group's post-assessment". T-value was calculated (Paired-Samples T-Test) to identify the significance of the differences among the mean scores of the experimental group students in the pre/ post-assessment of EFL oral communication skills test in the whole skill and its sub-skills. To measure the Effect size of the intervention in EFL oral communication skills, the Effect size (η2) was calculated.

Table (14): Results of the t-test and sig. level among the mean scores of exp. groups students' EFL oral communication skills in the pre/post-assessment.

Skills	Test	N.	Mean	Std. Deviation	t-value	Sig. α	D.F.	η2
Listening	Pre	30	6.17	3.16	16.083	0.01	29	0.899

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comprehension	Post	30	16.83	1.80				
Pronunciation	Pre	30	6.33	2.59	16.978	0.01	29	0.909
	Post	30	17.87	2.27				
Language use	Pre	30	7.93	2.13	15.592	0.01	29	0.893
	Post	30	18.07	2.38				
Interactive communication	Pre	30	7.00	1.97	27.980	0.01	29	0.964
	Post	30	19.10	1.16				
Interpersonal communication	Pre	30	7.17	3.54	15.425	0.01	29	0.891
	Post	30	18.57	1.50				
ALL Over the Test	Pre	30	34.60	6.42	37.485	0.01	29	0.980
	Post	30	90.43	4.65				

Table (14) showed that there was a statistically significant difference among the mean scores of the experimental group students' EFL oral communication skills test as a whole and in its sub-skills in the pre-and post-assessment at the level of $\alpha \geq 0.05$, favouring the post-assessment. The Effect size (η2) of the intervention on EFL oral communication as a whole skill and its sub-skills which was ranged from (0.722 – 0.963). This value was greater than (0.14). This signified that the intervention had a highly positive effect on experimental group students' EFL oral communication skills. Thus, the second hypothesis was confirmed. The following figure showed the differences among the mean scores of the experimental group students' EFL oral communication skills test as a whole and in its sub-skills in the pre/post-assessment.
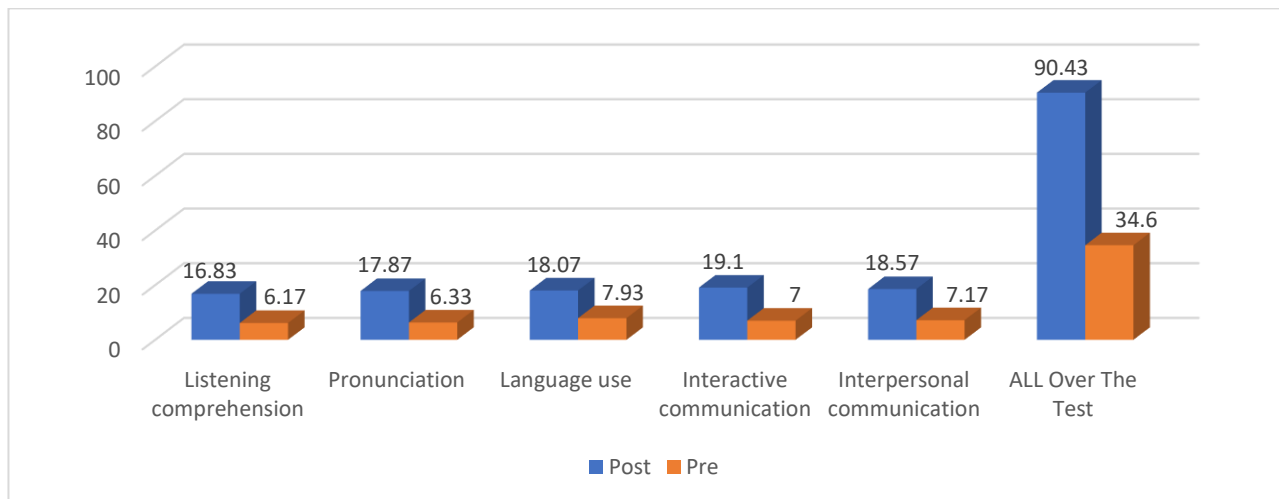
Figure (7): The mean scores of the experimental group students' EFL oral communication skills test as a whole and in its sub-skills in the pre/post-assessment.

4.3.2 Validating the Third Hypothesis
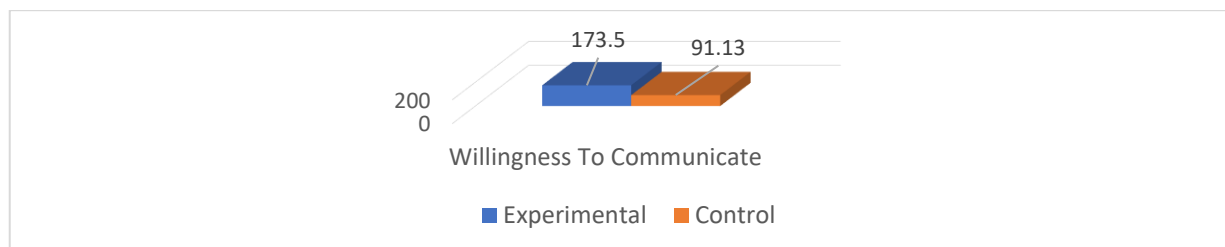
To verify the validity of the third hypothesis which stated that" There was a statistically significant difference among the mean scores of the experimental group students and the control group students' WTC in the post-assessment at the level of α ≥ 0.05, favoring the experimental group". The "t" value was calculated for two independent samples (Independent -Samples T-Test) to indicate the differences among the average scores of the experimental and control group students in the two post-applications of WTC questionnaire. To measure the Effect size of the intervention in WTC, the Effect size (η2) was calculated. The following table showed this.

Table (15): Results of the t-test and sig. level among the average scores of the experimental and control group students in the two post-applications of WTC questionnaire

Group	N.	Mean	Std. Deviation	t-value	Sig. α	D.F.	η2
Experimental	30	173.50	24.91	13.726	0.01	58	0.765
Control	30	91.13	21.44				

Table (15) showed that there was a statistically significant difference among the mean scores of the experimental group and the control group students' WTC in the two post-assessments at the level of α ≥ 0.01, favouring the experimental group". Thus, the third hypothesis was confirmed. The Effect size (η2) of the intervention on EFL WTC was ranged from (0.891 – 0.980). This value was greater than (0.14).

This signified that the intervention had a highly positive effect on experimental group students' WTC. The following figure showed the differences among the mean scores of the experimental group students' WTC in the two post-assessments.

Figure (8): the mean scores of the experimental group students' EFL oral communication skills test as a whole and in its sub-skills in the pre/post-assessment.
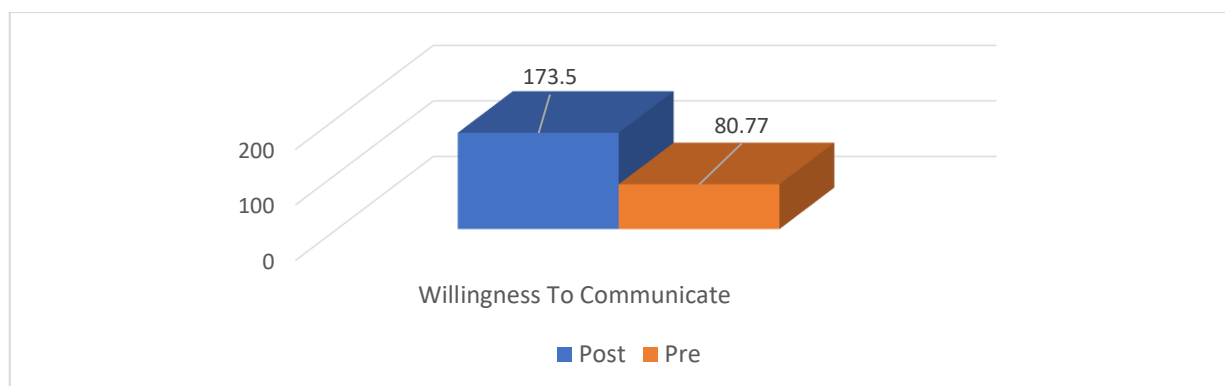
4.1.4 Validating the Fourth Hypothesis:

To verify the validity of the fourth hypothesis which stated that " There was a statistically significant difference among the mean scores of the experimental group students' WTC in the pre/post-assessment at the level of $\alpha \geq 0.05$, favoring the experimental group's post-assessment". The "t" value was calculated for the two independent samples (Independent - Samples T-Test) to indicate the differences among the average scores of the experimental group students in the pre/post-applications of WTC questionnaire. To measure the Effect size of the intervention in WTC, the Effect size ($\eta2$) was calculated as indicated in the following table.

Table (16): Results of the t-test among the mean scores of the experimental group students of WTC questionnaire in the pre/post-assessments at the level of $\alpha \geq 0.05$, favouring the experimental group.

Test	N.	Mean	Std. Deviation	t-value	Sig. α	DF	η2
Pre	30	80.77	18.09	14.884	0.01	29	0.884
Post	30	173.50	24.91				

Table (16) showed that there was a statistically significant difference among the mean scores of the experimental group students of WTC questionnaire in the pre/post-assessments at the level of $\alpha \geq 0.01$, favouring the experimental group". The Effect size ($\eta2$) of the intervention on EFL WTC was ranged from (0.884). This value was greater than (0.14). This signified that the intervention had a highly positive effect on experimental group students' WTC. Thus, the fourth hypothesis

was confirmed. The following figure showed the differences among the mean scores of the experimental group students' WTC in the pre/ post-assessments.

173.5

80.77

200

100

0

Willingness To Communicate

■ Post ■ Pre

Figure (9): the mean scores of the experimental group students' EFL oral communication skills test as a whole and in its sub-skills in the pre/post-assessment.

4.2 Discussion

Validating the fourth hypotheses of the research had indicated that there were statistically significant differences among the mean scores of the experimental group and control group students favouring the experimental group in the post assessment of EFL oral communication skills and WTC due to the implementation of the Nearpod-based program. This was clear in both their desire and performance in EFL usage during and after the training sessions. This might be attributed to the following aspects:

The researcher identified the target needs and learning gaps among TNI students through conducting a needs analysis questionnaire, interviewing with the TNI staff members, reviewing both the TNI Regulation 2023 and the specifications of English course 2, and the literature and related studies. This guided the researcher to select the content that engaged them to communicate in professional settings effectively. The content included interesting nursing topics related to their needs and interests. In addition, implementing Nearpod-based program could enhance the interaction among the students together and the instructor. Moreover, Nearpod was an interactive application based on students' engagement in communicative tasks. This was assured by the studies of Al-Asiri (2018); Stephen and William (2018); Hakami (2020); Abdullah; Inayati and Karyawati (2022), Srisakonwat (2022), and Turahmah, Djunaidi and Jaya (2023). Nearpod was an active beneficial learning tool for visually, auditory, and tactile students.

Validating the first hypothesis confirmed promoting the overall EFL oral communication skills and WTC due to the Nearpod-based program. This result was

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consistent with the results of the studies of Al-Asiri (2018) who explored the effect of using Nearpod software on the development of social communication skills. Al-Zahrani (2019) indicated that e-learning environment based on mobile learning i.e. the Nearpod had a positive effect on the academic achievements. It was recommended using digital platforms or interactive applications to engage students to use English. Hakami (2020) used Nearpod as a tool to promote active learning in higher education in a BYOD learning environment. The intervention enabled TNI students to interact in a non-threating environment which was essential to enhance their desire to communicate. They were able to use their extensive reading vocabulary in English nursing. They were motivated to use their mobile phones communicate with each other which led to improve their communication skills.

Validating the second hypothesis indicated promoting nursing experimental group students' EFL oral communication skills as a whole and in its sub-skills in the post-assessment due to the proposed intervention. This result was consistent with the results of studies such as Abdullah, Inayati, and Karyawati (2022) who assured the effectiveness of Nearpod in improving students' motivation toward learning English. Srisakonwat (2022) revealed the positive effects of Nearpod Application on improving vocabulary knowledge. Turahmah, Djunaidi and Jaya (2023) indicated the effective role of Nearpod in increasing students' listening ability. Nearpod as an interactive learning platform that facilitated active learning for students through utilizing quizzes, polls, gamification, interactive video, and collaboration boards (Abdullah, Inayati & Karyawati, 2022: 123). Nearpod could support various types of content: videos, images, audios, slides, PDFs, websites, and Google Slides. Instructors could also add interactive features: virtual reality, simulations, 3D models, and field trips, quizzes, polls, open-ended questions, drawings, matching pairs, and fill-in-the-blanks to bring students' engagement (Nazarbekuly, 2023: 107).

Validating the third hypothesis indicated that the Nearpod based program enhanced the experimental group students' tendency to communicate. It provided them with a non-threating environment to interact, ask questions, give instructions, and express themselves effectively. Baghaei, Dourakhshan and Salavati, (2012), Slimani, (2018), and Khoiriyah, and Ciptaningrum, (2020) indicated that there was a relationship between WTC and learning EFL. Chaisiri, P. (2023) assured the role of interactive applications on improving WTC.

Validating the fourth hypothesis assured the role of WTC to engage experimental group students to use nursing English before and after implementing the Nearpod-based program. It promoted the TNI students' desire to engage in a free relaxing communicative environment. This was assured by the studies of Salem, (2020); Abd Razak, (2022); and Chaisiri (2023). This was clear in TNI students' engagement in communicative tasks.

Conclusions

 The following conclusions were extracted in the light of the previous findings: (1) The improvement of TNI students' EFL oral communication skills and WTC was due to various types of content supported by Nearpod e.g.   videos, images, audios, slides, PDFs, websites, and Google Slides. (2) Instructors can also implement interactive features: virtual reality, simulations, 3D models, and field trips, quizzes, polls, open-ended questions, drawings, matching pairs, and fill-in-the-blanks to bring students' engagement, (3) The program accommodated diverse students' needs, and characteristics giving them numerous opportunities to interact in real communicative tasks, and (4) Integrating listening and speaking activities should go hand in hand for enhancing communication skill.

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