



Investigating EFL Students' Attitudes Toward Talented Speakers Contest

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ABSTRACT

Talented Speakers is a Saudi speech contest which aims at developing students' spoken proficiency in English language. Thus, the primary objective of the current monograph is to scrutinize the EFL students' attitudes toward Talented Speakers. The study included 100 contestants from primary, intermediate and secondary public and private schools. For the sake of the data collection, a three-dimension pre/during/after-contest questionnaire was designed, reviewed and administered. As far as data analysis is concerned, the descriptive statistics was carried out to analyze the obtained data. The overall findings of the study revealed that there as was a high positive attitude toward the three stages of Talented Speakers contest: preparation, performance and overall evaluation. The study concludes that contest has a favorable impression on the EFL students' attitudes. The study recommends other contexts where English is learned and taught as a foreign language, especially in the MENA region to hold a Talented Speakers contest to enhance their students' spoken ability in English.

Keywords: Students' attitudes, Talented Speakers Contest, EFL context.



Introduction

The high status that English language enjoys globally has made it remarkably widespread. Accordingly, it increasingly dominates as the international lingua franca because it is regarded as the primary medium of communication in economic, social, educational and technological contexts. Among the four language skills speaking possesses a distinct position and receives special attention. Furthermore, recently, Saudi Arabia has launched an ambitious strategic plan (Alzahrani & Alhalafawy, 2023). This vision aims at advancing the Saudi youth global citizenship which such event (Vision, 2023), Talented Speakers, represents a very strong base to support our students and enable them to communicate internationally. Also, openness and being a tourist destination, which is part of the 2030 vision aims, require a multilingual society with the ability to utilize, for instance in our case, English properly (Alzahrani, 2021). Simultaneously, the government has announced the commencement of the King Salman's scholarship program which English speaking countries are taking the lion share of these universities, beside other leading universities around the globe which considering English as the main medium of instruction and sometimes even daily communication (Alzahrani, 2018). Thus, students who are eligible to apply for the scholarship are expected to enjoy a high level of English proficiency. This casts huge shadow over how efficient English is learnt inside and outside the Saudi schools.

For this purpose, the English Language Department in Jeddah (ELDJ, 2023) held a contest named Talented Speakers in 2013, a Toastmasters-like contest which concentrates on various aspects of English and learners' personal and academic traits. It also aims at enhancing EFL students' public speaking ability. The contest also builds the students' self-confidence and enhances their oral presentation skills such as attention to audience, careful planning and proper delivery. Moreover, it publicizes the innovative ideas and methods devised by the new generation. In order to take part in the contest, the students should satisfy certain strict criteria including: the quality of idea, student's fluency, stage presence, quality of presentation, and the good use of body language. Thus, Talented Speakers does not merely develop students' speaking ability but also promotes their innovative ideas and reinforce the identity of our society. Additionally, it reflects how our society shares and exchanges modern knowledge and sciences with other cultures. Due to its importance, the number of students has increased during the years 2015-2018 as shown in Figure 1.

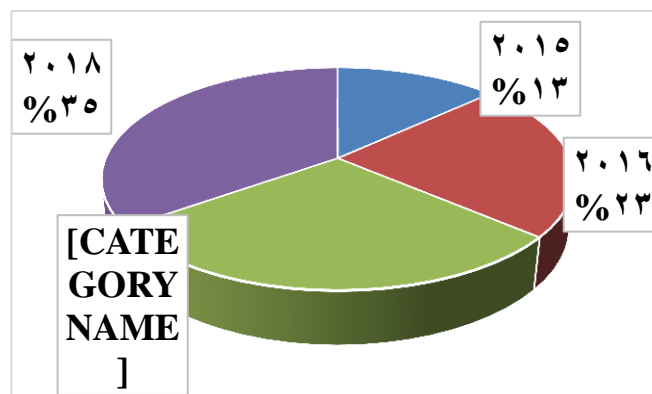


Figure 1: The Number of Talented Speakers Participants (2015 – 2018)

During the contest, the judge panel utilizes an evaluation sheet which has four main criteria: quality of idea, speaking skill, quality of presentation, body language. The scale of each criterion differs (50%, 30%, 10%, 10%) respectively. This believed to enhance the standard of the contest and provide an impartial tool to increase objectivity. We will shed light on each element to have a more breadth and depth of understanding of Talented Speakers.

Firstly, the first criterion is meant to be personal. This means that every contest must distinguish between what is culturally appropriate and what is not. Also, to select a current vivid topic that should appeals to the audience and the judges' panel. The topic determination is obviously an embodiment of many unseen efforts. One important facet of these unseen efforts when a student is able to decide on what to say and what to leave out of his speech, we can easily say that he has made a huge leap toward a better usage of English.

Research Problem

Previous studies, classroom observations conducted by supervisors in Jeddah The anticipated effect of Talented Speakers contest on enhancing language learners' attitude towards English is immense. English Language Department in Jeddah(ELDJ, 2023), who is the founder and the organiser, plans to have a sustainable and holistic impact on learning English. Furthermore, this contest would bring context, which might not be possible inside schools, by providing a platform for those gifted students to present their ability of using English skillfully.

The prime objective of the present study is to investigate the EFL students' attitudes toward Talented Speakers. the current research attempts to answer the following question:

1. What are the EFL students' attitudes toward Talented Speakers?

Sub-questions stemming from the first question include:



- a) What are the EFL students' attitudes toward the preparation stage of Talented Speaker contest?
- b) What are the EFL students' attitudes toward the performance stage of Talented Speaker contest?
- c) What are the EFL students' overall evaluation of Talented Speaker contest?

Literature Review

Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language (Cahyono & Indah, 2012). Richards and Renandya (2002) stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

Effective English communication skills are becoming increasingly important as the globe gets more linked. Although there are many tools available for learning English, non-native speakers could still have trouble acquiring the level of competency needed to speak the language fluently. This study is significant because it clarifies how EFL students feel and behave around native and non-native English speakers who are fluent in the language.

Self-efficacy has been extensively studied in connection to language learning and is a key component of social cognitive theory. According to Bandura (1986), one's degree of motivation, emotional states, and behavior may all be affected by one's views about one's capacity to handle potential scenarios (Al-Sobhi & Preece, 2018). According to Eshghinejad (2016) positive attitudes toward learning, which can be impacted by a variety of life situations, are crucial for good language acquisition.

Early in life, attitudes toward learning a language form and can be impacted by parents, peers, and other circumstances. Three attitudinal components, based on behaviorism, cognitivism, and humanism, respectively, are identified by Brown (2014) as behavioral, cognitive, and emotional. Different aspects of these characteristics might result in either favorable or unfavorable attitudes toward language acquisition (Eshghinejad, 2016).

It is also important to consider the acculturation model, which predicts competency levels in learning a second language using social-psychological aspects. This model takes into account elements including closeness to the target language, attitudes, cultural congruence, the goal to absorb, conserve, and adapt, as well as the desired amount of time spent in the target language. This concept is based on Schumann's observation that social and psychological dialogues are crucial for natural language learning in his 1973 research of migrant language learners (Friedrichsen, 2020).

Sociocultural theory (SCT), developed by Vygotsky, is a key theory in education that is helpful in explaining the learning of second languages. According to SCT,



social interactions, including language usage, are essential for the growth of the brain. Through social and imitation experiences that promote meaning-making, language learners can go on to the next stage of learning (Friedrichsen, 2020).

An important component of learning a second language is Krashen's acquisition-learning theory. This theory emphasizes the distinction between learning and acquisition. While acquisition happens when the language is absorbed in the learner's mind and becomes a normal component of language usage, learning involves intentional effort to acquire the language structure. Learning is prioritized in schools above acquisition, yet this may impede the growth of automatic and enduring second-language knowledge (Friedrichsen, 2020).

In order to improve their macro skills, particularly speaking, English Language Learners (ELL) in the MENA area frequently participate in extracurricular events like public speaking competitions. Another well-known tool for helping students hone their speaking abilities is Toastmasters, an international public speaking association. These exercises are thought to be crucial for creating a favorable attitude toward language study. The query is whether these exercises alter students' perceptions of talented speakers.

The Socio-Cultural Theory (SCT) created by Vygotsky can be used to study this issue. The SCT places a strong emphasis on how social environment affects human perception and cognition. According to Vygotsky, social context influences and shapes people's cognitive processes. Humans are social creatures, and because of their interactions with people and their surroundings, symbolic objects that promote relationships, cultural exchange, and communication have been created and altered. This idea of social context offers the mental room and cognitive resources needed to produce a range of interactions through a process of regulation based on a shared awareness of reality (Friedrichsen, 2020).

In conclusion, attitudes play a crucial role in language learning. The acculturation model, SCT, and acquisition-learning hypothesis provide essential frameworks for understanding language learning. Activities such as speaking contests and Toastmasters can offer a more relaxed environment for language learning, which can lead to more positive attitudes towards learning. These factors can help teachers and educators in the MENA region design better language learning programs and activities that can foster positive attitudes and ultimately improve students' language acquisition.

Methodology

The current study aimed to investigate the attitudes of Talented Speakers' participants toward the contest. The current study employed descriptive quantitative to analyze students' attitude toward Talented Speakers contest. Students' attitude can be viewed from (The study variables) along with before, during, and after Talented



Speakers contest. Talented Speakers includes three rounds as demonstrated in the Table 1.

Round	Procedure
Pre-contest round	It includes the registration period, e.g. names, schools, educational office, teacher's names, title of presentation and deadline of submission.
One	It takes three weeks and starts at the educational office level. Schools nominate their best speakers, and they perform before a panel of judges whose evaluation is based certain speaking criteria. Then the best speakers are carefully selected from every stage, i.e. primary, intermediate and secondary.
Two	It takes three days, i.e. one day for each stage. The qualifiers from Round Two will be nominated to present in the closing ceremony.

Table 1: Rounds of Talented Speakers

As far as the instrument is concerned, the 20-item survey questionnaire includes three dimensions: preparation (9), performance (6) and overall evaluations (5) as shown in Table 2.

Dimensions	Description
1. Preparation	1. Talented Speakers enables me to think about the goal of my presentation. 2. Talented Speakers helps me write down the most important points before presenting. 3. Talented Speakers enables me to think about the audience before presenting. 4. Talented Speakers enables me to express and justify my opinion. 5. Talented Speakers helps me evaluate options to come to a decision for my presentation. 6. Talented Speakers enables me to give reasons for my decisions and find solutions. 7. Talented Speakers helps me set deadlines for myself if they are not provided for me. 8. Talented Speakers enables me to design the slides properly according to my topic. 9. Talented Speakers enables me to check grammar/spelling errors before presenting.
2. Performance	10. Talented speakers helps me be more fluent and accurate when I speak. 11. Talented speakers helps me sound more natural while speaking in English. 12. Talented Speakers helps me use body language to convey my message properly. 13. Talented Speakers helps me control my facial expressions, reactions and voice during presenting. 14. Talented Speakers helps me feel more confident when I speak to others. 15. Talented Speakers helps me deliver speeches to a big audience.
3. Overall evaluation	16. I extremely enjoyed doing Talented Speakers. 17. I describe Talented Speakers as boring. 18. Participating in Talented Speakers was not my choice. 19. Talented Speakers' awards encouraged me to participate. 20. The feedback I received from my teacher and peers helped me improve my speaking skills.

Table 2: Dimensions of Questionnaire

The population in this study included all the students who took part in Talented Speakers contest, (number of students), with the purposive sampling technique, a total of 134 students who were undergoing their contest rounds under the supervision of the English teachers and also monitored by English Language supervisors from General Directorate of Education in Jeddah involved as a sample of the study. The 20-item questionnaire was developed by the researchers using 4 Likert scales. Option 1 represents "strongly disagree", option 2 represents "disagree", option 3 represents "Agree", and option 4 represents "strongly agree". Thus, there was no neutral middle category in this case. They were avoided because they 'do not evoke salient evaluative reactions, and do not express a positive/favourable or



negative/unfavourable attitude towards the object of interest' (Dörnyei, 2003). The pre - contest consists of 9 items, the during- contest consists of 6 items, and after-contest consists of 5 items. The study instrument was distributed online via Google Form and the data were collected automatically and was processed by using Microsoft Excel and analyzed by Statistical Package for Social Science (SPSS). The data is interpreted and analyzed to get a picture of students' attitude toward Talented Speakers contest that can help to answer the present study questions. After designing the questionnaire, a pilot study was conducted with 30 students to test the validity and reliability of the questionnaire through Cronbach alpha. The findings of the Cronbach Alpha test are presented in the table 3.

Cronbach's Alpha	N of Items
.917	20

Table 3: Reliability Statistics

Results and Discussion

Descriptive statistics for overall attitude toward Talented Speakers contest are discussed first, followed by the responses of three dimensions. The table below showed that performance stage ($x = 3.51$) was ranked highest with the mean score and was followed in sequence respectively by preparation stage ($x = 3.35$) and lastly, overall evaluation stage ($x = 2.65$). It could be inferred that students' attitude toward Talented Speakers contest is very good with an average mean of 3.22.

No.	Items	N	Mean	Std. Deviation
Preparation Stage				
1	Talented Speakers enables me to think about the goal of my presentation.	134	3.49	.66
2	Talented Speakers helps me write down the most important points before presenting.	134	3.35	.76
3	Talented Speakers enables me to think about the audience before presenting.	134	3.10	.77
4	Talented Speakers enables me to express and justify my opinion.	134	3.43	.71
5	Talented Speakers helps me evaluate options to come to a decision for my presentation.	134	3.31	.70
6	Talented Speakers enables me to give reasons for my decisions and find solutions.	134	3.29	.71
7	Talented Speakers helps me set deadlines for myself if they are not provided for me.	134	3.20	.77
8	Talented Speakers enables me to design the slides properly according to my topic.	134	3.54	.65
9	Talented Speakers enables me to check grammar/spelling errors before presenting.	134	3.50	.73
Performance Stage				
10	Talented speakers helps me be more fluent and accurate when I speak.	134	3.58	.65
11	Talented speakers helps me sound more natural while speaking in English.	134	3.53	.66
12	Talented Speakers helps me use body language to convey my message properly.	134	3.60	.66
13	Talented Speakers helps me control my facial expressions, reactions and voice during presenting.	134	3.47	.71
14	Talented Speakers helps me feel more confident when I speak to others.	134	3.47	.74
15	Talented Speakers helps me deliver speeches to a big audience.	134	3.46	.70
Overall Evaluation Stage				
16	I extremely enjoyed doing Talented Speakers.	134	3.60	.64
17	I describe Talented Speakers as boring.	134	1.53	.88
18	Participating in Talented Speakers was not my choice.	134	1.61	1.00
19	Talented Speakers' awards encouraged me to participate.	134	2.90	.95
20	The feedback I received from my teacher and peers helped me improve my speaking skills.	134	3.63	.63
Preparation Stage		134	3.35	0.71
Performance Stage		134	3.51	0.68



Overall Evaluation Stage	134	2.65	0.82
Overall attitude toward Talented Speakers contest	134	3.22	0.73

Table 4: Students' attitude toward Talented Speakers contest

Preparation Stage

In preparation stage, nine items were included, which were designed in the light of objectives. The frequency and percentage of the respondents regarding the effectiveness of performance stage on EFL students' attitudes toward Talented Speakers contest, which are as under.

No	Preparation Stage	Frequency and percentage	Strongly agree	agree	disagree	Strongly disagree	Mean	Std. Deviation
1	Talented Speakers enables me to think about the goal of my presentation.	F	75	54	1	4	3.49	.66
		%	56	40.3	.7	3		
2	Talented Speakers helps me write down the most important points before presenting.	F	66	54	9	5	3.35	.76
		%	49.3	40.3	6.7	3.7		
3	Talented Speakers enables me to think about the audience before presenting.	F	42	70	16	6	3.10	.77
		%	31.3	52.2	11.9	4.5		
4	Talented Speakers enables me to express and justify my opinion.	F	71	55	3	5	3.43	.71
		%	53	41	2.2	3.7		
5	Talented Speakers helps me evaluate options to come to a decision for my presentation.	F	56	69	4	5	3.31	.70
		%	41.8	51.5	3	3.7		
6	Talented Speakers enables me to give reasons for my decisions and find solutions.	F	55	69	5	5	3.29	.71
		%	41	51.5	3.7	3.7		
7	Talented Speakers helps me set deadlines for myself if they are not provided for me.	F	52	61	17	4	3.20	.77
		%	38.8	45.5	12.7	3		
8	Talented Speakers enables me to design the slides properly according to my topic.	F	82	46	3	3	3.54	.65
		%	61.2	34.3	2.2	2.2		
9	Talented Speakers enables me to check grammar/spelling errors before presenting.	F	83	40	7	4	3.50	.73
		%	61.9	29.9	5.2	3		

Table 5: Preparation Stage

The Table shows that 75 students (56%) respondents strongly agreed, 54 students (40.3%) respondents agreed, 1 student (0.7%) respondents disagreed and 4 students (3%) of the respondents strongly disagreed with the statement "Talented Speakers enables me to think about the goal of my presentation".

The Table shows that 66 students (49.3%) respondents strongly agreed, 54 students (40.3%) respondents agreed, 9 students (6.7%) respondents disagreed and 5 students (3.7%) of the respondents strongly disagreed with the statement "Talented Speakers helps me write down the most important points before presenting".

The Table further reveals that 42 students (31.3%) respondents strongly agreed, 70 students (52.2%) respondents agreed, 16 students (11.9%) respondents disagreed and 6 students (4.5%) of the respondents strongly disagreed with the statement "Talented



Speakers enables me to think about the audience before presenting”.

The above Table also shows that 71 students (53%) respondents strongly agreed, 55 students (41%) respondents agreed, 3 students (2.2%) respondents disagreed and 5 students (3.7%) of the respondents strongly disagreed with the statement “Talented Speakers enables me to express and justify my opinion”.

The Table shows that 56 students (41.8%) respondents strongly agreed, 69 students (51.5%) respondents agreed, 4 students (3%) respondents disagreed and 5 students (3.7%) of the respondents strongly disagreed with the statement “Talented Speakers helps me evaluate options to come to a decision for my presentation”.

The Table shows that 55 students (41%) respondents strongly agreed, 69 students (51.5%) respondents agreed, 5 students (3.7%) respondents disagreed and 5 students (3.7%) of the respondents strongly disagreed with the statement “Talented Speakers enables me to give reasons for my decisions and find solutions”.

The Table shows that 52 students (38.8%) respondents strongly agreed, 61 students (45.5%) respondents agreed, 17 students (12.7%) respondents disagreed and 4 students (3%) of the respondents strongly disagreed with the statement “Talented Speakers helps me set deadlines for myself if they are not provided for me”.

The Table shows that 82 students (61.2%) respondents strongly agreed, 46 students (34.3%) respondents agreed, 3 students (2.2%) respondents disagreed and 3 students (2.2%) of the respondents strongly disagreed with the statement “Talented Speakers enables me to design the slides properly according to my topic”.

The Table shows that 83 students (61.9%) respondents strongly agreed, 40 students (29.9%) respondents agreed, 7 students (5.2%) respondents disagreed and 4 students (3%) of the respondents strongly disagreed with the statement “Talented Speakers enables me to check grammar/spelling errors before presenting”.

The result obtained from research question one revealed that students’ attitude toward Talented Speakers contest for preparation stage is very good. This means that preparation stage was effective for overall students’ linguistic performance.

Performance Stage

This dimension included a total of 6 items regarding the effectiveness of performance stage on EFL students’ attitudes toward Talented Speakers contest, which are as under.



No	Performance Stage	Frequency and percentage	Strongly agree	agree	disagree	Strongly disagree	Mean	Std. Deviation
10	Talented speakers helps me be more fluent and accurate when I speak.	F	87	43	0	4	3.58	.65
		%	64.9	32.1	0	3		
11	Talented speakers helps me sound more natural while speaking in English.	F	81	48	1	4	3.53	.66
		%	60.4	35.8	.7	3		
12	Talented Speakers helps me use body language to convey my message properly.	F	90	39	1	4	3.60	.66
		%	67.2	29.1	.7	3		
13	Talented Speakers helps me control my facial expressions, reactions and voice during presenting.	F	75	52	2	5	3.47	.71
		%	56	38.8	1.5	3.7		
14	Talented Speakers helps me feel more confident when I speak to others.	F	78	46	5	5	3.47	.74
		%	58.2	34.3	3.7	3.7		
15	Talented Speakers helps me deliver speeches to a big audience.	F	74	52	4	4	3.46	.70
		%	55.2	38.8	3	3		

Table 6: Performance Stage

The Table shows that 87 students (64.9%) respondents strongly agreed, 43 students (32.1%) respondents agreed, and 4 students (3%) of the respondents strongly disagreed with the statement “Talented speakers helps me be more fluent and accurate when I speak”.

The Table shows that 81 students (60.4%) respondents strongly agreed, 48 students (35.8%) respondents agreed, 1 student (0.7%) respondents disagreed and 4 students (3%) of the respondents strongly disagreed with the statement “Talented speakers helps me sound more natural while speaking in English”.

The Table further reveals that 90 students (67.2%) respondents strongly agreed, 39 students (29.1%) respondents agreed, 1 student (0.7%) respondents disagreed and 4 students (3%) of the respondents strongly disagreed with the statement “Talented Speakers helps me use body language to convey my message properly”.

The above Table also shows that 75 students (56%) respondents strongly agreed, 52 students (38.8%) respondents agreed, 2 students (1.5%) respondents disagreed and 5 students (3.7%) of the respondents strongly disagreed with the statement “Talented Speakers helps me control my facial expressions, reactions and voice during presenting”.

The Table shows that 78 students (58.2%) respondents strongly agreed, 46 students (43.3%) respondents agreed, 5 students (3.7%) respondents disagreed and 5 students (3.7%) of the respondents strongly disagreed with the statement “Talented Speakers helps me feel more confident when I speak to others”.

The Table shows that 74 students (55.2%) respondents strongly agreed, 52 students (38.8%) respondents agreed, 4 students (3%) respondents disagreed and 4 students



(3%) of the respondents strongly disagreed with the statement “Talented Speakers helps me deliver speeches to a big audience”.

The result obtained from research question two revealed that students’ attitude toward Talented Speakers contest for performance stage is very good. This means that performance stage enabled the students to promote their speaking ability.

Overall Evaluation Stage

This dimension included total of 5 items regarding the effectiveness of performance stage on EFL students’ attitudes toward Talented Speakers contest. Analysis of every item of this dimension is as follow:

No	Overall Evaluation Stage	Frequency and percentage	Strongly agree	agree	disagree	Strongly disagree	Mean	Std. Deviation
16	I extremely enjoyed doing Talented Speakers.	F	89	41	0	4	3.60	.64
		%	66.4	30.6	0	3		
17	I describe Talented Speakers as boring.	F	9	9	27	89	1.53	.88
		%	6.7	6.7	20.1	66.4		
18	Participating in Talented Speakers was not my choice.	F	15	6	26	87	1.61	1.00
		%	11.2	4.5	19.4	64.9		
19	Talented Speakers’ awards encouraged me to participate.	F	40	56	23	15	2.90	.95
		%	29.9	41.8	17.2	11.2		
20	The feedback I received from my teacher and peers helped me improve my speaking skills.	F	93	36	2	3	3.63	.63
		%	69.4	26.9	1.5	2.2		

Table 7: Overall Evaluation Stage

The Table shows that 89 students (66.4%) respondents strongly agreed, 41 students (30.6%) respondents agreed, and 4 students (3%) of the respondents strongly disagreed with the statement “I extremely enjoyed doing Talented Speakers”.

The Table shows that 9 students (6.7%) respondents strongly agreed, 9 students (6.7%) respondents agreed, 27 students (20.1%) respondents disagreed and 89 students (66.4%) of the respondents strongly disagreed with the statement “I describe Talented Speakers as boring”.

The Table further reveals that 15 students (11.2%) respondents strongly agreed, 6 students (4.5%) respondents agreed, 26 students (19.4%) respondents disagreed and 87 students (64.9%) of the respondents strongly disagreed with the statement “Participating in Talented Speakers was not my choice”.

The above Table also shows that 40 students (29.9%) respondents strongly agreed, 56 students (41.8%) respondents agreed, 23 students (17.2%) respondents disagreed



and 15 students (11.2%) of the respondents strongly disagreed with the statement “Talented Speakers’ awards encouraged me to participate”.

The Table shows that 93 students (69.4%) respondents strongly agreed, 36 students (26.9%) respondents agreed, 2 students (1.5%) respondents disagreed and 3 students (2.2%) of the respondents strongly disagreed with the statement “The feedback I received from my teacher and peers helped me improve my speaking skills”.

The result obtained from research question three revealed that students’ attitude toward Talented Speakers contest for overall evaluation stage is very good. This means that overall evolution stage was of great importance as it provided with constructive feedback to carry out better future speaking performances.

Conclusion and Recommendation

The current research explores the Saudi EFL students’ attitude towards Talented Speakers contest and adopts a quantitative research design. Thus, it utilized a survey question to collect the data. The study revealed that students’ overall attitude was positive. In addition, the very limited number of respondents who expressed their disagreement on some of the questionnaire statements is another strong indicator on how this contest has a high positive impact over the vast majority of them. As far as the mean scores are concerned, it can be clearly seen that the performance stage ranked first followed by the preparation and evaluation stages consecutively. For instance, overwhelming majority (65% answered strongly agree while only 29% answered agree) of the respondents showed agreement with the first statement in the performance stage dimension, i.e. Talented Speakers helps me use body language to convey my message properly.

Based on the current results, the study recommends other contexts where English is learned and taught as a foreign language, especially in the MENA region to hold a Talented Speakers contest to enhance their students’ spoken ability in English. The research confirmed how this contest and similar ones must be sponsored by the Ministry of Education as it is mandated by the findings. Moreover, based on the research findings the last stage which is evaluation stage had scored the least on the mean score, therefore, it is better to reconsider the evaluation criteria by allowing all stakeholders to have their say via voting.

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