Regular Article

Using Contemporary Talk Shows to Develop Faculty of Education English Major's EFL Creative Speaking Skills and Speaking Self-Efficacy

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Abstract

The current study investigated how contemporary talk shows affected faculty of education, English majors' EFL creative speaking skills and speaking self-efficacy. Sixty-two Faculty of Education, University of Sadat City, English section student teachers enrolled in the fourth year, participated in the present study. They were divided into an experimental group and a control one. Both groups were tested in EFL creative speaking skills and speaking self-efficacy before and after the experimental treatment using a pre-post EFL creative speaking test, a pre-post speaking self-efficacy scale and semi-structured interviews. Statistical analysis using t-test revealed significant differences on the post administration of the study instruments in EFL creative speaking skills and speaking self-efficacy in favour of the experimental group. Thus, it was concluded that there are positive effects of using contemporary American talk shows on developing faculty of education English, majors' EFL creative speaking skills and speaking self-efficacy. Recommendations as well as suggestions for further research were provided.

Key words: *Contemporary talk shows, EFL creative speaking skills, speaking self-efficacy, faculty of education English majors*

1. Introduction

Recent years have brought learner-oriented instruction to the top of the learning/teaching process. The requirements of the current era have put emphasis on EFL students' learning expectations, personal needs and cultural backgrounds within EFL classes. The progressive global changes have alerted EFL students' learning of English as a foreign language. Foreign language learning is no longer intended for scoring higher grades in the final examinations or solely achieving success. Instead a different concept of language learning has been established in the students' minds. They have become aware that they should be creative learners or in a simpler way creative speakers of this target language. Being creative speakers of English assists EFL students' development of positive communication abilities, self-confidence and self-esteem.

The Speaking skill is an indispensable skill for producing oral discourse or communication. It is the required skill for establishing deep bonds among people of different communities or various ideas and building distinguished personal characteristics. Currently, EFL students have realized the significance of EFL speaking skills for expressing self-ideas, illustrating perspectives, attracting as well as persuading the audience while speaking and being well equipped for employment or work places (Rao, 2018). According to Sirisrimangkorn (2021), thorough preparations and considerations should be given to EFL students' communicative needs. In this regard, language educators, scholars, practioners and instructors should apply innovative teaching methods that guarantee supporting EFL students with motivating learning environments. Motivating educational environments cultivate self-confidence among the students and provide them with various opportunities to practice speaking the English language in daily authentic situations.

To succeed in acquiring English as a foreign language and becoming a competent communicator, an EFL student needs to be a spontaneous and a creative speaker of English. In this harmony, Engel and Groot-Wilken, (2007) concentrated that using the foreign language creatively spreads joy, ambition as well as enthusiasm among the students. To fully grasp this point, Becker and Roos (2016) indicated that creative speakers of English are capable of producing the language in creative ways to deliver meaning, express opinions, re-tell non scripted events or stories, improvise, apply role play techniques, get spontaneously engaged with classmates, retrieve accurate and relevant English structure, make decisions, be self-autonomous, plan a head and develop self-efficacy.

Self-efficacy is an approach that was developed to define learner's motivation, feelings and cognition. It is the personal decidedness and confidence of individuals' abilities to tackle a certain given task. It is also a central predictor of learners' achievement and behaviour (Bandura, 1997). Self-efficacy is related to foreign language learning and achievement. EFL students with high self-efficacy levels are tended to use strategies that are pronunciation-related and they are more inclined to make decisions and get engaged in learning actions. Learners who have a well-built self-efficacy sense believe in their own

competencies and deal with difficult activities and tasks as challenges. They can plan ahead and set appropriate objectives to achieve these tasks and they realize that foreign language acquisition can be achieved through paying adequate effort (Chao, McInerney & Bai, 2019; Saito, 2020; Sardegna, Lee & Kusey, 2018; Shi, 2018).

Asakereh and Dehghannejad (2015) have asserted that there is a direct correlation between EFL speaking skills and speaking self-efficacy. It has been indicated that EFL learners with high speaking self-efficacy are positive learners and confident participants in speaking activities particularly the difficult ones. They become enthusiastic and motivated to fulfill challenging tasks and complex home assignments. Accordingly, researchers and foreign language educators have assured the critical contribution of speaking self-efficacy to the development of EFL speaking skills. Subsequently, the pedagogical practices for preparing EFL student teachers should shed light on developing speaking self-efficacy among EFL student teachers (Demirel, Turkel & Ayden, 2020). In addition, EFL instructors should develop speaking self-efficacy among EFL students in order to help them acquire creative speaking skills.

In this context, it is worth mentioning that EFL instructors are of two types: 1) those who apply creative and up-to-date teaching methods that can attract their students' attention and increase their motivation to learn, and 2) those who depend on text-book based instruction that is teacher-centered. Learning English as a foreign language opens EFL student teachers' eyes to a world of various cultures. Consequently, applying effective teaching methods and authentic learning materials, has become a pedagogical imperative (Nimehchisalem, 2013). Nowadays, numerous TV shows, series and sitcoms are podcasting through various channels, stations and platforms. TV shows have recently become multiple and easy to access and record. They clearly compete to increase the efficiency of their content and scenarios in creative and attractive ways (Vijayakumar et al., 2020). Contemporary Talk shows of native-English speakers also labeled authentic talk shows can: be available any time, offer scripts or subtitles, and be included in students' plans of subscription. Thence, the current study attempted to employ them as a teaching method to develop faculty of education, English majors' EFL creative speaking skills and speaking self-efficacy.

1.1 Context of the Problem

As a lecturer of TEFL at Faculty of Education, University of Sadat City, the researcher has noticed the low level of fourth year, faculty of education, student teachers' in EFL creative speaking skills and speaking self-efficacy. According to Richards (2001), most EFL instructors, in EFL classrooms, prefer using regular or electronic formats of textbooks that are considered important for guiding teachers through providing efficient language models and theories, providing instructional standards, syllabus and learning resources. Yet, they are also weak in authenticity concerning interactive materials, language use, students'

interests and creativity. Consequently, the lack of authentic teaching materials leads to a gap between theory and practice. This gap negatively affects EFL students' creative speaking skills and speaking self-efficacy. Previous studies related to EFL speaking skills (i.e. Diyyab, Abdel-Haq & Aly, 2013; El-Sakka, 2017; Ghoneim & Elghotmy, 2016) have also confirmed that there is a lack in EFL speaking skills among faculty of education English majors in Egypt.

   Undoubtedly, the demands of the current era require the integration of authentic speaking activities and experiences within the EFL classes. Nevertheless, a wide range of EFL instructors still apply speaking activities that merely rely on repetition, clarifying grammar, stating and memorizing vocabulary, translation as well as reading. Likewise, the speaking oral tests are not always included within the final tests. They are normally omitted because some EFL instructors think that speaking tests are time-consuming and they need specific criteria for grading and providing feedback (Leong & Masoumeh, 2017; Pakula, 2019; Sim & Pop, 2016). Besides, Robinson and Seimon have provided common difficulties that hinder students' progress in EFL speaking skills with its all levels (i.e. mother tongue interference, improper teaching strategies, large classes, insufficient practice time, obstruction and linguistic difficulties).

   Linguistic difficulties are a major challenge that hinders the progression of EFL learners. They do not usually suffer from linguistic difficulties only but they encounter some nonlinguistic factors as well. Linguistic and nonlinguistic problems are jointly influencing EFL learners' overall speaking proficiency. Those problems include affective factors (i.e., speaking anxiety, low self-esteem, low motivation and low speaking self-efficacy), sociocultural factors (i.e., cultural awareness and cultural competence), aural medium factors (i.e., EFL listening skills) and maturation constraints. These factors together make the acquisition of speaking skills difficult for foreign language learners, particularly those who are not exposed to acquiring the language from native speakers due to the limited opportunities of using the target language in daily situations (Dincer, 2017; Kawai, 2008; Pawlak, 2018).

To document this problem a pilot study was conducted to some fourth-year, faculty of education, English majors (No=25). The pilot study consisted of an EFL creative speaking test (Appendix A) and a speaking self-efficacy scale (Appendix B). The results emphasized that the majority of the students lacked EFL creative speaking skills and showed low levels of speaking self-efficacy.

   To sum up, EFL creative speaking skills are the highest level of speaking, which require a satisfactory level of speaking proficiency and speaking self-efficacy. Therefore, they have become indispensable among student teachers and who are being prepared to participate in building and shaping the minds of our children to keep pace with the successive changes of the world. Thus, the level of student teachers in creative speaking and speaking self-efficacy

should be developed. To achieve this aim, the current study attempted to integrate contemporary talk shows within EFL classes to add an authentic, enjoyable and outreach experiences to EFL faculty of education, English majors.

1.2 Statement of the Problem

The problem of the present study was the low level of Faculty of Education, English majors in EFL creative speaking skills and speaking self-efficacy.

1.3 Questions

The current study attempted to find answers to the following questions:

1. What are the required EFL creative speaking skills for faculty of education, English majors?
2. What is the level of faculty of education, English majors in EFL creative speaking skills?
3. What is the level of faculty of education, English majors in speaking self-efficacy?
4. What are the effects of using contemporary talk shows on developing faculty of education, English majors' EFL creative speaking skills?
5. What are the effects of using contemporary talk shows on developing faculty of education, English majors' speaking self-efficacy?

1.4 Hypotheses

The following hypotheses were tested:

- There is a statistically significant difference ($\alpha \leq 0.01$) between the mean scores of the experimental and control groups on the post administration of the overall EFL creative speaking test in favour of the experimental group.
- There is a statistically significant difference ($\alpha \leq 0.01$) between the mean scores of the experimental and control groups on the post administration of the speaking self-efficacy scale in favour of the experimental group.

1.5 Delimitations and Scope of the Study

The present study was confined to:

1. Sixty-two fourth year, English section students enrolled at Faculty of Education, University of Sadat City.
2. Some EFL creative speaking skills required for faculty of education, English majors (i.e. analysis, persuasion and language skills)
3. The first semester of the academic year 2021/2022.

1.6 Instruments and Materials

The researcher prepared and used the following instruments and materials:

1. An EFL creative speaking skills checklist.
2. An EFL creative speaking test, with a rating scale to assess the participants' performance.
3. A speaking self-efficacy scale.
4. Semi-structured interviews.
5. A teacher's handbook.

2. Literature Review

This section tackles reviewing literature related to EFL creative speaking, speaking self-efficacy and contemporary talk shows.

2.1 EFL Creative Speaking

EFL creative speaking stands in need for steep elevations of self-confidence, accuracy and fluency. In speaking, creativity steps in only when students fail to memorize or recall from their memories. In the moment when delivering the oral production becomes crucial with no previous preparation or rehearsal. This spontaneous talk of creative speakers can take place when the EFL students acquire the language and enrich their vocabulary in learning environments abundant in real-life communication. EFL teachers and instructors have immense roles to tackle in order to achieve creative speaking abilities among their students as: expanding sociolinguistic knowledge, cultivating creativity, originality, flexibility as well as confidence, providing personal learning spaces, racing students' academic progression, avoiding conformity that reduces likelihood and creativity, providing unique, different and real experiences in speaking activities, avoiding repetition, using a variety of activities and tasks, being able to innovate, take risks and experiment, applying new paradigms and strategies, taking time to rethink, learning from mistakes and using students' selected topics (Richards, 2013).

Higher order thinking skills have currently become crucial for preparing global learners who are characterized by innovation and creativity. As revealed by Dhanapal (2008), creative thinking skills in general and creative language skills in particular are required for EFL learners to cope up with the demands of the modern societies. Creativity has become a fundamental feature of any educated individual as it reflects their capabilities to be responsible citizens in any democratic society and enhances their employability skills in a highly competitive job market. Hence, language researchers have emphasized that creativity as a thinking skill promotes advanced levels of foreign language proficiency. Accordingly, integrating creativity in foreign language skills (i.e. speaking skills), has become unavoidable and demanding (Avargil, Herscovitz & Dori, 2012; Li, 2022).

EFL speaking skills in foreign language classes are developed through interactive processes that aim at fostering students' abilities for communication (Tiwery & Souisa, 2019). Yet, those skills are not adequately addressed and used inside or outside EFL classrooms (Duong & Pham, 2022). The inability to apply EFL creative speaking skills is emerging from some internal and external factors as students' attitudes towards English (Canceran & Temporal, 2018), background knowledge and speaking competency (El Mortaji, 2018), speaking anxiety (Elkiran, 2021), teacher-centered instruction that places less emphasis on EFL students' interests and needs (Truong, 2017), and speaking motivation (Uztosun, 2021). Resultantly, EFL students cannot use EFL speaking skills for purposefully expressing ideas; skillfully avoiding misunderstanding or communication gaps and above all gaining the audience's full attention (Kadamovna, 2021). In this context, as highlighted by Xira, Kattya and Antonio (2021), any developmental training procedures for EFL

university students must be carried to develop their EFL creative listening and speaking skills.

Researchers have recently paid attention to link creative thinking to foreign and second language skills (Sehic, 2017). This integration is ascribed to the emergence of the 21st century skills that nourish particular skills, character traits, and knowledge as well as work habits into the students' characters. These skills, namely critical, analysis, flexibility, building networks, media literacy, information literacy, technology literacy, collaboration, solving problems, evaluation, innovation, communication and creativity concentrate on preparing a creative learner who can use the language for arguing, providing evidence to their target audience, engaging in various communities and working successfully for different work places (Li, 2018; Santos, 2017; Voogt et al., 2013). At least seven skills of the 21st century skills necessitate a perfected level of EFL speaking skills proficiency and mastery (Koroglu, 2019).

In the same token, it has been accentuated by Rais et al. (2021) that communication skills (writing and speaking) are considerably the most required learning skills according to the 21st century skills. When EFL students develop creative communication skills they become superior to others who lack creative skills. They become able to produce the language in light of a set of reasoning according to the given situation. They provide creative ideas, elaborate their own beliefs and explore enhanced learning opportunities (National Education Association, 2020).

According to Nakano and Wechsler (2018), creativity has become peripheral for EFL learners' personal as well as professional achievements as it promotes their own interest and activity. The primary sign of any activity as stated by Fauziya et al., (2022) is communication so; EFL instructors should pay attention to the enhancement of their students' personal aspects (i.e. self-confidence, optimism, motivation, curiosity, and self-autonomy), deep cognitive aspects, and presentation skills (i.e. audience analysis, planning and preparing, nonverbal communication and practice) in order to develop their creative speaking skills. Theorizing and research have dealt with creative language skills (i.e. creative reading, creative writing and creative listening) through linking them with FL attainment levels. They were developed using various teaching approaches and methods that are believed to find and release creativity in EFL students particularly those that are interaction-based, open-ended and student-oriented (Burton, 2010). Some studies investigated creative reading skills (i.e. Baki, 2020; Bataineh & Alqatnani, 2019; Priyatni, 2020) and creative writing skills (i.e. Cetin & Cetin, 2021; Ghoneim & Elghotmy, 2019; Mathura & Zulu, 2021; Paragas & Francisco, 2020). Other studies attempted to examine the relationship between creative thinking skills and reading as well as listening comprehension skills as the study of Piri (2019) and SUR (2021).

However, as far as the researcher knows, there is a dearth of studies on EFL creative speaking skills despite its considerable necessity for EFL student teachers of the current era. Most studies that focused on EFL speaking did not pay attention to the creative level of EFL speaking skills, but focused on developing several other aspects of speaking, such as Zhai and Gao (2018) who studied EFL speaking task complexity and Chen and Hwang (2020) who investigated EFL speaking performance and speaking anxiety of EFL learners. Amoah and Yeboah (2021) examined EFL speaking difficulties and Duong along with Pham (2022) tested EFL speaking practice.

Nevertheless, Jones (2019) has foregrounded that language educators and instructors should be aware of the momentousness to intermingle creativity in their EFL teaching activities to inspire their students to be creative language learners. Creativity springs when both EFL instructors and learners begin to think about the language outside of the box. When they realize that creativity matters and that English as a significant live language should be recreated instead of reproduced. Language learning should be tackled as a process of re-contextualizing cultural and linguistic resources. EFL creative speaking skills go beyond regular speaking as they help EFL students learn how to explore and experience novel ways to express their own perspectives and negotiate unpredictable possibilities.

Moreover, creative speaking skills as indicated by Richards (2013) cultivate flexible skills in EFL learners that are considerable for future development as: exploring patterns, using metaphor, applying analogy and challenging ambiguities. Besides, they foster EFL students' spontaneous talk that spark from real-life situations. They reflect the students' flexibility, adaptability and capabilities of making good use of the provided language resources. Above all, EFL creative speaking skills consolidate engagement and reduce demotivation in EFL classrooms.

As noted by Au and Bardakçı (2020), there are some factors that can contribute to or hinder the acquisition of EFL creative speaking skills at all levels as speaking self-efficacy. In this regard Dincer and Dariyemez (2020) have categorized the factors that are essential for developing EFL learners' speaking skills into contextual and affective factors that are illustrated in figures (1) and (2):

Figure (1): Contextual factors to superiority in speaking English
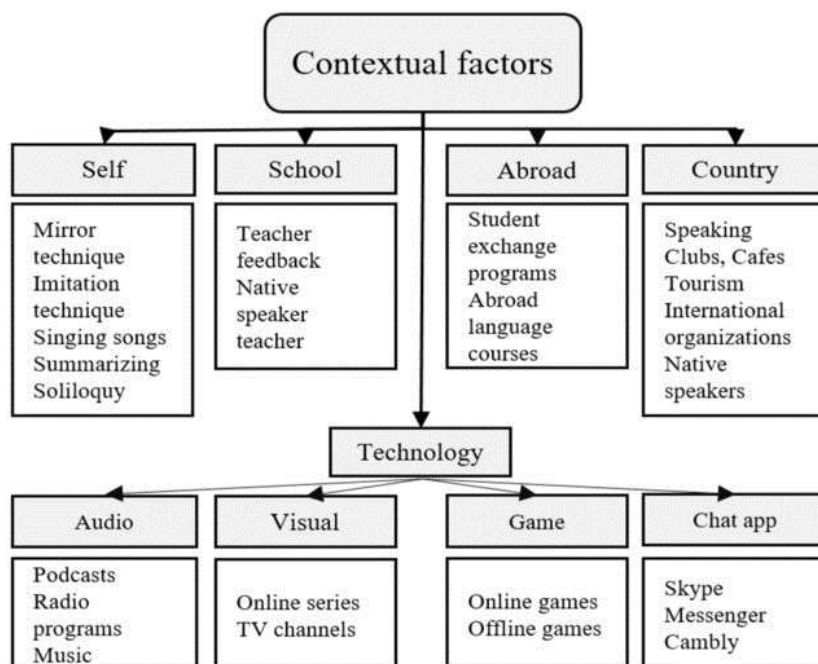
Adopted from Dincer and Dariyemez (2020, p. 89)

Figure (2): Affective factors to superiority in speaking English
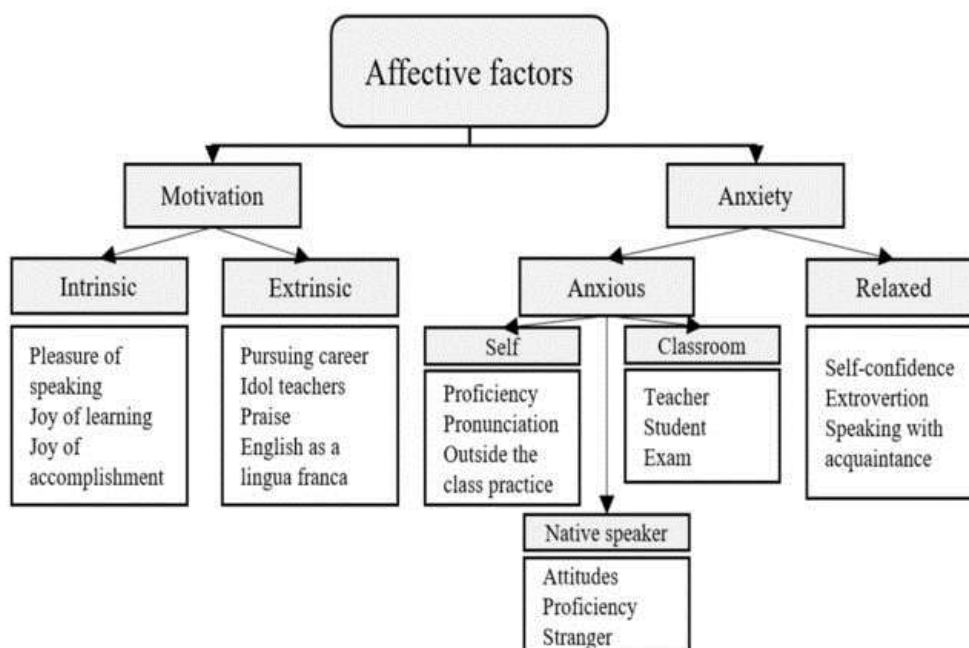
Adopted from Dincer and Dariyemez (2020, p. 91)

In parallel with these views, EFL learners need to practice the English language both inside and outside the EFL classroom in order to be proficient creative speakers. Some self-practice strategies as illustrated in the previous figures are recommended for EFL learners (i.e., summarizing, singing songs, imitation techniques and mirror techniques. Having EFL instructors who are native speakers of English is also essential for EFL learners' speaking

proficiency as they represent a rich source of proper pronunciation and speaking proficiency for their learners. However, this is not always available at national universities in Egypt. Yet, EFL instructors can benefit from the recent digital tools in supporting their EFL classes with native English vodcasts, podcasts, radio programs, games, websites, chatting rooms and TV channels. All these contextual factors enhance EFL students' speaking skills when supported with other affective factors as positive feedback, praise, enjoyable classrooms and high levels of speaking self-efficacy.

2.2 Speaking Self-efficacy

Self-efficacy is a primary predictor of EFL students' learning strategies, motivation, task performance and engagement. Students' self-efficacy beliefs are linked not to their personal qualities but to their performance abilities in a way that directly guide their motivation to behave in definite situations and particular actions (Pengajaran, 2018). In essence, EFL teaching approaches and methods should be designed to help EFL students generate and create positive beliefs about their abilities to achieve better in learning tasks no matter how difficult they are. Self-efficacy beliefs largely affect students' success or failure in EFL classrooms (Pajares, 2000). There is a direct relationship between self-efficacy and language learning (Alawiyah, 2018). Self-efficacy is also a crucial aspect that affects EFL students' oral performance and speaking achievement as students' EFL speaking performance influences the way they judge their own foreign language progression and achievement.

In this regard, Zimmerman (2000) pointed out that self-efficacy is heavily related to students' performance competence not personal traits. Accordingly, Bandura (2006) has provided the three dimensions of self-efficacy that differ according to the function. The first dimension is the level of tasks' difficulty (i.e. easy, moderate or hard). The second is strength (the conviction a student has on their ability to successfully perform on given tasks with different difficulty levels). The third dimension is generality that refers to generalizing expectations across situations and tasks. Hence, an urgent question arises, how can EFL instructors enhance the self-efficacy of their students? To answer this question, it has become considerable to explore sources of self-efficacy. Professional development that mainly depends on follow up coaching to consolidate positive mastery experiences among the students is the strongest source of self-efficacy as indicated by Tschannen-Moran and McMaster (2009). Further, boosting an ability-based belief among students emerge from four self-efficacy sources namely: a) vicarious experience or observing classmates and role models, b) enactive mastery experience also labeled prior task-based achievement, c) affective and psychological states that are related to students' emotional and physical conditions, and d) social and verbal persuasion that stems from receiving positive feedback from the others (Hendricks, 2015; Usher & Pajares, 2008).

Similarly, Raoofi, Tan and Chan (2012) have clarified that self-efficacy is mainly task-specific so, it varies as the learning contexts vary. Accordingly, EFL instructors ought to be

aware that assessing self-efficacy is a specific process that cannot be generalized. It is tied up with some interrelated variables as students' persistence, goals, self-regulated strategies and intrinsic interests. Further, Bohlin, Durwin and Weber (2012) has provided four factors that affect EFL students' self-efficacy level in light of Bandura's thought. These factors are modeling, past performance, physiological states and verbal persuasion. They can affect students' self-efficacy in general and speaking self-efficacy in particular.

Communicating in English whether with native or nonnative speakers requires that EFL student teachers should obtain a high level of communication skills (listening and speaking). Those student teachers who fail to develop these skills decrease their self-efficacy perceptions and increase their speaking anxiety (Hayran, 2020). In other words, when pre-service teachers are deficient in effective communication skills, they develop insufficient levels of speaking self-efficacy and become "mute learners" as pointed out by Wolf (2010). There is a direct relation between speaking self-efficacy and EFL speaking skills acquisition and achievement. Higher levels of speaking self-efficacy can change the prototypes of EFL students through cultivating the beliefs of insistence, flexibility, and exerting effort. In contrast, low levels of self-efficacy lead students to consider speaking tasks and activities more complicated than what they actually are (Zarei & Sepehri, 2018).

In the same harmony, it has been assured by Mills (2014) that there are definite characteristics of self-efficacy that EFL instructors normally seek to achieve. Hence, EFL students with high levels of self-efficacy can obtain higher levels of interest and lower levels of speaking anxiety while performing in EFL speaking tasks. This helps them positively overcome speaking problems and obstacles to flexibly apply a variety of learning strategies and achieve better in speaking tasks. Such relationship between EFL speaking achievement and speaking self-efficacy can be illuminated as speaking self-efficacy meliorate students' appreciative learning experiences in EFL classes and motivate them to sense that they can efficaciously participate better in speaking tasks and activities (Au & Bardakci, 2020). Some factors can develop speaking self-efficacy among EFL student teachers as: a) successfully accomplishing required speaking tasks alone or after observing peers who are capable enough to fulfill similar tasks, b) getting positive feedbacks, praise, admiration and progressive encouragement from instructors, supervisors, members of the family along with learners, and c) enhancing student teachers' mood or psychological state via solidifying and stabilizing their own motivation (Ocak & Olur, 2018; Raoofi, Tan & Chan, 2012).

Bringing up rear, there is a positive correlation between EFL speaking academic achievement and speaking self-efficacy. If EFL student teachers become profoundly motivated in EFL speaking sessions, through attaining positive feedback, they will be self-confident speakers of the language. Being self-confident speakers of the English language flourishes EFL student teachers' speaking self-efficacy perceptions that prompt the students' EFL creative speaking performance and academic achievement. Further, EFL student

teachers with high levels of speaking self-efficacy can effortlessly invent stories and events to tell, eagerly provide their personal touch to their oral production, wholeheartedly make their speaking distinguishing and thought-provoking, intelligibly add or omit characters, change the tone, make shifts in places and time as well as show prediction skills. These skills do not exist with student teachers who have shortage in their speaking self-efficacy.

Therefore, developing students' high levels of speaking self-efficacy should be a priority in EFL classes. To achieve this, researchers have investigated speaking self-efficacy changes, attributions to EFL students' academic achievement and students' points of views on speaking self-efficacy. Asakereh and Dehghannezhad (2015) have studied the relationship among EFL speaking self-efficacy, students' satisfaction in speaking classes and the achievement of EFL speaking skills. One hundred EFL students participated in this study and filled two questionnaires about students' satisfaction in speaking classes and beliefs of speaking self-efficacy. The findings of the study revealed that there are positive correlations among the variables of the study.

Yurt and Aktas (2016) examined the effects of good speaking courses and peer tutoring on students' perceptions of speaking self-efficacy, speaking skills and academic success. The study instruments were speech achievement test, self-efficacy perception scale and effective speech scale. The study instruments were administered to 57 EFL students. The findings showed that peer tutoring has a positively impacted the students' speaking self-efficacy, speaking skills and academic success. Kuru (2018) has investigated the impact of self-efficacy on EFL speaking skills. 225 participants were asked to fill out the speaking self-efficacy scale of (Aydin, 2013). The findings of the study indicated that the participants become self-confident in their speaking process if they can control the various variables of this process.

Moreover, Ozenc, Karsak and Ozenc (2021) examined the influence of the used speaking instruction on pre-service students' speaking anxiety and speaking self-efficacy. 180 pre-service student teachers participated in the study and filled out the speaking anxiety and speaking self-efficacy scales. The study findings indicated that collaborative speaking instruction was found to reduce EFL speaking anxiety and increase speaking self-efficacy. In light of the previously stated studies, it can be concluded that: a) there is a strong positive correlations between EFL students' beliefs of speaking self-efficacy, satisfaction with EFL speaking classes as well as speaking development, b) helping EFL students progressively participate in speaking tasks and activities that are based on collaborative teaching design can improve their levels of speaking self-efficacy, and c) self-efficacy can also be improved if EFL students have become capable of controlling their reactions, speaking aspects (i.e. gestures, eye contacts, mimics, etc.,), breath, emotions as well as inner thoughts.

A significant speaking approach that was recommended by Alexander (2003) to be applied in EFL speaking classes is the social approach of speaking. This approach

emphasized that teaching process of speaking should be well-planned to boost relations, cognitive, cultural and meaning-constructive communication aspects. This instructional approach has the potential to enable EFL students to properly express their ideas, work together and build strong relations with others. In the same token, it has been assured that EFL students can develop their EFL speaking skills well when they learn according to their own learning style and pace through having exposure to the same speaking materials repeatedly (Chen & Hwang, 2020). This can be achieved when English language instruction enable EFL students to effectively communicate in authentic-based environments and contexts. Being involved in authentic English contexts, helps EFL students integrate the aspects of intercultural communication along with the linguistic knowledge of the target language (Chaya & Inpin, 2020; Zhaowen, 2015). However, EFL students are rarely exposed to materials produced by English native-speakers in their EFL classes (Aykaç, 2010). One major authentic method is the application of contemporary authentic talk shows in EFL classes.

2.3 Contemporary Talk Shows

Theoretically, the traditional teaching methods of English as a foreign language as the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM) have merely focused on teaching grammar. Yet, linguists have begun to differently view language teaching as a process of teaching the functional roles of the language not only its phonological, grammatical and lexical sets and patterns. This has led to the emergence of the Communicative Language Teaching Approach (CLTA) that has shifted the concentration of linguists and instructors to the importance of using authentic spoken language as a focal point in language teaching and learning (Nunan, 2003; Richards, 2006; Savignon, 1991). This considerable shift in foreign language teaching has apparently changed the foreign language teaching process from analyzing the aspects of the foreign language (analysis) to practicing the language through authentic materials (utility). In light of this teaching paradigm, EFL instructors have realized the significance of using authentic spoken language and applying functional communicative activities to develop their students' communicative competence (Yuzlu & Dikilitas, 2022).

Furthermore, the cognitive theory of learning has also claimed that learning takes place as a logical result of some mental processes as elaborating, transforming, storing and recovering (Seligman & Johnston, 1973). In the same context, according to the cognitive psychology theory and the social learning theory, learning occurs through the process of discovering that involves a sort of interaction and integration between learners' prior and unknown or new knowledge as well as experiencing social interactions through authentic contexts (Maisto, Carey & Bradizza, 1999; Vosniadou, 1996). Thus, applying authentic talk shows in EFL classrooms is considered a socio-cognitive process that integrates social learning with cognitive psychology theories. Applying authentic talk shows does not stop at simply watching native speakers talking and negotiating but, this involves creating a talk show environment inside the class where both the instructor and the students play the roles

of the hosts, guests (informants) as well as the viewers (audience). It is worth mentioning that the talk show method and the role-play do not resemble. While the role-play method of learning involves only one group of the students, the talk show method engaged all the students in the class in a way that enhances the spoken interaction (Nimehchisalem, 2013).

The spoken interaction is considered a perfect way to learn and acquire the spoken skills of the foreign language. It takes place when authentic talk shows are applied in language classes as the students start to live real experiences of real people who get engaged inquiring and informing about authentic situations and experiences. Actually, EFL students do not usually feel comfortable regarding publicly speaking due to foreign language anxiety and low levels of speaking efficacy. However, when they get involved in the authentic talk show method they gain an experience that enables them to feel more enthusiastic, motivated and confident to speak. This can be the result of various reasons that reflect the significance of applying authentic talk shows in EFL teaching and learning contexts as: a) creating an interesting, amusing and enjoyable teaching/learning environment for EFL students, b) helping in motivating EFL students spontaneously practice speaking in front of an audience, c) directing the students' attention to focus on what they specifically want to talk about and discuss, d) encouraging the students to be creative while speaking and narrating through reconstructing, retelling, orienting and resolving conflicts, and e) maximizing the students' speaking abilities (Palupi, 2015; Pawlak, 2015).

Authentic talk shows are types of authentic materials that also include newspapers, magazines, songs, radio news, cartoons, lyrics and sitcoms. They are beneficial for the teaching/learning process as they: a) motivate students' interests and meet their inner needs, b) have strong effects on students' short as well as long-term retention of vocabulary, c) provide visual and aural teaching aids and effects, d) can be recorded, paused and watched several times, e) strengthen students' deep learning skills (i.e. emphasizing memorization through understanding, focusing on core concepts to solve problems, deepening reflective and critical thinking, transferring acquired knowledge into practice, being self-autonomous, and mastering in-depth knowledge as well as complex concepts), f) increase students' positive participation in EFL classes, and g) narrow the cultural gap between the learners' culture and the culture of the target language (Aidinlou & Moradinejad, 2016; Yueying & Xiaodong, 2016). More precisely, there are distinguished linguistics advantages of watching television programs in the target language such as: a) providing visual-aided materials that prompt the students' listening comprehension and speaking skills even when they lack the sufficient vocabulary aspects and knowledge, b) expanding the students' cultural proficiency through presenting customs and festivals of those English speaking countries that are not found in the students' countries, and c) broadening the students' vocabulary acquisition that are reflected in the context, plot, body language and visual clues (Hanf, 2015).

Despite their importance and necessary roles in developing EFL students' creative speaking skills, EFL instructors should be aware of the criteria of choosing the most

appropriate authentic materials for their EFL classrooms. The authentic talk shows used in the current study as any other authentic materials were: a) suitable for the students' culture, b) appropriate for their linguistic demands (they must not be too difficult not to de-motivate the students learning), c) relevant to their course aims and objectives, d) related to their cognitive demands, d) interesting and enjoyable, and e) integrated with assigned tasks (non-authentic materials as asking questions, writing reviews, providing opinions, analyzing and predicting what will happen next) to improve the students' EFL creative speaking skills (Al Azri & Al-Rashdi, 2014; McGrath, 2002).

Although, searching for authentic materials according to these criteria is not easy, EFL instructors should not be discouraged and they should bear in mind that authentic learning materials are enormously necessary for promoting and sharpening their EFL students' critical and creative language skills. Consequently, EFL instructors should always consider the characteristics of authentic materials. This kind of teaching materials is characterized by three key words that formulate their conceptual framework. These key words are represented in context, natural and finally native speaker. Consequently, combining these key words together brings a type of instruction that build relationships between the students and the real world. This instruction presents the target language as used in authentic contexts and has the ability to trigger the students' researching, critical and creative speaking skills (Moglen, 2014; Setyowati & Sukmawan, 2019).

Some studies were conducted to develop EFL students' language skills using authentic materials as the study of Ahmed (2017) that provided an overview about using and designing authentic materials in EFL classrooms and their importance for EFL students. The study results indicated that culturally appropriate authentic materials are crucial for both EFL teachers and learners. In addition, Huda (2017) investigated the impacts of applying authentic materials in teaching English. Six EFL teachers participated in the study through corresponding to a questionnaire that was designed as a survey and an interview. The study results revealed that the EFL teachers reflected their positive attitudes towards using authentic materials in EFL classrooms. Moreover, Miscin and Miscin (2018) have examined the effects of TV shows on teaching English. The study has provided some ways to apply famous TV shows and video clips to enhance students' engagement and develop their language skills.

Further, Roganda (2018) has conducted a study to find out the effects of a television talk show (The Ellen Show) on developing EFL students writing skills. Sixty-one EFL students participated in the study and were divided into an experimental group and a control one. The study instrument was a pre-posttest. The results revealed that the implemented TV talk show has positively affected the participants' descriptive writing skills. Moreover, Amundrud, Rasmussen and Warwick (2022) have investigated some situated and authentic practices (micro-blogging activities) in achieving interaction among students. The study revealed that micro-blogging activities (i.e. sites, chats and digital videos and audios) have

proved to be a promising digital tool for developing students' interaction and speaking abilities (classroom talk).

Thus, the necessity of implementing authentic talk shows in EFL classes has been manifested through reviewing related studies. Language researchers have appreciated the vitality of applying authentic materials accompanied with non-authentic tasks in EFL classes to develop language skills. However, Qizi (2020) has figured out some negative impacts of using authentic talk shows along with non-authentic tasks that depend on the talk show method. The major rising dilemma is that instructors may lose control because the talk show method changes the class from a teacher-centered into a student-oriented one. When students use communicative resources and speak in groups, clangorous and out-of-control classes are found. It has been added that it is recommended that instructors should keep monitoring their students through naturally moving around and over not to lose control.

3. Method
3.1 Design
The current study is a quasi-experimental one that relied on the mixed research methodology and depended on implementing the descriptive experimental approaches. The descriptive approach has been applied to determine the significance of   the study variables for the study participants. Furthermore, the quasi-experimental design was used in this study to detect the effects of applying contemporary authentic talk shows on developing the study participants' EFL creative speaking skills and speaking self-efficacy.
3.2 Variables
Three variables were included in the study: one independent (contemporary talk shows) and two dependent variables (EFL creative speaking skills and speaking self-efficacy).
EFL Creative Speaking skills
EFL Creative speaking skills are operationally defined as faculty of education, English majors' abilities to be flexible in using all the provided language resources spontaneously in order to re-tell stories and events in an unpredictable and realistic communicative way.
Speaking Self-efficacy
Speaking self-efficacy is operationally defined as faculty of education, English majors' judgments on their capabilities to organize and produce certain speech necessary to achieve positive oral communication.
Contemporary Talk Shows
Contemporary talk shows are authentic TV broadcasts that involve one or more persons to discuss certain up-to-date topics and issues that are normally raised by the TV host.
3.3 Participants
The current study was conducted at Faculty of Education, University of Sadat City, with sixty-two EFL English majors, enrolled in the fourth-level during the conversation class. They were divided into an experimental group and a control one (31 participants each). The experimental group's participants were taught using contemporary authentic talk shows

while those of the control group received regular instruction. Before the implementation of the treatment, the EFL Creative Speaking Test (ECST) and the Speaking Self-Efficacy Scale (SSES) were administered to the participants of the study in both groups on February 27th, 2022, to ensure that the study participants were homogenous and identical in their EFL creative speaking skills and speaking self-efficacy levels before the treatment begins. The participants' responses to the pre-administration of the study instruments did not reflect any significant differences between the mean scores of the experimental and control groups. Table one shows t-value, standard deviations, and level of significance of the study participants on the pre-administration of the (ECST) and (SSES):

Table (1): t-value and Level of Significance on the Pre-administration of the ECST and SSES

The study instrument	Group	No	Mean	S. D	d. f	F. Value	Sig.	t-value	Level of sig.
The EFL Creative Speaking Test	Control	31	30.45	6.24	60	0.75	Not sig.	0.99	Not. Sig. at 0.05 level
	Experimental	31	28.81	6.73					
The Speaking Self-Efficacy Scale	Control	31	36.45	4.68	60	0.93	Not sig.	0.14	Not. Sig. at 0.05 level
	Experimental	31	36.64	5.90					

* The tabular value of t-test at the level of (0.05) and 58 df is (2.00).

The previous table shows that no statistically significant differences existed at (0.05) level of significance between the participants of the experimental and control groups in the pre-administration of the study instruments. Therefore, it was accentuated that both groups were identical and equivalent in their level of EFL creative speaking skills and speaking self-efficacy before the implementation of the experimental treatment.

3.4 Instruments and materials
In order to accomplish the purpose of the current study, the following instruments and materials were designed and used:

A) The EFL Creative Speaking Skills Checklist
The EFL creative speaking skills checklist aimed at identifying the required EFL creative speaking skills for fourth year, English section, faculty of education student teachers. Firstly, the researcher has reviewed literature related to creative speaking so as to set the checklist in its initial form. The checklist in its initial form consisted of five main skills and twenty sub-skills. Then, it was presented to three TEFL professors for evaluations. They have recommended integrating some similar sub-skills and omitting some inappropriate ones. Finally, the checklist was set in its final form (Appendix C) and it consisted of five main skills (analysis, persuasion, control emotions, language and interpersonal skills). Each main skill included some sub-skills. The five main skills were divided into fifteen sub-skills (i.e. presenting new ideas in new ways, applying visual arts to provide notes that support points of view, using functional language and distinguishing between formal and informal situations).

B) The EFL Creative Speaking Test

In order to find out the study participants' level in EFL creative speaking skills, the EFL creative speaking test (Appendix D), was prepared. To reduce subjectivity while scoring the test, it was scored on basis of a rubric (Appendix E) that was the marking criteria of the EFL creative speaking test. Each criterion or sub-skill was scored using a five-point Likert scale. As a result, for each test question there was a maximum five and a minimum one score. The total score of the participants in the test was considered the measure of their EFL creative speaking level. The test was a pre-posttest and it was administered to the study participants before and after the experimental treatment. It consisted of two parts. Part one included two oral questions that were prepared to measure the participants' analysis, persuasion and control emotions skills while the second part included three oral questions to measure the students' language and interpersonal skills.

Table (2): Specification of the EFL Creative Speaking Test

Part	Skill	Qs	Measured Sub-skill	Mark
1	Analysis	1 and 2	1- Analyze the audience's motivations and behaviours. Present new ideas in new ways.	5
			2- Present new ideas in new ways.	5
1	Persuasion	1 and 2	3- Have negotiation abilities.	5
1	Control emotions	1 and 2	4- Control reactions whether he/she agrees, disagrees, has no opinion about a topic.	5
			5- Apply visual arts to provide notes that support their points of view.	5
2	Language (fluency and coherence, lexical resource, grammatical range and accuracy,		6- Use functional language (different expressions for different contexts).	5
			7- Have good word choice. (vocabulary)	5
			8- Produce proper pronunciation. (accuracy)	5

	pronunciation)	3, 4 and 5	9- Speak spontaneously and confidentially. (fluency)	5
			10- Utilize sentences that are grammatically correct. (accuracy)	5
			11- Distinguish between formal and informal situations.	5
2	Interpersonal	3, 4 and 5	12- Show self-confidence, self-expression and positive attitudes.	5
			13- Be reliable, respectful and empathetic.	5
			14- Use verbal and nonverbal communication.	5
			15- Obtain problem-solving skills.	5
Total mark = 75 marks				

B.1 Validity of the Test Internal Consistency

The equation of Pearson correlation coefficient was used in order to compute the correlation coefficient of the EFL creative speaking test. The results are displayed in table (3):

Table (3): Values of the Correlational Validity Coefficients for the Skills Targeted by the ECST Items

Item	Test correlation coefficient	Item	Test correlation coefficient
1	0.72**	2	0.79**
3	0.75**	4	0.81**
5	0.69**		

** Significant at (0.01)

As illuminated in table (3), all the EFL creative speaking test items are related to the test as a whole at the (0.01) level of significance. Accordingly, it has been indicated that the test has a high degree of validity of internal consistency and its items were carefully prepared to achieve its essential aim.

B.2 Reliability of the Test

The techniques of Cronbach's Alpha and Guttman Split-Half Coefficient were utilized to determine the reliability of the ECST through the use of the Statistical Package for Social Sciences (SPSS) program, version (22). The test was administered to 27 fourth year English majors at Faculty of Education, University of Sadat City and the results are stated in the following table:

Table (4): The Reliability of the ECST

No. of items	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
5	0.817	0.792	High

Consequently, as demonstrated in table (4), the value of Cronbach's Alpha coefficient is 0.817 and of that of the Guttman Split-Half Coefficient is 0.792. Both values emphasize that the ECST is highly reliable.

B.3 Piloting the Test

The test was administered to twenty-seven student teachers, other than the study participants at the beginning of the first semester of the 2021/2022 academic year in order to identify: the clarity of the test directions and instructions, the suitability of the test to the participants' level, and the duration of the test.

B.4 Duration of the Test

The test duration was estimated using the following equation:

$$\text{Test time} = \frac{\text{The sum of the minutes consumed by each student}}{\text{The total number of students}}$$

Test time = 25 minutes

C) The Speaking Self-Efficacy Scale (SSES)

Preparing the speaking self-efficacy scale (Appendix F) has gone through three basic phases. As was confirmed by Bandura (2006), the first phase of preparation started with a preliminary study that involved two EFL instructors and ten EFL student teachers enrolled in the fourth year, English section at Faculty of Education, University of Sadat City during the second semester of the academic year 2020/2021. Within this phase the participants answered some open questions related to the EFL speaking tasks and various obstacles that hinder their EFL speaking development. Both EFL student teachers and instructors had to answer question, (i.e. what are the obstacles that hinder EFL students' speaking development? What should you do to develop your EFL speaking skills? What teaching methods or techniques can develop your EFL speaking skills? What are the procedures

tackled during the conversation classes?), from their own points of views. This phase was useful in determining behavious, procedures and activities related to the students' speaking performances in the conversation classes.

The second phase of preparation was through reviewing literature related to speaking self-efficacy as (Aregu, 2013; Demirel, Turkel & Aydin, 2020; Gan, Yan & An, 2020; Greco et al., 2022; Hayran, 2020; Ocak & Olur, 2018; Paradewari, 2017). Literature review along with the answers collected from the preliminary study helped the researcher prepare the initial form of the speaking self-efficacy scale. The scale in its initial form sought to measure the student teachers' beliefs on eight dimensions of speaking-self efficacy namely: performance self-efficacy, self-regulatory efficacy, linguistic self-efficacy, speaking strategies, information retrieval, Managing lessons, managing relations with EFL instructors and stress management. Then, the scale was presented to three TEFL professors for evaluations. They have recommended omitting some inappropriate or repeated dimensions (i.e. performance self-efficacy, managing lessons and self-regulatory efficacy).

The third phase was setting the speaking self-efficacy scale in its final form. This form included five dimensions: linguistic self-efficacy, speaking strategies, stress management, information retrieval, and managing relations with EFL instructors. These five dimensions of speaking self-efficacy were divided into 17 items (i.e. I can speak spontaneously and confidently in public classes, if the speaking task is difficult and I lack the required vocabulary, I will manage to choose the best strategy to deliver my message, EFL speaking times are always motivating and encouraging, I am capable of handling the ever-changing speaking topics and information resources and my EFL instructor provides speaking topics related to real life situations and my own interests. The scale is a five-point Likert Scale (SD= strongly disagree; D= disagree; N= neutral; A= agree; SA= strongly agree).

C.1 Validity of the SSES Internal Consistency

In addition to applying face validity, the validity of internal consistency of the scale's items was also computed by applying the Pearson Correlation Coefficient equation. The results are shown in table (5):

Table (5): Values of the Correlational Validity Coefficients for the SSES' Items

Item	Dimension correlation coefficient	Scale correlation coefficient	Item	Dimension correlation coefficient	Scale correlation coefficient
1: Linguistic self-efficacy					
1	0.82**	0.77**	2	0.66**	0.79**

Item	Dimension correlation coefficient	Scale correlation coefficient	Item	Dimension correlation coefficient	Scale correlation coefficient
3	0.59**	0.70**	4	0.87**	0.61**
5	0.85**	0.64**	6	0.63**	0.80**
2: Speaking strategies					
7	0.55**	0.75**	8	0.71**	0.84**
9	0.83**	0.69**			
3: Stress management					
10	0.69**	0.78**	11	0.59**	0.84**
4: Information retrieval					
12	0.79**	0.86**	13	0.77**	0.81**
14	0.83**	0.71**			
5: Managing relations with EFL instructors					
15	0.60**	0.74**	16	0.54**	0.67**
17	0.69**	0.56**			

** Significant at (0.01)

Table (5) demonstrates that the seventeen items of the scale are related to the five dimensions of the scale (linguistic self-efficacy, speaking strategies, stress management, information retrieval and managing relations with EFL instructors) and the scale as a whole at (0.01) level of significance. So, the results revealed that the SSES has a high degree of validity of internal consistency.

Table (6): Values of Correlational Validity Coefficients for the SSES's Dimensions

Dimensions	(1)	(2)	(3)	(4)	(5)
1: Linguistic self-efficacy	--	0.63**	0.81**	0.78**	0.72**
2: Speaking strategies	--	--	0.77**	0.84**	0.81**
3: Stress management	--	--	--	0.72**	0.59**
4: Information retrieval	--	--	--	--	0.66**
5: Managing relations with EFL instructors	--	--	--	--	--
Overall Scale	0.78**	0.67**	0.81**	0.75**	0.70**

** Significant at (0.01)

Further, table (6) indicates that the dimensions of the SSES are related to each other and to the Scale as a whole at the (0.01) level of significance. Thus, the results shown in table 6 assure that the dimensions of the SSES were prepared to achieve the main aim of the scale.

C.2 Reliability of the SSES

To identify the reliability of the SSES, Cronbach's Alpha and Guttman Split-Half Coefficient techniques were applied. The SSES was administered to 27 fourth year English majors in order to calculate the value of the reliability factor of the scale. The results of the scale's reliability are clarified in the following table:

Table (7): The Reliability of the SSES

Dimensions	No. of items	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
1: Linguistic self-efficacy	6	0.778	0.783	High
2: Speaking strategies	3	0.815	0.798	High
3: Stress management	2	0.708	0.726	High
4: Information retrieval	3	0.747	0.788	High
5: Managing relations with EFL instructors	3	0.748	0.806	High
Overall Scale	17	0.713	0.774	High

As displayed in the previous table, the value of Cronbach's Alpha Coefficient is 0.713 and that of the Guttman Split-Half Coefficient is 0.774. Hence, the SSES is highly reliable.

C.3 Piloting the SSES
The scale was administered to twenty-seven student teachers, other than the study participants at the beginning of the first semester of the 2021/2022 academic year in order to identify: the clarity of the scale's items and the suitability of the items to the participants' level.

D. Semi-Structured Interviews
The semi-structured interviews (Appendix G) aimed at examining the significance of contemporary talk shows for fourth year, faculty of education, English majors and their effects on promoting EFL creative speaking skills and speaking self-efficacy. The interviews were face-to-face semi-structured interviews. They were held three times at the beginning, in the middle and at the end of the experimental treatment. The researcher used open –ended questions while interviewing the participants to reduce yes-no or short answers. Six participants participated in the semi-structured interviews.

Experimental Procedures
Pre-administration
After assigning the participants of the study into an experimental group and a control one, the ECST and the SSES were pre-administered to them on Sunday, 27th of February, 2022.
Experimentation
   The researcher started the experimental treatment by teaching the participants of the experimental group using contemporary talk shows (i.e. Oprah and the Tonight Show). The aim of the experiment was to develop EFL creative speaking skills and speaking self-efficacy. The researcher met with the participants of the experimental group twice a week for approximately two months. The first session of the experiment was a sixty minute session devoted for introducing and familiarizing the participants with EFL creative speaking skills, speaking self-efficacy and the contemporary talk shows. The pre-administration of the study instruments took place in the first week of the experiment. After the orientation session, the following successive sessions of the experiment were allocated for the development of the EFL creative speaking sub-skills and speaking self-efficacy abilities. The experimental treatment lasted for about nine weeks and ended with the post administration of the study instruments.

At the beginning of the experiment, semi-structured interviews were held with some participants to understand their own beliefs about EFL creative speaking, speaking self-efficacy and contemporary talk shows. The semi-structured interviews were a blend of structured and unstructured types of interviews. Some questions were predetermined and others were not. The researcher asked them about the techniques that they apply in order to develop their EFL speaking abilities. Besides, direct questions about the American talk shows, were also asked (i.e. Do you often enjoy watching any American or British talk shows? and why?). But in an unexpected way, the students' responses were absolutely negative, indicating that they did not know any of them and did not understand how it would benefit them. Yet, at the same time, they have mentioned that they know some famous American TV presenters like Steve Harvey and Oprah Winfrey because of the social media nothing more.

During the experiment, particularly in week five, the second semi-structured interviews were held. This time, the researcher noticed that the participants became more aware of the importance of watching contemporary talk shows by native speakers for developing their EFL creative speaking skills. They confirmed that they have improved more than before in EFL creative speaking skills, particularly because those programs are always available on YouTube, where they can watch them several times and imitate them in class with their peers or out of class in front of their mirrors or with their friends and family members in an enjoying and fear free environment. After completing the sessions of the experimental treatment, the results of third semi-structured interviews with the participants emphasized the great benefit that the participants got from utilizing contemporary talk shows. This was also reflected in the post administration results. Throughout the experiment, the development was gradual, and the researcher faced many obstacles in the beginning, but over time the improvements were tangible.

Post administration

After the implementation of the experimental treatment, the Post administration of the study instruments occurred on Wednesday, 4th of May, 2022.

E. The Teacher's Handbook

The teacher's handbook (Appendix H) of the using contemporary talk shows to develop EFL creative speaking skills and speaking self-efficacy was prepared in order to help EFL instructors implement it.

Results and Discussion

According to the quantitative results obtained from the post administration of the ECST and SSES on the study participants of both groups and in order to answer the fourth and fifth questions of the study, this section tackles the results and their discussion in light of the provided hypotheses.
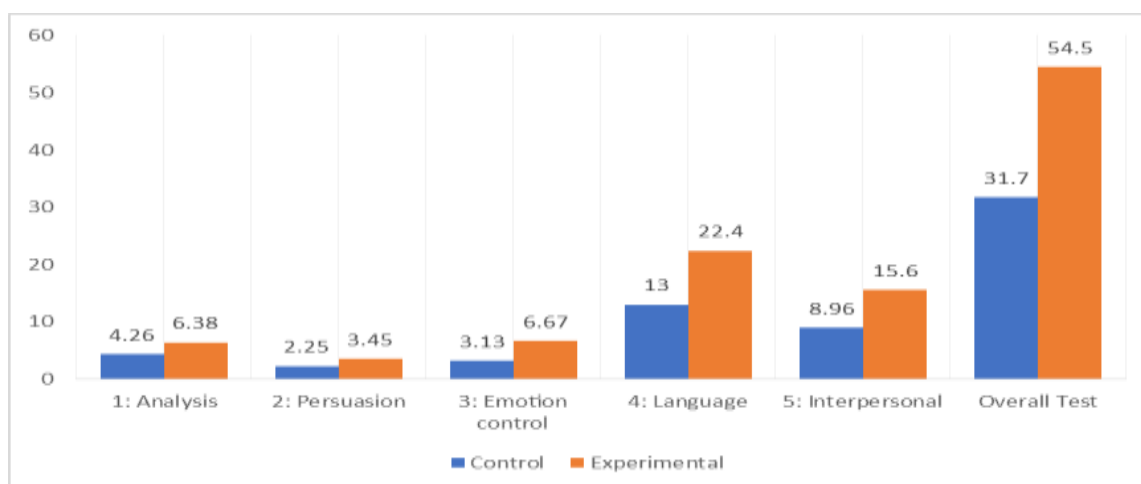
1. Verifying the First Hypothesis:

The first hypothesis stated that there is a statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of the overall EFL creative speaking test in favour of the experimental group. t-test was applied to determine the statistical significance and to distinguish between the mean scores of the experimental group participants and the control group participants on the post-administration of the ECST. The results are demonstrated in the following table:

Table (8): t- test Differences between the Participants' Mean Scores on the Post Administration of the ECST

Sub skills	Group	No	Mean	S. D	d. f	t-value	Sig	Level of sig.
1: Analysis	Control	31	4.26	1.09	60	6.51	sig.	0.01
	Experimental	31	6.38	1.45				
2: Persuasion	Control	31	2.25	0.93	60	5.5	sig.	0.01
	Experimental	31	3.45	0.76				
3: Emotion control	Control	31	3.13	0.81	60	15.3	sig.	0.01
	Experimental	31	6.67	1.01				
4: Language	Control	31	13.0	2.04	60	14.8	sig.	0.01
	Experimental	31	22.4	2.87				
5: Interpersonal	Control	31	8.96	2.02	60	15.1	sig.	0.01
	Experimental	31	15.6	1.33				
Overall Test	Control	31	31.7	5.14	60	15.4	sig.	0.01
	Experimental	31	54.5	6.46				

As table (8) demonstrates, the calculated t-values of the overall EFL creative speaking test and its five main skills are (15.4, 6.51, 5.5, 15.3, 14.8, 15.1) exceeding the tabular value of 2.00 at a degree of freedom 60 and at ($\alpha \leq 0.01$) level of statistical significance. The stated results confirm that there is a significant difference between the mean scores of the study participants of the experimental and control groups, on the post-administration of the overall EFL creative speaking test with its five skills (analysis, persuasion, emotion control, language, and interpersonal) in favour of the experimental group. Thus, the first hypothesis was verified and confirmed. These results are statistically represented as follows:

Figure (3): The Statistical Representation of the Study Participants' Mean Scores on the Post-administration of the ECST

Undoubtedly, the statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the study participants of the experimental group that received instruction using contemporary authentic talk shows and the control group that received regular instruction on the post- administration of the ECST in favour of the experimental group was verified. So as to examine the effect size of using contemporary authentic talk shows on

developing fourth year, faculty of education English majors EFL creative speaking skills, the value and significance of ETA square and the effect size were computed and represented in the following table:

Table (9): The Effect Size of Using Contemporary Talk Shows on Developing EFL Creative Speaking Skills

Sub skills	Measurement	d. f	t-value	Level of sig.	η2 value value Sig.	Effect size value level
1: Analysis	Pre Post	60	6.51	Sig. at 0.01 level	0.41 Sig.	1.68 Large
2: Persuasion	Pre Post	60	5.5	Sig. at 0.01 level	0.33 Sig.	1.42 Large
3: Emotion control	Pre Post	60	15.3	Sig. at 0.01 level	0.79 Sig.	3.95 Large
4: Language	Pre Post	60	14.8	Sig. at 0.01 level	0.78 Sig.	3.82 Large
5: Interpersonal	Pre Post	60	15.1	Sig. at 0.01 level	0.79 Sig.	3.89 Large
Overall Test	Pre Post	69	15.4	Sig. at 0.01 level	0.80 Sig.	3.97 Large

Based on the results shown in table (9), the values of ETA square for the results of the participants of the experimental group on the post-administration of the ECST with its five skills in the overall EFL creative speaking test are (0.41, 0.33, 0.79, 0.78, 0.79) with a (0.80) for the overall test. These values have exceeded the value indicating the educational significance of the statistical results in educational and psychological research, which is estimated at (0.15). Moreover, the effect size of the EFL creative skills also reached (1.68, 1.42, 3.95, 3.82, 3.89, and 3.97) with an overall effect size of (3.97) for the ECST. So, as the effect is considered large if its value is greater than or equal to (0.8), using contemporary authentic talk shows has proved to be of positive effects on developing fourth year, faculty of education English majors' EFL creative speaking skills.

2. Verifying the Second Hypothesis:

The second hypothesis stated that there is a statistically significant difference ($α ≤ 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of the speaking self-efficacy scale in favour of the experimental group. t-test was used to determine the statistical significance and to compare the mean scores of the participants of the experimental group and the control group on the post-administration of the SSES. Results are stated in table (10):

Table (10): t- test Differences between the Participants' Mean Scores on the Post-Administration of the SSES

Group	No	Mean	S. D	d. f	t-value	Sig	Level of sig.
Control	32	36.9	5.03	60	26.3	sig.	0.01

Experimental	32	69.3	4.62

* the tabular value of t-test at the level of (0.01) and 60 D.F is (2.00).

Table (10) illustrates that the calculated t-value is 26.3, exceeding its tabular value (2.00) at a degree of freedom 60 and ($\alpha \leq 0.01$) level of statistical significance. These values reveal that the participants of the experimental group surpassed those of the control group on the post-administration of the speaking self-efficacy scale. This finding is represented in the following statistical representation:

Figure (4): The Statistical Representation of the Study Participants' Mean Scores on the Post-Administration of the SSES
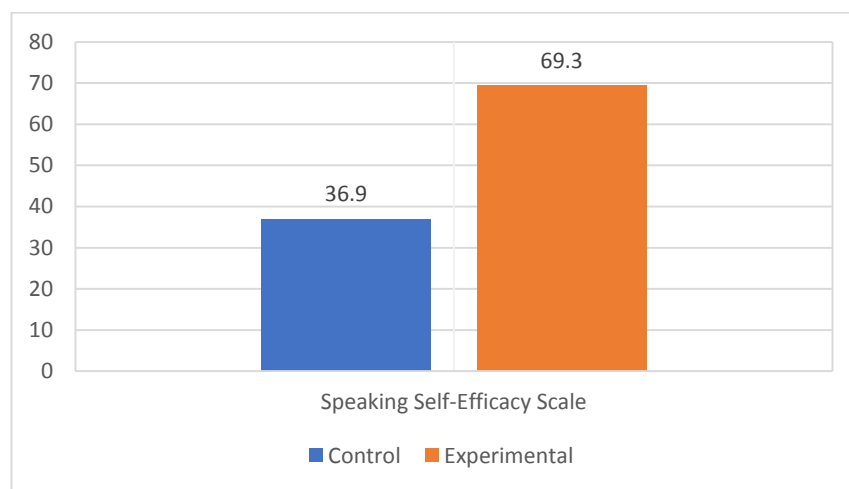
Therefore, the statistical significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the experimental group, that was taught using contemporary authentic talk shows, and the control group, that received regular instruction, on the post-administration of the SSES in favour of the experimental group was verified. Further, the effect size of using contemporary talk shows on developing fourth year, faculty of education English majors' speaking self-efficacy levels was calculated and illuminated as follows:

Table (11): The Effect Size of Using Contemporary Talk Shows on Developing Speaking Self-Efficacy

Group	D. F	t-value	Sig.	ŋ2 value		Effect size	
				value	Sig.	Value	Level
Control Experimental	60	26.3	0.01	0.92	Sig.	6.79	Large

As table (11) shows, the value of ETA square for the experimental group on the post-administration of the SSES is (0.92) exceeding the value that indicates the pedagogical importance of the statistical results in educational and psychological research, which is estimated at (0.15). Accordingly, using contemporary talk shows has positively affected the development of speaking self-efficacy among fourth year, faculty of education English majors. Further, the effect size has reached (6.79) indicating a high level of influence.

Discussion

The fourth and fifth questions of the current study aimed at figuring out the effects of using contemporary talk shows on developing faculty of education, English majors' EFL creative speaking skills and speaking self-efficacy. EFL creative speaking skills and speaking self-efficacy have been found necessary for EFL language learners as confirmed by a number of studies as (Alan & Peachy, 2018; Au & Badakci, 2020; Becker & Roos, 2016; Culha, 2020; Demirel & Aydin, 2020; Frey & Vallade, 2018; Hayran, 2020; Ozenc, Orhan-Karsak & Ozenc, 2021; Ozturk-Pat & Yilmaz, 2021). The purpose of the current study was to determine the effects of using contemporary talk shows on developing EFL creative speaking skills and speaking self-efficacy for faculty of education, English majors.

The participants of the current study were assigned into two groups (experimental and control). The students of the control group received regular instruction in the conversation course during the first semester of the academic year 2021/2022. The participants of the experimental group, on the other hand, were taught using the contemporary talk shows. Two hypotheses were hypothesized. The first hypothesis stated that there is a statistically significant difference at (0.01) level of significance between the mean scores of the experimental and control groups on the post-administration of the overall EFL creative speaking test in favour of the experimental group. The second hypothesis stated that there is a statistically significant difference at (0.01) level of significance between the mean scores of the experimental and control groups on the post administration of the speaking self-efficacy scale in favour of the experimental group. In order to test the study's hypotheses, the two groups' mean scores on the post-administrations of the EFL creative speaking test and the speaking self-efficacy scale were compared using t-test. The significant differences were found in favour of the experimental group and the study hypotheses were confirmed. Accordingly, using contemporary authentic talk shows has proved to positively affect the development of EFL creative speaking skills and speaking self-efficacy for faculty of education English majors.

Talk shows are TV Programs that are always available on YouTube channels anytime and anywhere. They usually aim at inviting popular persons to ask them about their professional and personal life in addition to spotting the cultural consciousness of the societies. During the semi-structured interviews at the beginning of the experimental treatment, the participants of the study have asserted that their EFL instructors are always directing them to watch movies or listen to music accompanied with scripts or what are called lyrics in order to consolidate their English language skills in general and speaking skills in particular. However, they indicated that these techniques did not totally work with them despite being useful in providing them with new vocabulary. Yet, they have confirmed that acquiring vocabulary alone is not sufficient for practicing the language. The participants clarified that they need to use the new acquired vocabulary in real life situations, which they did not find in movies, comic strips or songs.

The researcher provided the participants with various episodes of four American Talk Shows: Late   Night   (YouTube   Channel: "Late   Night"

TV Network: NBC), The Tonight Show (YouTube Channel: "The Tonight Show" TV Network: NBC), Conan (YouTube Channel: "Conan" TV Network: TBS) and Oprah (YouTube Channel: "Oprah"). These talk shows are famous for being funny but not offensive, providing a variety of activities, games, and clips as well as presenting different places. At the beginning of the treatment, certain challenges have emerged. The students complained about their inabilities to recognize many words and expressions, misunderstanding of certain issues (i.e. behaviours, beliefs, signs, values, norms and symbols) due to cultural differences, lack of speaking practice, shyness, and less dictionary use. It is worth mentioning that the first EFL creative speaking rates did not develop rapidly for the first few sessions when starting the experimental treatment, but they sharply rose for the subsequent lessons.

During the experimental treatment, the participants gradually started using the subtitle technique provided by YouTube, applying online dictionaries frequently (i.e. Collins Online Dictionary), and imitating the provided talk shows with their peers in-and-out of class. Progressively, the participants' understanding regarding what the English language sounds in daily use has been developed. The used contemporary talk shows have deepened the participants' knowledge through supporting them with a wide range of common expressions and phrases, body language and gestures, analysis method and persuasion techniques. Then, the participants began to praise using contemporary authentic talk shows to develop their EFL creative speaking skills and speaking self-efficacy. They accentuated that watching those talk shows was fully beneficial for them as they provided usual and real situations with natural conversations in various fields of daily lives. They said that those talk shows are funny but not hard scripted as movies or sitcoms. In addition, they illustrated that watching the episodes with subtitles for many times helped them a lot speak freely with no fear or anxiety.

The semi-structured interviews, at the end of the experimental treatment, have reflected that using contemporary talk shows to promote EFL faculty of education English majors' EFL creative speaking skills and speaking self-efficacy was effective. The experimental treatment, as indicated by the participants of the experimental group, was enjoyable and interesting. They have pointed out that during the experimental treatment sessions, they did not notice that the time was passing nor they were learning new materials. They felt enthusiastic to learn through authentic up-to-date talk shows that presented current topics and issues discussed from the viewpoints of native speakers of English. Feedback from the participants of the experiment has indicated that although the presented talk shows were originally prepared for English native speakers, the study participants enjoyed being treated as native speakers.

Besides, it has been confirmed that the used talk shows as pointed out by the study participants allowed them to listen to a variety of accents. Since the guests "interviewees" of the shows can come from anywhere in the entire world. This helped them build clear

insights regarding how different people from different backgrounds think and talk in English. Thus, they realized what creative speaking means. Moreover, those talk shows narrowed the cultural gap between the participants of the study who resemble the Egyptian culture and other cultures around the world. Getting familiarized with other cultures has also promoted creativity in the students' EFL oral production. One major advantage of using contemporary talk shows in EFL classes is that the talk shows are always available for the participants for pauses, repetitions and watching with subtitles.

The experimental treatment was held during the conversation course, in the first semester of the academic year 2021/2022. Conversation courses are mainly provided to help EFL student teachers develop their listening and speaking skills. Nevertheless, in the semi-structured interviews, the study participants have stated that the textbooks were the main guide during the conversation sessions due to the shortage in the available technological equipment along with the large number of the enrolled students. These reasons made it difficult to implement any speaking activities and depending solely on displaying some audio-records through the loudspeaker in a way which does not support the development of the students' speaking skills and reduces their speaking self-efficacy.

Conclusion

The current study used contemporary talk shows to develop EFL creative speaking skills and speaking self-efficacy for faculty of education English majors. The procedures of the experimental treatment lasted for about nine weeks. Although the experimentation did not take a long time, the findings have confirmed that the used contemporary talk shows achieved the desired effects and developed the EFL creative speaking skills and speaking self-efficacy for faculty of education English majors. In contrast, the participants of the control group who received regular teaching techniques, materials, aids, evaluation and assessment in regular face-to-face classroom environments, approximately produced the same performance on the post-administration of the study instruments. They did not make any significant progress in their EFL creative speaking skills and speaking self-efficacy.

The findings of the present study reflect some pedagogical implications for teaching English as a foreign language (TEFL) in Egypt. First, according to the importance of developing creative speaking skills in EFL classrooms, the low level of speaking self-efficacy of EFL faculty of education, English majors deserves alertness along with attention from EFL instructors and language educators. Second, recent methods and techniques should be investigated and applied to develop EFL creative speaking skills among EFL learners. Third, EFL instructors have to apply authentic teaching methods and techniques that narrow the gap between the EFL language learners and native speakers. Finally, positive educational environments should be cultivated to promote positive education and enhance speaking self-efficacy among EFL learners.

Recommendations

In light of the results of the study, it is recommended to lay an emphasis on:

a) Applying contemporary authentic talk shows for developing EFL creative speaking skills and speaking self-efficacy at various educational levels.

b) English language curriculum and methodology for faculty of education English majors require frequent modifications and updates to cope up with the rapid successive requirements of the current era.

c) EFL creative speaking skills need to be consolidated among EFL learners in general and faculty of education, English majors in particular for their current great significance.

d) Language educators and EFL instructors need to pay greater attention for the teaching methods and techniques that can foster speaking self-efficacy among EFL learners.

Suggestions for further Research

The following ideas are suggested for further research:

a) Investigating the effects of using contemporary talk shows on other language and teaching skills.

b) Examining the effects of using contemporary talk shows on developing EFL creative speaking skills and speaking self-efficacy for EFL learners at various educational levels.

c) Studying the effects of other instructional techniques and methods on developing faculty of education, English majors' EFL creative speaking skills and speaking self-efficacy.

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