

Possible benefits of Culturally-Driven Circle Talks on EFL Learners' Oral skills

POSSIBLE BENEFITS OF CULTURALLY-DRIVEN CIRCLE TALKS

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Bogota, 2022

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Acknowledgments

No work can be done completely alone, it is always required to have a helping hand to give us the needed strength to get things done. Hence, there is always a good reason to thank the other people who have worked with you, helped you when things get hard, provided emotional support or simply be by your side. Let us this time express with words what cannot be completely told with words: our gratitude. Thanks to our professors, especially Rocío del Pilar Camacho for her positive energy, constant feedback and patience. Also we deeply appreciate the help of the other mentors we had before. We are also grateful for our cohort members, for the help editing the documents, moral support and great energy. It would have been impossible to complete this document without our team-work and support. We really thank each other for the unconditional help on building all of this. Finally, we would like to thank our institution, El Bosque University, for providing all the experience and knowledge we had pro carrying out this project.

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Abstract

This paper studies the effect that Circle Talk strategy, focused on cultural contents, has on students' oral fluency by taking into account how comfortable the environment might become for them to express themselves in the target language; also having in mind the importance of the relationship between language and culture when learning as the linguistic expression has an important amount of culture within it. The research comes from the willingness to understand the development of oral skills, understanding aspects such as culture and dialogue spaces offered by Circle Talk. The review goes in hand with studies that have found that the Circle Talk strategy has helped the students to feel in a safe space for expressing their thoughts.

Keywords: Cultural awareness, Circle Talk, Oral Fluency.

Resumen

Esta reseña literaria estudia el efecto de los Círculos de Conversación enfocados en contenidos culturales sobre la fluidez oral de estudiantes del Inglés como lengua extranjera teniendo en cuenta qué tan cómodos se pueden sentir los estudiantes cuando se comunican en la lengua a aprende; también teniendo en mente la importancia entre la cultura y la lengua cuando se se está aprendiendo de ella ya que la expresión lingüística tiene un importante componente cultural en ella. Esto viene del deseo de entender el desarrollo de las habilidades mencionadas teniendo en cuenta los aspectos proveídos por los Círculos de Conversación. La reseña va de la mano con estudios que han descubierto que los Círculos de Conversación han ayudado a los estudiantes a sentirse en un lugar seguro para expresarse.

Palabras clave: Cultura, Comunicación, Fluidez, Método Natural

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Chapter I: Introduction

Learning a second language necessitates comprehending the interdependent relationship between language and culture. Culture, context, and language are intricately connected and are better understood as a system of conventions regarding spoken, manual, or written symbols within a particular cultural context (Crystal, 2021). Language is essential to every individual's social identity, shaping their societal membership. Consequently, it is not easy to learn a language without gaining insight into the corresponding culture, and studying both must go hand in hand.

Moreover, a comprehensive and holistic approach to language learning should consider various aspects or skills, such as reading, listening, writing, and speaking, which are the primary areas of study for language acquisition. These skills also serve as a means of verifying that communication is conducted effectively. However, oral communication is often the most challenging skill for learners, as speakers must simultaneously articulate their thoughts while striving to be understood.

In the same way, in regards to practical learning of the language (English in this case), it is noticeable the fact that in different schools, some students learn how to use the language in the classroom in a systematic, not-natural way instead of doing so through fluent dialog like happens in a natural conversation. For example: for greeting, they are only taught some roughly specific expressions they can use, asking how they are and answering, "I am fine, thank you." That being said, by having this systematic approach to the language, it is unfortunate the fact that within the Colombian context, having a fluent dialog and good fluency when speaking has not received enough

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attention since more focus is provided to develop other skills such as writing or reading than achieving communication through a second language orally.

As communication skills and oral fluency are keys for the excellent development of a person's speaking skills, literature was checked to have multiple possibilities to provide different speaking activities that generally need to be seen in the Colombian classroom. The teaching strategy was selected to provide a space to share and discuss content with meaningful cultural details. The chosen strategy is called Circle Talk, which will be evaluated within this literature review to evaluate and establish a general idea of the possible benefits it may provide within the classroom.

Therefore, to be more practical, we concluded that the focus of this study should be the communicative approach, so this literature review intends to analyze precisely the students' oral fluency. The term 'fluency' can refer to the facility and consistency the speaker may have while expressing a message in the target language, and not necessarily through the correct usage of grammar/vocabulary. In short, oral fluency was chosen to be analyzed as it is one of the most prominent skills to practice when learning a second language.

Considering the role of the culture and the Circle Talk strategy within this literature review, it is essential to determine that, as mentioned above, acquiring a language is acquiring a given culture. Thus, it is essential to emphasize the role of culture as an element of significant importance in learning and acquiring a language since by talking about their own culture; learners might feel more comfortable. They will be motivated when it comes to sharing their knowledge and thoughts.

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Bearing in mind that language acquisition involves culture (learning a language implies learning a culture) and circle talk is a strategy to generate spaces for comfortably acquiring language with the aid of collectivism and cooperation, it is worth mentioning that in order to carry out the strategy correctly, a significant cultural focus is needed as cultural contents are the expression of cultural identity on uniqueness via symbolic or artistic dimensions or means.

In that way, this literature review pretends to do an overall check of different aspects and possible effects the Circle Talks might have within an EFL environment. Different theories and studies will be explored to reach a concrete conclusion about the main idea of this literature review.

Problem statement

This study aims to conduct a literature review to provide a theoretical background for the main idea to be presented, which aims to address the problem of students' performance in using a second language. Affective aspects, such as motivation, anxiety, and self-confidence, among others, have been identified as factors that can significantly influence students' performance in learning a second language (Listyani & Tananuraksakul, 2019). According to Hui (as cited in Listyani & Tananuraksakul, 2019), students' motivation and anxiety levels may positively or negatively affect their ability to receive and acquire input. Therefore, creating a comfortable environment is critical to facilitating learning (Listyani & Tananuraksakul, 2019).

The root cause of the problem of poor performance in the second language cannot be attributed to a single factor or case. Instead, it requires meticulously examining various possibilities to identify patterns and propose appropriate solutions. In

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the Colombian context, insufficient practice within and outside the classroom and a lack of interaction with the target language exacerbate the problem of students' performance in using the second language (Suarez et al., 2015). To address this issue, it is necessary to create spaces where the use of the target language is encouraged and students feel comfortable expressing themselves while communicating in the language (Suarez et al., 2015). Creating a comfortable learning environment where students can practice using the target language is essential to addressing the issue.

As such, this literature review has identified that affective factors such as motivation, anxiety, and self-confidence are critical in influencing students' performance in using a second language. The root cause of the problem of poor performance is multifaceted, and solutions need to be carefully analyzed and explored from various perspectives. According to Hui (as cited in Listyani & Tananuraksakul, 2019), these aspects might affect positively, where a motivated student with low anxiety levels will have low filters for receiving and acquiring input. In contrast, a student with low motivation, self-confidence, and high anxiety levels will be the opposite, where the input will have a lot of limitations and filters to be ultimately acquired. That is to say that a space where the students feel comfortable may help the learning process to flow more easily and naturally.

That is something that has to be carefully analyzed and seen from different perspectives (such as the reason a student might feel anxious or motivated, what makes them feel comfortable, what is the relationship they have had with the Second Language before, etc.) as the root cause of this issue indeed is not to be found within a single and particular cause or case. Therefore, it requires a meticulous appreciation of

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the different possibilities for determining a pattern and proposing an accurate action that counteracts the main issue, and a proper solution might be explored.

In the context of improving oral skills in Colombia, Circle Talks and cultural content are two strategies that can contribute to enhancing oral fluency. Ho (2009) states that integrating language and culture is crucial for successful language learning. This understanding is further complicated by Laperre (2020), who argues that the English language varies depending on the region where it is spoken, highlighting the importance of cultural context. Thus, it is essential to consider the cultural factor and how speakers use the language when learning a second language. This previous idea might help us understand how English differs according to the people who use it as a mother language. This circumstance contributes to that type of language's perception and identity.

In the Colombian context, acquiring a foreign language is necessary for participation in the global economy, but the national language policy has not significantly impacted student learning (Ministerio de Educación Nacional, 2005; Benavides, 2021). Regarding oral performance, Rahayu (2015) identifies several factors that may inhibit speaking skills. Thus, teachers should create an engaging environment that motivates students to learn (Silva, 2019). Roughly, it is essential to consider the cultural factor and how speakers use the language when learning a second language. Because of that, it would be appropriate to determine the focus of the learning.

Circle Talk activities and cultural content can drive student interest and engagement in the classroom, improving their speaking skills and boosting their confidence (Kuo & Lai, 2006; Aristo et al., 2019). By using appropriate materials,

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students can engage in real cultural experiences, broadening their perspectives and providing culturally rich spaces for learning. The Circle Talk strategy allows students to express themselves naturally without feeling forced or discriminated against, creating a comfortable and safe environment for language practice.

They state that using cultural content generates different opportunities in class for students to broaden their perspectives; in this, we can include daily activities such as watching movies, news, television programs, websites, magazines, newspapers, menus, and other printed materials. Using such materials can provide great versatility for generating engaging and culturally rich student spaces. Circle Talk activities might significantly complement cultural content when learning a foreign language. Also, this type of activity helps them to feel comfortable as it "requires students to participate naturally to speak in pairs without having any force" (Aristo et al., 2019, p. 2).

The previously explained facts can help us determine the benefits of using the Circle Talk strategy with the students, as it will allow them to express themselves without feeling forced or discriminated against for doing so. Therefore, integrating Circle Talks and cultural content can lead to an effective language learning experience, where students feel confident and comfortable speaking the second language, avoiding insecurities and tensions that might inhibit their oral performance.

Research Question

What benefits might culturally-driven Circle Talks have for the students to feel comfortable using the Second Language?

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Research Objective

To analyze the benefits Circle Talks might provide to EFL students regarding their Oral Fluency and Cultural Awareness.

Specific Objectives

To determine whether cultural content is crucial to learning a second language.

To demonstrate that oral skills may be improved by implementing circle talks in ELF classrooms.

Rationale

This literature review aims to analyze the impact of the Circle Talk strategy focused on cultural content on oral fluency, intending to contribute to further investigations and the educational community, specifically teachers and learners, by encouraging the use of Circle Talk to increase speaking skills. The present study argues for a more prominent role of culture in language learning activities and asserts that Circle Talk can facilitate the learning process and engage students, resulting in increased oral efficiency (Clear Words Translations, 2017; Aristo et al., 2019). This literature review can contribute to the educational community, teachers, and learners, encouraging using circle talk to increase speaking skills. It pretends to contribute to the student by checking and reinforcing a different perspective of English classes and our community by sharing proper strategies that can be found helpful for promoting speaking skills and oral fluency in the class.

Once considered the importance of oral fluency and the influence of both cultural contents, a primary explanation of the main reasons for this Literature Review is. In the

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case of cultural content, it is related to oral fluency in the way that they feel more comfortable speaking a second language through talking about culture in the circle talk strategy, which leads to having a fluent performance since the students are engaged and interested in sharing their thoughts and ideas to the group. Furthermore, cultural content can help prevent misunderstandings and motivate continued learning by providing a cultural context to the learning process (Clear Words Translations, 2017).

The effectiveness of Circle Talk lies in its ability to encourage student participation, independent thinking, and increased confidence in the classroom (Aristo et al., 2019). In this way, the present study aims to promote a comfortable learning environment and facilitate the comprehension of course content. Incorporating cultural content into language teaching enhances the learning experience. It requires teachers to have a high cultural and linguistic proficiency level, enabling them to negotiate meaning embedded in values, customs, and norms (Ali et al., 2015).

Additionally, Circle Talk allows teachers to prepare and manage classes in a safe and non-judgmental environment where each participant can contribute to discussing complex or important issues (Winters, n.d.). In conclusion, this literature review supports using Circle Talk to promote oral fluency. It suggests incorporating cultural content into language learning activities to facilitate comprehension and enhance the learning experience.

Chapter II: Theoretical Framework and Literature Review

There have been documented studies that have explored the importance of oral fluency and how it influences the second language learning process. This study analyzes three main aspects: circle talk, oral fluency, and cultural content. The way that

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emphasizing that circle talk generates collectivism and cooperation among the students will be part of this literature review, and how it can increase oral fluency in students will be analyzed.

Lastly, cultural contents and how it is relevant when studying a second language will be included because, as Zhan states (2016), "students not only study language and culture but also study language in culture and culture in language" (p.5). So basically, the cultural aspect is always in the classroom no matter what language is being implemented, whereby the culture is related directly to language learning.

II.I Communicative competence

This study aims to highlight the significance of oral fluency in second-language learning and communication. Learning and interacting in a second language involves various skills, such as listening, reading, writing, and speaking. According to Boonkit (2010), for effective communication, learners need to develop all four skills, as writing and speaking are also productive skills necessary to be integrated with the receptive skills of reading and listening. The learner has to develop different competencies for adapting and using different tools to properly understand another individual trying to develop a successful conversation.

Oral fluency is essential to maintain good communication and expressing ideas, especially during activities that require conversation. Cadena et al. (2019) characterize fluency as the speed of production, while Gorkaltseva et al. (2015) state that it is the ability to speak freely, without unnecessary pausing, with the prosody of speech, syntax, and vocabulary range comparable with those characteristics of native speakers. With

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this in mind, we can perfectly relate the importance of oral fluency with the circle talk strategy, where communication is the key to a transcendental activity or exercise.

Oral fluency is one of the most salient markers of proficiency in a second language. The outcome of communication defines it, whether it concerns flow, continuity, automaticity, or smoothness of speech (Koponen & Riggensbach, as cited in Rossiter et al., 2010). However, it is the most challenging skill to develop since it requires the learners to listen, assimilate, and think about giving an immediate and natural response. Furthermore, the lack of speaking opportunities and frequency in the classroom, anxiety, and negative self-perception affects the development of oral fluency. Consequently, learners might present a lack of proficiency in speaking skills, leading to unsuccessful communication. For a more active role within the communicative environment, the learner must produce messages to be understood so that the other persons can interact with them. This requires an amount of fluency for it to get done correctly; interruptions might make the process dull.

In Colombian schools, learners are challenged to acquire oral fluency since they hardly use the second language daily. Aleksandrak (2011) points out that this difficulty results from the character and inadequate frequency of classroom speaking opportunities compared to the abundance of natural varieties and genres of oral communication. Therefore, the lack of practice leads to an absence of progress in developing speaking skills, making communication unsuccessful due to pauses and hesitations (Barrios, 2017) because they have not practiced enough in a natural context outside of class.

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Consequently, it may be found that the learners lack proficiency with speaking skills within the second language, in this case, English. Besides, Tsiplakides (as cited in Tridinanti, 2018) suggests that anxiety also affects the learners' performance in speaking skills. The lack of input and practice of the second language may lead to the absence of confidence in the learners, making them feel uncomfortable and insecure while engaging in conversations (Thornbury, 2009). Creating an environment where learners can practice speaking in a second language without fear of making mistakes is necessary. Thus, developing oral fluency requires a conducive learning environment and practice in authentic settings.

Speaking fluency and communicative competence are influenced by various factors. According to Wang (cited in Lestari et al., 2014), cognitive, linguistic, and affective factors are directly related to students' preconceptions and affinities towards the second language, which may determine their comfort level and require different strategies for acquiring attention. Consequently, it may be found that the learners lack proficiency with speaking skills within the second language, in this case, English. As Barrios states, "This lack of oral fluency tends to make communication unsuccessful because sometimes the recipient does not understand the message since the interaction is interrupted by many pauses and hesitations" (p1, 2017). According to what was exposed by the author, the lack of practice might lead to difficulty in understanding because there is not enough flow and fluency when they carry out the communication.

Rahayu (2015) points out that the following factors may cause low oral performance:

- 1) Inhibition

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- 2) Nothing to say
- 3) Low participants
- 4) Mother tongue use
- 5) Low motivation
- 6) Environment factors
- 7) Lack of confidence" (p. 5).

All these aspects lead to the fact that the students cannot develop this skill effectively in class or have actual commands and input in the second language. While trying to get better with oral skills is the student's perception of themselves, especially when they do not feel secure or comfortable enough to engage their speaking skills regularly. In this case, it is identified that learners tend not to feel confident about the pronunciation of the second language while prioritizing it as one of the most important things for having a proper conversation. Consequently, a limitation in practicing speaking skills is generated, considering that students do not find the motivation to carry out the development of it. An essential factor to keep in mind is the way the teacher teaches learners so the class is engaging; it might motivate them enough to keep learning (Silva, 2019).

The classroom environment can also influence and enhance the usage of speaking and speech skills. Zhan (2009) explains that the classroom is an environment for interaction, where students can experience different messages and misunderstandings that can lead to proper feedback for fluent language usage. Therefore, teachers should use appropriate activities and content for the development of oral skills, as non-native oral fluency can be obtained through efficient and practical

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input, interaction, and output in EFL (Zhan, 2009), especially when they do not feel secure or comfortable enough to engage their speaking skills regularly. In this regard, Thornbury (2009) explains that:

Most learning methods prioritize speaking as a means to practice grammar rather than as a reasonable skill. The closest speaking might come to being treated as a skill is when students work on the pronunciation. Most students feel that no matter how well they know grammar and vocabulary, they are not prepared to engage in speaking, and Thornbury blames this mindset on the lack of practice with genuine speaking; in other words, this obstacle thwarts the normal process of developing oral structures (p. 31).

There is a lack of speaking activities to practice enough fluency in class. As Yang (2013) explains, "the traditional grammar-based learning model is now steadily replaced by the communicative language teaching approach, which requires a strong speaking competence" (p. 56). According to that, practicing fluency should be more included in the classes as well as communicative competence so that the students can appreciate a real improvement in their fluency at the time to share their thoughts.

Learners tend not to feel confident about the pronunciation of the second language while prioritizing it as one of the most important things for having a proper conversation. Consequently, a limitation in practicing speaking skills is generated, considering that students do not find the motivation to carry out the development of it. Creating more spaces for practical speaking opportunities can help learners feel more engaged and prepared to speak fluently in the classroom and in different spaces. Furthermore, a more fluent second language usage can facilitate further learning and

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use. As Skehan and Hulstijn, cited in Zhang (2009), mention, as speaking performance gets automatized, information is assimilated more quickly, and other processes can be focused on improving them, such as semantic and pragmatic levels of communication. Therefore, fostering a constant practice of speaking skills to attain fluency naturally is imperative.

According to Rahayu (2015), there are multiple factors related to the self-perception of the learners that can affect oral fluency, which could be self-confidence, emotions, self-esteem, empathy, anxiety, attitude, and lack of motivation. These different aspects might represent a real challenge for the learners to be open to experimenting and practicing their speaking because of a sense of validation from their classmates. This issue gets more delicate for the students because when they learn a second language, they tend to worry about being judged by others. In this regard, Gomez et al. (2015) state that teenagers are "traversing by different changes. During this stage, most of them are frequently shy and self-conscious, getting embarrassed with the facility if asked to participate or perform at class activities" (p. 14). If these factors are added to the situation, a more complex situation might be found, and strategies have to be developed to accurately treat the problem. The effects of these factors might vary depending on how the students develop their interactions within the classrooms and with their classmates. In that way, the environment can influence and even enhance the usage of speaking and speech skills.

It might be considered that no matter where the student is from, their nationality, or their age, with the proper resources and accurate input carried out by the appropriate activities, the learning of a second language might become a more manageable process

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where the acquisition of language skills occurs naturally and organically, facilitating the process for the student and making it less tedious for him or her. To develop effective practice, content with fundamental cultural aspects can be used to take advantage of the connection between language and culture. As culture is directly linked to language, this approach can leave behind systematic speaking and help learners acquire language skills naturally and organically. (Zhang, 2009).

In conclusion, it can be considered that it is necessary to create more spaces that can generate practical opportunities for the students to speak. These spaces might help the learners feel more engaged and prepared for talking not only in the classroom but also in different spaces, and as a consequence, they might find themselves talking more fluently in the Second Language. Effective language learning requires fostering speaking fluency and communicative competence, which can be achieved by creating practical opportunities for learners to speak and using appropriate activities and content. Furthermore, incorporating cultural aspects into language learning can facilitate natural and organic language acquisition and leave behind systematic speaking and take advantage of the connection between those terms, but first, we have to clarify what culture is.

II.II Cultural awareness

To properly understand the role of culture within the classroom from the perspective of this literature review, it is crucial to understand what culture means and what type of relationship it shares with language, both while using it and when learning it. This part of the Literature Review will be focused on explaining the views that work as

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the basis of our perspective in order to have a clear basis for what is referred to as "culture" and, therefore, "cultural awareness" and "cultural contents."

Crystal (2021) defines culture as every aspect of human life that is conditioned as a society member interacting with his or her environment and other people. Kramsch (as cited in Ayu, 2020) states that cultural awareness is developed when learning a language, implying that culture plays a significant role in language learning. Similarly, Gao (as cited in Uddin Choudhury, 2014) suggests that language and cultural learning go hand in hand, implying a codependent relationship between the two for development in learning. Consequently, it is proposed that culture should have a more significant role in the learning environment.

Going deeper into this relationship between language and culture and how they interact, Day Translations (2018) states that by learning other languages, the process of knowing other countries and cultures gets easier; for that reason, the relationship between language and culture is important. Hence, by learning a new language, we recognize different aspects of the culture depending on how the language is implemented and which words are used in what contexts, so we learn from the usage that they give to the language to express their background and thoughts.

Moreover, language and cultural interaction influences people and human society and is shaped by it. Zaghwan and Salem (2015) suggest that language reveals personal identities, backgrounds, characters, and ways of thinking in a particular cultural setting, and thus language is a tool used to shape and link all aspects of cultural backgrounds. This reinforces the importance of including the relationship between language and culture in the teaching and learning a second language.

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Tudor (2001) adds that language can only be understood within the framework of the meaning structures of the relevant speech community and, thus, should be studied within a sociological and sociocultural framework. Schroeder (as cited in Martinez, 2019) further emphasizes the significance of sociolinguistic competence in language use, which involves understanding how to speak in a given social context, including the norms, purposes, and participants involved. Therefore, developing this competence to communicate effectively in a second language and adapt appropriately to different cultural contexts is essential.

So, the language is produced and perceived in the social-cultural context in which the students are immersed; the cultural difference affects the development of the second language as it requires a knowledge of the culture to reach a point of understanding, hence communicating consciously with the other speaker for getting a successful comprehension of the messages that are shared. Hence, it would be appropriate for the students to develop this competence to adapt correctly to other people's communication.

To understand accurately how language develops within a sociocultural context and how it interacts with different established precognitions and beliefs, it is appropriate to recognize how human behaves within a group of people who share different precognitions, beliefs, and behaviors. Regarding a specific interaction of the language when applied by a specific group of people, it was determined that the Whorfian hypothesis was accurate in finding a proper usage of language within a specific cultural context. We can understand the Whorfian hypothesis as a way to comprehend language under a specific context while being used by a specific group of people; it

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intends to analyze the usage that group provides to a specific vocabulary or different expressions (Hartono et al., 2021). That is to say, using a particular type of language or semantic variations within a specific group. This will help check and specify whether the vocabulary to be applied belongs to a specific group.

The Whorfian hypothesis is also relevant in understanding language development within a sociocultural context. This hypothesis proposes that language usage is determined by a specific group of people under specific cultural contexts. Therefore, it is necessary to comprehend the context in which the language is applied to communicate effectively (Boroditsky, 2011).

Additionally, another aspect that the hypothesis talks about is that "people from different cultures think differently because of differences in their languages. So, native speakers of Hopi perceive reality differently from native speakers of English because they use different languages" (Holmes, 2001). This reinforces the idea that language and culture cannot be separated since we have an overview of language bearing in mind culture as it considers that language and the world perspective of different cultures might vary due to their use of the language.

The hypothesis goes beyond when we have in mind its background, which proceeds from the ideas of both Edward Sapir and Benjamin Whorf himself; the combination of both and the Polish Whorf provides to them results in the Sapir-Whorf Hypothesis. However, to understand it correctly, it is necessary to comprehend the perspective of each one of them concerning this matter.

First, it is essential to point out that, as per Sapir (1921), language shares a broad relationship with culture, and understanding both has to go hand in hand. This

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reinforces the idea shared by the principal basis of this Literature Review, which is the interdependence between language and culture. Starting from there, some other perspectives and ideas might thrive and enrich the theoretical basis of this document. Likewise, this codependence gets more robust when it is taken into account that for Sapir, language is a tool that helps the individual shape his or her reality as the perspective he or she has of reality will be influenced by the linguistic habits he or she has; but this also applies to in a larger scale as this might define that the members of a community or culture might have their world perspective determined by the way they use the language (Hussein, 2012). In that way, it is found that language is not only a crucial agent within language but also helps sharpen and define it.

However, Whorf goes beyond by adjusting and changing Sapir's perspective about the environment. In this regard, Hussein (2012) states that:

Sapir did not doubt the existence of an objective world. He said that human beings do not live in the objective world alone but that the real world is, to a large extent, unconsciously built up on the language habits of the group. Whorf stated that the world is presented in a kaleidoscopic flux of impressions which has to be organized by the linguistic system in our minds. This would make the objective world subjective for Whorf (p. 643).

That is to say that, although agreeing with the perspective that language defines the view the individual would have of reality, Whorf says that the world is a constant flow of different impressions which the views will organize and classify within his or her mind, that would be, consequently, what might be understood as the Sapir-Whorf Hypothesis.

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Besides, this hypothesis might work as a framework for understanding and analyzing the cultural aspects of language and having them in mind. At the same time, certain semantic variations are used in the content reviewed during the classes. Carrying this theory out to the Colombian context will help avoid frequent language usage in classes and improve progress, avoiding what Lingtbowen & Spada state "Two hours a week – even for seven or eight years – will not produce very advanced second language speakers. This 'drip-feed' approach often leads to frustration as learners feel that they have been studying 'for years' without making much progress" (1999, as cited in Sanchez 2008) thanks to the prev theory that will lead us to have a variety of references of different expressions to have in mind and to work out, within the activities with a certain amount of cultural content in them.

As the goal of this investigation is to propose a strategy for acquiring language less systematically and more organically, talking about this, Usma (2015) states:

Oral fluency has become a neglected component of contemporary language instruction. This fact is of particular interest, considering the communicative focus that such instruction claims to have on the paper. However, when it comes to the real world, it is evident how instruction focuses on the formal aspects of the language rather than on promoting effective communication. (p. 15)

It can be understood that it is necessary to adopt an approach where oral fluency is correctly remarked on and that does not flex to the grammatical or formal lessons where oral skills are left aside.

What was mentioned before leads to the usage of content and material within the classroom that might contribute to proper language usage. This is because taking into

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account the contextual approach of the Whorfian Hypothesis may determine the type of vocabulary and expressions that can be used within a specific context that can be relatable for the learners. This will help us take them in a learning process where they feel comfortable within a group.

On the other hand, one important thing to consider is how the student can be understood as a second language learner and what it means for the learning process and their environment. In this case, the learner can be understood as a social agent or member of a society that will play different roles and will develop different tasks within his or her community; these tasks will obviously imply, in a certain way, the use of the second language (Marco Común Europeo De Referencia Para Las Lenguas, 2002). Suppose we understand the learner as an individual that will be active within society. In that case, we can better comprehend how he or she will manage the language and, therefore, the type of language that he or she will use.

Once this has been understood, it can be figured out that the Cultural Contents would be an appropriate tool for carrying out the class activities. This tool might provide a helping hand and a context for the topics reviewed in class. The reason why the just expressed conclusion is figured out can be determined by the definition that Unesco (2022) provides, as it refers to them as "symbolic meaning, artistic dimension and cultural values that originate from or express cultural identities" (Parr. I). This provides a general guide to the content that might be considered and analyzed within the learning activities for engaging and getting to a proper Cultural Awareness.

In addition, knowing the importance of cultural content, two critical factors about the culture mentioned in Rodríguez (2015) must be clarified and considered. One is that

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culture is transformative, not only static; that is, culture and language are constantly changing, always providing different characteristics of itself that form a complete structure of ideas, perspectives, and behaviors. This is an important idea as it leads to thinking that the cultural contents might vary as culture does because they are in constant development and evolution. This might be seen in different types of literature that might be studied or movies that the students might watch for discussion in the class relevant to the study.

Taking the previous statement into account, it is essential to consider what Ayu (2020) states: "Cultural knowledge acquisition makes the students experience a negotiation between their own culture and the cultural knowledge of the target language" (p. 3). Basically, when speakers acquire more cultural knowledge, they mix it with their previous knowledge about culture and how they see it; they create a connection between their culture and the culture of the second or target language. When circle talks are being integrated as a technique to deepen, cultural elements might contribute to understanding language usage and the quality of the output production while communicating orally.

In conclusion, it can be said that language and culture share a strong relationship, so language learning will inevitably involve learning a different culture. At the same time, the language is to be understood within a certain cultural context. It will be properly interpreted by a certain group of people who shares beliefs, perspectives, behaviors, and codes. So, if the learner is to be submerged in a proper learning environment, culture will play a crucial role in the constant interaction it has with

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language management. So cultural awareness is crucial for facilitating second language learning.

In summary, language and culture have a codependent relationship, and their interaction significantly influences the teaching and learning of a second language. Therefore, sociocultural competence and the Whorfian hypothesis are essential concepts to be considered for effective communication and understanding of a language within its cultural context.

II.III Circle Talk

The Circle Talk strategy is a language teaching approach that involves students gathering in a circle, where communication is regulated by a "talking piece." Only the student holding the object is allowed to speak while others listen respectfully. This strategy promotes active learning, independent thinking, and confidence in participating in English speaking activities (Aristo, 2019). According to Wilbur et al. (2001), Circle Talk symbolizes an entire approach to life where all participants share a connection and communicate with each other without judgment. It is important to note that Circle Talk's origin has been traced back to the Native American culture where it has been used to express thoughts and feelings spoken from the heart in a context of complete acceptance, belonging, and comfort by participants (Wilbur et al., 2001).

Circle Talk is a communicative language teaching strategy that encourages learning of the second language through communication in real-life situations. This strategy works for communicating and engaging the students within a process where everybody is using the language both speaking and listening, making the conversation respectful in order to create the perfect environment to share ideas and speak freely,

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inspiring students to use the language to discuss actual experiences in their environment (Richards et al., 1986).

The Circle Talk strategy has been reported to generate a comfortable space for expressing and discussing ideas using the language without being judged by peers or the teacher leading the activity (Mehl-Madrona, 2014; Wilbur et al., 2001). The Circle Talk creates stronger classroom dynamics and interpersonal relationships among class members, which can lead to a more participative learning environment (Maher, 2015). encouraging the learning of second language through communication in significant real-life situations and inspire the students to use the second language to talk about real experiences

In a Circle Talk environment, all participants are seen as equal parts, and the facilitation of reflecting and not interrupting the other participants helps in getting a better understanding between each other. Circle Talk offers a dialogue space for discussing ideas and resolving problems, where the purpose is not to persuade or judge others but to listen to them and be open to being influenced by other members' contributions (Wilbur et al., 2001). The nature of the Circle Talk does not allow direct conflict of ideas to take place and encourages listening and comprehension, for that reason, it helps to develop an environment where the participants might feel in a secure place to express their voice. Likewise, Wilbur et al. (2001) adds that:

The talking circle celebrates the sacred interrelationship we all share. It symbolizes an entire approach to life. By honoring the circle, we honor the process of life and the process of growth, and we honor the healing and

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transformation that take place in the presence of the group, because we are all related to one another in very basic ways (p.88).

Moreover, teachers implementing the Circle Talk strategy must be aware that speaking and listening skills are essential parts of the activity, as mutual understanding lays the groundwork for deeper, more meaningful discussion (Winters, n.d). In summary, the Circle Talk strategy creates an ideal learning environment for students to feel motivated and ready to learn. In that way, it can be inferred that the circle symbolizes a constant flow where all the participants share an affinity and are part of the previously mentioned flow. All the participants are seen as equal parts that contribute the same way to the process.

It can be also understood that each participant will have the same role and opportunities as the other participants, the facilitation of reflecting and not interrupting the other participants also helps in getting a better understanding between each other. Wilbur et al. (2001) complement previous ideas by saying that Circle Talk offers a dialogue space for discussing ideas and resolving problems, the purpose is not to persuade or judge the others but to listen to them and to be open to be influenced by the other members' suggestions and contributions.

Circle Talk activities were selected as appropriate ones for implementing the language as it "creates stronger classroom dynamics and more interpersonal relationships among class members" (Maher, 2015, p. 122). Additionally, the students "work with the target language together, and collectively increase their awareness of the language and the L2's culture, their critical thinking abilities, and their awareness of

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much larger issues in the world” (Maher, 2015, p. 122). This allows to create a learning environment that may allow the students to feel motivated and ready to learn.

Additionally, and complementing what was previously said, when a teacher implements a circle talk strategy in the classroom, he or she knows that speaking and listening skills are an explicit part of this activity. So, teachers may implement those in order to generate a better talk or discussion around the class and create a more participative environment, as Winters (n.d) states “mutual understanding lays the groundwork for deeper, more meaningful discussion” (p.1). That is to say that a complete understanding is needed for carrying out a proper conversation or discussion.

Moreover, Talking Circles can also affect the environment to such an extent that participation is enhanced but this also depends on the topic that is being used within the Circle Talk environment, for example by incorporating the cultural content the participation increases and students create and generate different thoughts while listening to the opinions that other students have. Taking all that has been mentioned into account, it was determined to consider different investigations that propose different activities that can be carried out through the circle talk, Tomas et al. (2015) talks about small summaries and daily conversations about tastes and interests, they say:

Oral summarizing is also important to adult language learners involved in daily conversations and small talk. The ability to produce fluent oral summaries of various topics or life events facilitates successful language learner interactions with English speakers in the community and in work settings. (p.167)

If the objective is to get to a fluent and natural speaking level, these topics will help students to develop themselves in more realistic activities in their daily context. In

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this way, students can take a more interesting position in which they know that what they are learning will be applied in their daily lives, whether it is talking about their interests or future projects since we are constantly talking about us and typical topics with other people.

On the other hand, there are other very interesting activities that can help develop this ability, taking into account that all students have different abilities and tastes. Bailey (2009) in her thesis on reading poetry talks about reading poetry to develop the ability to read fluently, if you have ever heard the phrase "you talk like you read" we can find a great connection with it, she says according Rasinski (2009) reading aloud might help the students to get interest in a text they would not be interested on their own, also the teacher can apply fluent performance, add pauses, phrasing, pace, and volume to get an effective prosody to engage the students and share the teacher's interpretation with them.

It is important to keep in mind that when we learn something we can develop many more abilities from it, in this case it is appropriate to think that when carrying out a group reading activity aloud, the teacher can make relevant corrections about the language and at the end of the reading which can be about beliefs, gender identity or the racism that happens around the whole world. So, based on reading, the group can develop the Circle Talk since all the students are familiar with the subject or topic previously read. This might work as one of different ways a circle talk might be implemented for enhancing oral skills and promoting the conversation between the learners.

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Furthermore, there are important insights where Circle Talk might be used for promoting a healthy discussion of controversial topics and enhancing communication between the learners that way. One example of it is a study done by Lyons et al. (2019) where the talking circle was implemented to increase the participation of the students by using sensitive topics such as violence, gender identity, mental health, gender equality, racism, death and bereavement which usually generate tension and controversy around the home and at the school. Due to the use of sensitive topics, it is easier for people to have established opinions that help and generate a good activity focused on the students' thoughts.

That being said, working on sensitive or controversial topics might work in order to develop a certain grade of cultural awareness, which, carried out alongside critical thought, reflection, and discussion, can help us to foster communicative competence. However, as Morales and Carroll (2015) affirm cultural awareness should not be the only way in consideration to approach an ESL classroom. Freeman and Freeman (as mentioned in Morales and Carroll, 2015) state that the goal of an effective, supportive teacher is to structure classroom activities in a way that bridges learners' gaps, and one way of doing so is to create a more personal, effective learning environment by connecting students' background and context to their teaching. Giving us the importance and relevance that we need.

That being said, even though our past and in some instances, our present time may be involved in all that tragedy, we cannot make aside our history and to begin with we need to start to consider it as something that may affect the development of students. Additionally, as Morales and Carroll (2015) state, "experts have explored and

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ascertained the relationship between historical context, culture, and an individual's development (...) that research has turned to study how sociocultural aspects affect students in the learning environment" (p. 195).

However, the Circle Talk might also work for discussing topics and content that is not so sensitive or controversial. It can also work for discussing contents with a direct cultural approach such as stories, books, movies. One example that helps to understand how useful the Circle Talk Activities might be is this study carried out by Stephens et al. (2012) in where there are different activities for the students to understand the content of a movie as assigning roles and then discussing, at the end the results show a clear improvement of their English skills in different areas such as motivation and communication.

Likewise, bearing in mind the cultural approach this article attempts to provide, there is a need to identify the benefits regarding cultural awareness for the students to have. According to this study carried out by Inree et al. (2019), in where the students were guided to participate in a strategy that is focused on taking a piece of literature and discuss about it, taking into account the culture, background, and context where it was created to contribute ideas to the class and the activity, this strategy is the literature circles, "students learned to realize their own cultural heritage, cultural norms, cultural values, cultural beliefs, and cultural behaviors by comparing and contrasting the issues that students found in various stories" (p. 40-41). That led us to understand that these types of activities are also helpful for developing cultural awareness for the students.

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Chapter III: Methodology

The purpose of this chapter is to provide an outline of the research methodology applied to build all the present work. This chapter will describe the Research Approach, the Research Design, the instrument that was used for the data collection and how it was implemented is described, and lastly, the connection of the constructs is to be explained.

As the purpose of this work is to study, explore and analyze the possible benefits the circle talk might have when focusing on cultural contents, the Research Approach that was decided to adopt is Qualitative Research.

To understand the reason why it was decided this way, it would be necessary to explain what Qualitative Research is and how it is to be applied. According to Aspers and Corte (2019), Qualitative Research differs from Quantitative Research as it does not study measurable data but focuses on discussing what the thing is, what it has, and how it correlates with its environment. In this case, as the subject of study are the main characteristics of Circle Talk and how it develops with cultural contents (instead of measuring data), it would be classified as Qualitative Research.

Likewise, as the nature of this work is to study the subject how it is and to analyze the main characteristics of the discussion topic, circle talk focused on cultural contents in this case, it was decided to adopt a Systematic Literature Review method for checking the current literature that has been built so far about the topic. According to Ridley, the Systematic Literature Review synthesizes different findings made during research from a large number of references in regard to a specific topic; there need to be explicit inclusion and exclusion criteria for addressing and analyzing the discussed

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topic (Ridley, 2012) correctly. In the case of this work, a considerable amount of sources were reviewed to build the basis of this document's perspective.

At the same time, for organizing and building this work's primary basis, it was necessary to categorize and organize all the sources found during the research. For that, a Synthesis Matrix was applied. According to Ingram et al. (2006), it is a chart in which the researcher inserts the relevant arguments of the subject; likewise, it helps to organize and categorize the different ideas and to find patterns that will help direct the research. This way, the present work has a clear direction and the ability to find patterns to establish a more structured and concrete perspective.

With all this in mind, how this work was conceived can be explained. First, 50 sources were revised to have a theoretical overview of the topic to be addressed within the Literature Review. The sources included academic works such as journal entries or practical studies. Likewise, to have clear criteria of which documents include or not, three constructs were selected to establish the primary Research Objective of this Literature Review. They are Communicative Competence, Cultural Awareness, and Circle Talk.

Once the appropriate sources were selected, they were added to the Synthesis Matrix; within it, information such as the Autor, the Journal, the Research Question, Design, Data, and Results are broken down to organize it and find the necessary patterns to develop the main idea that was intended to elaborate. There was a unique chart for each one of the constructs for grouping and categorizing the information individually. As mentioned, this would help find connections and patterns to build a concrete perspective.

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Once the patterns and relationships we established, the researchers had the primary basis for starting the writing process. For this, each construct and text's main ideas were taken to have them interact with each other to generate a solid theory. The primary connections that were found are going to be explained below.

First of all, it is vital to remember that the proposed strategy will utilize circle talk, a technique that involves reviewing cultural content, to enhance learners' oral skills. As there is limited literature on this strategy, this section will compare and contrast different aspects of circle talk, cultural awareness, and oral skills to formulate a theory on the effectiveness of this strategy.

According to Nation and Newton (as cited in Barrios, 2017), learning a language involves learning to communicate. Therefore, the proposed strategy will focus on improving learners' fluency, which Cadena et al. (2019) and Gorkaltseva et al. (2015) define as the ability to speak without unnecessary pauses and at a constant speed to convey the intended message effectively. Boonkit (2010) emphasizes the importance of creating a space for learners to practice speaking skills, achievable through the circle talk technique. This technique provides an environment where participants can freely share their thoughts and opinions about cultural content without fear of judgment from their peers or the teacher, facilitating the development of speaking skills.

According to Aleksandrak (2011), developing oral skills can be challenging due to the limited opportunities for students to use the language in authentic contexts. Therefore, creating a communicative space that facilitates both listening and speaking practices is crucial to enhance students' proficiency in the second language. The present literature review proposes implementing a token system during communicative

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activities to ensure a safe and organized environment where all students can participate without feeling intimidated.

Using tokens helps avoid direct confrontations or responses that may intimidate some students, as only the participant with the token is allowed to speak. This promotes a safe space for students to discuss sensitive topics without fear of being judged or ridiculed. As Winters (n.d.) suggests, building trust and relationships among participants is essential to create a foundation for courageous sharing and making everyone feel physically, psychologically, and emotionally safe.

Student anxiety and discomfort during speaking activities are common, mainly when presenting in front of the class. According to Fatmawati et al. (2020), students may experience stress when speaking in front of people with whom they are not close. Therefore, creating a safe and comfortable environment for learners, especially introverted ones, is crucial. Building confidence between the teacher and students and implementing strategies such as asking students to close their eyes to avoid feeling observed may also reduce stress and nervousness during speaking activities.

In conclusion, creating a safe and organized communicative space and implementing strategies to reduce anxiety and promote comfort and confidence are critical to developing students' oral skills in a second language. The present literature review proposes using tokens during communicative activities as an effective strategy to promote a safe and organized environment where all students can participate and develop their speaking skills. These findings have implications for language teachers and educators seeking to improve their student's oral proficiency.

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Moreover, the review argues that a communicative focus replaces the grammatical focus in language learning environments and that speaking activities significantly develop the basic interactive skills necessary for life. To this end, the Circle Talk strategy is proposed to improve speaking, listening, and reflection skills while creating a safe and comfortable space for students to share their thoughts. This approach can help promote critical thinking and independent opinions about different topics and issues, which is essential for developing intercultural competence.

In line with this, it is crucial to emphasize the importance of vocabulary in language learning and how it affects communication and understanding of different cultures. The literature review highlights the significance of leaving memorization aside and instead focusing on using vocabulary in different situations, not just as a system but as an expression of culture. Additionally, the review stresses the importance of developing communication skills, which are essential for the proposed Circle Talk strategy and for students to interact appropriately in other learning spaces.

Furthermore, the review suggests that the Circle Talk strategy might prevent conflict or reactive communication among students, as it encourages listening and reflection. Focusing on communication, listening, and reflection can also help students feel safe and comfortable expressing their thoughts, which can help resolve stress and insecurity issues in language learning environments.

According to the primary activity approach, cultural aspects, vocabulary, and communication would be the primary focus. In this approach, students would observe and analyze cultural content such as movies, music, news, and more. Following this, students would participate in the circle talk activity where they can discuss topics related

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to daily life and culture while practicing their speaking skills, learning aspects of the language, and becoming aware of the impact of language on the world. This approach emphasizes the importance of cultural understanding and language acquisition through interactive communication.

The literature review suggests that the circle talk strategy is versatile and effective in promoting discussions and developing conversational activities on specific topics. Furthermore, when used with content that highlights culture, the circle talk strategy can create a comfortable space for students to express their thoughts, avoid judgment, and develop their speaking skills.

Having all the connections adequately made, it can be understood that circle talk is not only a versatile strategy for carrying out discussions and developing a conversational activity around a specific topic. It might be found that, along with a focus on comfortableness, avoiding judgment, and sharing thoughts, the circle talk might be used with content with prominent culture for driving the activity to become a conversational space for the students to develop their speaking skills.

In conclusion, the primary activity approach, which focuses on cultural aspects, vocabulary, and communication, can be effectively implemented through the circle talk strategy. By incorporating cultural content into language learning activities, students can develop their speaking skills, gain cultural knowledge, and increase their understanding of the impact of language on the world.

Chapter IV: Conclusion

Now, taking into account that there are cognitive, linguistic, and affective factors that may affect or predispose the student to face English classes or activities in general,

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as well as the perception that they have of themselves that hinder the development of proficiency in the English language. It is relevant to reiterate that, According to Mehl-Madrona, 2014 circle talk is a space that fosters more profound listening and more reflective thought, where judgment has no place at all in order for the students to feel appreciated, secure and safe at the time of expressing oneself. Since all the participants participate in the same process and share the same role, the fact that they don't interrupt themselves helps the process to have an impact. Besides, if students do not get judged and they feel the respect from their partners, they will trust them, and as Winters (n.d.) states:

Talking Circles are more successful when the participants have trust in each other because the trust builds relationships, explores values, and creates guidelines for participation, helping everyone feel physically, psychologically, and emotionally safe in the circle and creating a foundation for courageous acts of sharing (p. 1.).

Consequently, it may have the possibility to change students' perspective about speaking in front of other students without feeling intimidated and, on the contrary, feeling motivated to share their ideas and participate actively in the activities.

Additionally, it is essential to mention that according to Crystal (2021), culture is defined as every aspect of human life that is conditioned by a society member interacting with his or her environment and other people. For interaction, it is needed to have communication, so a language is needed to be used; for that reason, it can be inferred that language is part of the culture, and, thereby, learning a language implies learning a culture.

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According to the primary activity approach, cultural aspects, vocabulary, and communication would be the primary focus. In this approach, students would observe and analyze cultural content such as movies, music, news, and more. Following this, students would participate in the circle talk activity where they can discuss topics related to daily life and culture while practicing their speaking skills, learning aspects of the language, and becoming aware of the impact of language on the world. This approach emphasizes the importance of cultural understanding and language acquisition through interactive communication.

The literature review suggests that the circle talk strategy is versatile and effective in promoting discussions and developing everyday activities on specific topics. Furthermore, when used with content that highlights culture, the circle talk strategy can create a comfortable space for students to express their thoughts, avoid judgment, and develop their speaking skills.

Consequently, when speakers acquire more cultural knowledge, they mix it with their previous knowledge about culture and how they see it; they create a connection between their culture and the culture of the second or target language. When circle talks are being integrated as a technique to deepen, cultural elements might contribute to understanding language usage and the quality of the output production while communicating orally.

In addition, it is also important to note that as Cadena et al. (2019) state, fluency is defined as the ability to perform a conversation in an organic way and without too many interruptions, which works appropriately to introduce the circle talk and the environment that it brings to the class, also considering that one of the problems for

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which students present a lack of oral fluency and motivation to speak is the lack of vocabulary, it might help to develop a conversation fluently due to the comfortability that the students have. Therefore, students will acquire more vocabulary and expressions to share their ideas by listening, sharing, and practicing with others.

It can be inferred that Circle Talk, as a conversational strategy, effectively promotes oral fluency, confidence, motivation, and participation among students. It can help shift students' perspectives on speaking in front of their peers from intimidation to motivation to share ideas and actively participate in activities. Therefore, teachers must have the skills necessary to create a safe environment where students feel comfortable expressing themselves while fostering respect and self-confidence to alleviate anxiety and intrusive thoughts such as fear of being wrong or judged.

In conclusion, using Circle Talk can significantly enhance students' language acquisition, oral fluency, and motivation to participate in discussions. Teachers can facilitate this process by promoting a safe and supportive learning environment, which reduces students' anxiety and intrusive thoughts and enhances their self-confidence.

Chapter V: Research contribution

Finally, we need to clarify how our literature review influences and assists further investigations or research and which advice we can offer to implement the Circle talk strategy with the cultural content focus on ensuring oral fluency in a classroom and with students.

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Primarily, we ground the field generating the connections of these three terms so there is a base to familiarize with the topic that the study might want to develop, in this case, circle talk.

Despite the benefits that the circle talk can bring to the classroom, it has many challenges that are needed to consider in order to have an impact, which is the objective of the research. One of the challenges is deciding which topics will be used in the activities, and it must be decided to bear in mind the target population. As Winters states, "Some topics that talking circles can be used to explore include specific content-related topics, asking participants what they have learned regarding the topic" (n.d.). Following that argument, it should be related to the experience that students may have so they can speak about it freely and generate a safe space to develop their ideas and thoughts. Otherwise, it may not have the impact that it wishes to have.

Another challenge in this strategy is the respect that it must have in order to develop its skills without feeling judged by other circle partners; in some scenarios, it would be challenging due to, as mentioned before, they can be judged by their partners when they are speaking and expressing their ideas.

Therefore, we recommend implementing the guideline that Winters (n.d.) gives us, as seen in Table 1 because it has some step by step that can be followed to create the perfect circle talk strategy. Besides, she recommends "asking questions that help the students connect those ideas to their own experiences" (Winters, n.d.), Which is a pivotal factor in performing a great exercise and developing oral fluency, confidence, and comfortability of students when speaking English language.

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Table 1 Talking circle Guideline

1. Respect the talking piece so the person with it can convey their message without interruption.
2. When you don't have the talking piece, listen respectfully and reflect upon, consider, and honor the meaning of what others say so you can build on the conversation
3. You can pass if you need to. Nonverbal communication and silence sometimes say more than words.
4. Mute your cell phone and computer devices to avoid interrupting others.
5. Speak for yourself and from your own experiences and perspectives. Use “I language” and not generic “people think. . .” or sweeping generalizations, like “students want. . .” language
6. Be courageous, honest, and open with your own stories. Speak your truth from your heart and be open to hearing others' truths.
7. Listen from the heart, allowing what others say to move you. Bear witness but do not provide advice or argue with others.

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8. Honor what others say with confidentiality and integrity, sharing only with context and in relevance to your own life and learning, not as gossip

Appendix A. Synthesis Matrix

Circle Talks						
AUTHOR	JOURNAL	TITLE	RESEARCH QUESTION	DESIGN	DATA	RESULTS
Aristo et al (2019)	(IJLI) International Journal of Learning and Instruction.	Circle Talk in Natural Approach to Improve Students' Participation in English Speaking.	How circle talk improves participation in English speaking in Natural approach?	Article	Researcher focused on task, pronunciation, fluency, comprehension and vocabulary. 21 students.	In general students tend to participate more at the end of the process and Circle Talk is effective in order to generate participation on the class.
Lyon, P., McCormack, K., Sauer, S., & Chamblin, M. (2019)	Open Access Library Journal	Can Conducting a Talking Circle about a Sensitive Topic Increase Participation for Elementary Aged Learners?	Effects of circle talks on students participation dicussing sensitive topics	Action research project	St. Brigid/Our Lady of Hope Regional School, Westbury, New York, USA in a fifth grade classroom and Holy Family School, Hicksville in a 4th grade classroom.	Circle talk about sensitive topics increase the participation for elementary aged students. Besides, the frecueny of the participations and the amount of students that participated in the class.

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Alaina Winters	Heartland Community College	USING TALKING CIRCLES IN THE CLASSROOM	How to implement circle talk in classroom?	Article	The circle process and how to implement it.	The correct implementation leads to generate a connection between previous experiences and new knowledge that can be implemented to critique culture and ideologies.
Wilbur, J. R., Wilbur, M., Garrett, M. T., & Yuhas, M. (2001)	The Journal for Specialists in Group Work	Talking circles: Listen, or your tongue will make you deaf	Provide a description of the Native American talking circle	Article	Six talking circles and 44 students from 18-34 years old	Circle talk also works as a peer support activity and it could be applied to any population
Lewis Mehl-Madrona, MD, PhD, MPhil and Barbara Mainguy, MA		Introducing Healing Circles and Talking Circles into Primary Care	How is Circle talk implemented in Native north american people implemented to the medicine.	Article	Measure Yourself Medical Outcome Profile 2	It was found that after the circle talk there were a great reductions in alcohol use over time. Besides, there were a significantly bettering mental health.
El-Baz, H. (2016).	Using Literature Circles for improving EFL learners	Using Literature Circles for improving EFL learners	The current study aims at investigating the effectiveness of using literature circles strategy on developing first year secondary stage students' speaking skills.	It consists on an experimental process in which participants develop speaking skills, The strategy was taught by the researcher, whereas the control group was taught using the traditional way of instruction by the regular classroom teacher. The rationale for this study is based on using literature circles along with cooperative learning as an	The sample of the study consists of 80 students enrolled in the first year; from Kafr Saad secondary school in Damietta. The sample's ages range between 15-16 years old. They are randomly assigned into two groups, the experimental group (40) and the control group (40). The experimental group received instruction through using literature circle	The experimental group out-performed the control group on the post-test in the overall speaking skill performance and in each speaking sub-skill separately. Furthermore, the experimental group students achieved tangible progress in their speaking after the implementation of the strategy as compared to their speaking before the strategy application. Hence, these positive findings of the study proved the effectiveness of using literature circles strategy in developing first year secondary school

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				underlying basic for this strategy to develop speaking skills of first year secondary stage students.	strategy. On the other hand, the control group received regular instruction.	students' speaking skill.
Maier, K. (2015).	EFL Literature Circles: Implementation and Assessment .	EFL Literature Circles: Implementation and Assessment.	The purpose of this paper is to describe how to set one up, and how to assess it.	The methodology used is a set of different student roles, such as Discussion Leader, Passage Person, Summarizer, Graphic Organizer, among others. In addition to rolework, there are pre-reading tasks, post-reading tasks, and collaborative tasks that will additionally enhance their reading and understanding of the text.	In here the are not specific data to analyze since the document is based on giving some instructions on how to set up a literature circle.	In conclusion, literature circles can be implemented, setup and assessed in any language acquisition program. They work with the target language together, and collectively increase their awareness of the language, the L2's culture, their critical thinking abilities, and their awareness of much larger issues in the world.

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Patricia et al. (2019)	Can Conducting a Talking Circle about a Sensitive Topic Increase Participation for Elementary Aged Learners?	Open Access Library Journal	<p>Can conducting a talking circle about a sensitive topic increase participation for elementary aged learners? But at the same time is sub divided in three questions:</p> <p>1) Will fourth and fifth graders ask more specific questions about justice injustice?</p> <p>2) Will the talking circle encourage the students to make statements of change?</p> <p>3) Will a talking circle better equip the teacher to handle race and ethnicity discourse?</p>	<p>The pre-test of this action research study was constructed of four main components including an introduction to the topic, a period of direct instruction, a class discussion, and student assessments. One form of assessment used during this research was a frequency chart.</p>	<p>This project took place at St. Brigid/Our Lady of Hope Regional School, Westbury, New York, USA in a fifth grade classroom and Holy Family School, Hicksville in a 4th grade classroom. The students in the classroom are very diverse with many identifying as African-American, Haitian-American, Jamaican-American, Afro-Caribbean, Latino, and Caucasian. Two of the researchers for this project are full-time teachers at these locations and were afforded permission to execute the project.</p>	<p>After analyzing the data collected during this action research study, it was concluded that conducting a talking circle about a sensitive topic does in fact increase participation for elementary aged learners. The positive results of this study have helped to confirm a beneficial strategy to engage students in civil ways to discuss their different views and opinions concerning a variety of sensitive topics.</p>
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Morales and Carroll (2015)	Using literature circles in the ESL college classroom: A lesson from Puerto Rico	Colombian Applied Linguistics Journal	this paper will focus on research concerned with ESL students and the background knowledge they bring to a classroom specifically designed to promote language acquisition.	In this case the research was carried out in a way in which it was the instructor of record for the course and the second author served as the mentor professor and conducted the focus-group interview.	<p>The authors of this paper conducted all data collection for this study in a first year Basic English I course at The University of Puerto Rico, Mayagüez Campus.</p> <p>The site for this study was INGL 3101 Inglés Basico I (Basic English I), where 29 students were enrolled. Fifty-six percent of the students were male and 60 percent attended public schools prior to enrolling at the university. The majority of the class consisted of first year students aged 18-20.</p>	Throughout the observations of the unit, it was obvious that students were collaborating and participating to a greater extent than they had in previous units. Students participated more than they had previously in the semester. Though at times I had to prompt them and they often answered in Spanish, giving students a particular role for the discussion and providing them time to prepare their answers seemed to make them feel comfortable enough to share their work in class and enable an exchange of ideas.
Inree, . T. ., & Thongrin, S. (2019)	Journal of Humanities and Social Sciences Suraththani Rajabhat University	IMPACT OF LITERATURE CIRCLES ON EFL UNDERGRADUATE STUDENTS' INTERCULTURAL AWARENESS	This study aimed to investigate the impact of literature circles on undergraduate students' intercultural awareness.	This is a qualitative study which aims to investigate deeply the events and the emerging data. This section will indicate participants and context, Research instrument, and research process	The participants were 26 students, and this qualitative study employed semi-structured interview and journal to collect the data	The results showed that reading children's literature integrated into literature circles could help the undergraduate students increase their intercultural awareness. In addition, students could develop not only their own cultural awareness but awareness for

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						different cultures as well.
Jennings, L., Gandarilla, M., & P. Philip, P. P. (2015)	PKP Publishing Services Network	Using the Native American Talking Circle: Experiential learning on ethnic and cultural diversity of Southern California	Talking Circles are a method of group communication used by Native American tribes (such as the Iroquois and Cherokee) to settle disputes, educate, tell stories and make decisions. When considering the practice in the context of social work with groups, there are distinctions that are uniquely Native American in philosophy and culture	The study took place in a university located in a mid-sized city in southern California with tremendous racial diversity	The ages of the participants ranged from 20s to 40s. The majority were in their 20s. All the participants were first year female MSW students. Eleven identified as Latino, five as Asian, one as African American, one as white, and two as mixed ethnicity.	One finding that was expressed unanimously was that the circle engendered an environment where the participants felt safe. Safety in the group session allowed participants to share in a way that might not be fostered in other formats of groupwork

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Stephens, C. (2012)	English Teaching Forum	Film Circles: Scaffolding Speaking for EFL Students	Many new EFL teachers learned English in a traditional context that emphasized memorization and grammar, but after four years of studying pedagogy, they have become very knowledgeable about current communicative teaching methods.	In the course of the action research project, the pre-service teachers applied what they had learned in their degree program about successful communicative activities. As they researched interactive speaking activities that would work in the context of the public school system, they discovered a lesson plan that could be adapted to create a collaborative and highly communicative project that was ideal for their students	Information was also collected by survey - ing students about whether they liked the Film Circle and whether they thought that it helped them communicate in English	The Film Circle project was a success for both the teachers who designed it and the high school students who used English to meaningfully communicate for the first time. The students saw that they could express their ideas in English and were able to connect with a truly motivating classroom activity that allowed them to reach a new level of English communication
Cultural Contents						
AUTHOR	JOURNAL	TITLE	RESEARCH QUESTION	DESIGN	DATA	RESULTS

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Kramsch (as cited in Ayu, 2020)	Journal of English Teaching	Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia	the writer's aim of this research is to find out the representation of cultural content on textbooks used by tenth grade students in Indonesia created by Ministry of Education and Culture.	Descriptive qualitative study		The textbooks did not expose much on the cultural content of source culture and small cultural element of target culture
Day Translations (2018)	Day Translations blog	The Relationship between Language and Culture Defined		Blog		
Hartono et al., 2021	Linguistics and culture review	Language: A 'Mirror' of the Culture and Its Application English Language Teaching		Literature Review	The whorfian hypothesis definition	
Gao (as cited in Uddin Choudhury, 2014)	Express, an International Journal of Multi Disciplinary Research	THE ROLE OF CULTURE IN TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE	is it necessary to learn about the culture of the target language to acquire English as a foreign or second language?	Article	The definition of culture, its relationship with language and what role it plays in teaching and learning English as a foreign or second language	Offers a perspective about how to teach culture in English language classroom.

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Zaghwani and Salem (2015)	Journal of Modern Education Review	Culture Awareness and Learning English as a Second Language (ESL)	What is the role of being culturally aware in increasing ELLs' performance in using English in reality? What problems ELLs encounter while learning ESL in the United States? Why can ELLs not interact effectively with native English speakers in reality? What are the benefits of being culturally aware in increasing ELLs' performance in using English in reality?	Qualitative Research	Interviews and observation	The data analysis shows that the participants, who are completely immersed in the English community, are good users of English and have no difficulties in understanding native English speakers.
Tudor (2001)	Cambridge: Cambridge University Press.	The Dynamics of the Language Classroom.	The goal of the book is to explore the complexity of English teaching as it is lived in the classroom	Book		language "can only be understood within the framework of the meaning structures of the relevant speech community, and the study of language therefore needs to operate within a sociological and sociocultural framework." (p. 57)
Holmes, J. (2001)	Sociolinguistics	Sociolinguistics	The goal of the chapter is to outline main aspects of sociolinguistics	Literature review		The use of culture and language and the thought of a group of people that might vary according to their language and culture.

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Sari, D. D. (2021)	English Teaching and Linguistics Journal	The Correlation Between Students' Vocabulary Achievement and Fluency in Speaking English	The objective of the study was to find out the correlation between students' vocabulary achievement and fluency in speaking English.	Descriptive qualitative analysis	The data were collected from the students' achievement in two tests. The test in speaking and writing form.	Result of writing test the highest score was 95 and the lowest was 65. Result of speaking skill test the highest score was 89 and the lowest score was 56.
Diego Alejandro USMA RESTREPO (2015)	Department of Foreign Languages and Cultures Universidad de La Sabana	L2 Spoken Fluency through Interactional Tasks	How can learners' speaking fluency in English be promoted by interactional tasks?	Qualitative action research	Data from audio Recordings, Interviews, field notes	These studies have shed some light on the benefits that interaction yields to the process of learning a second language, particularly in relation to speaking. Such benefits were evident in the present study and prove that including interaction into language lessons at the local Colombian contexts is likely to help learners enhance their competence in English.
Rodríguez, L. F. (2015)	Profile Issues in Teachers' Professional Development	The Cultural Content in EFL Textbooks and What Teachers Need to Do About It	This article analyzes the cultural content in three communicative English as a foreign language textbooks that are used as main instructional resources in the English classroom. The study examined whether the textbooks include	Literature Review		Culture is transformative

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			elements of surface or deep culture, and the findings indicate that the textbooks contain only static and congratulatory topics of surface culture and omit complex and transformative forms of culture.			
Kim, D. (2020)	ECNU Review of Education	Learning Culture: Teaching Language to the Whole Student. ECNU Review of Education	This article develops a conceptualization of language pedagogy that engages the whole student. Instead of teaching language as if it were just a collection of grammar and vocabulary, we need to think about language as extending into many aspects of life and engaging whole people.	This article builds an original conceptualization of language learning and teaching that imagines language learning as a tool for developing whole people. It brings together research on learning culture through language, together with cultural-historical activity theory (CHAT), to develop a vision for language learning and human development.	In our rapidly changing, increasingly interconnected contemporary world, we need a more dynamic conception of culture than has typically been used to design language teaching and learning. This article draws on CHAT, especially the ideas of dialogue and critique, to develop an account of language pedagogy that can engage the whole student.	When we teach language, we should be helping people participate in ways of life. This goes beyond knowledge of subject matter, and it goes beyond any simple type of well-being. Language learning can immerse students in others' worlds, and it can foster empathy and understanding across social and political divides. But it can do so only if we base our research and pedagogy on an adequate account of language and culture.

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Agudelo, J. J. (2007).	Íkala, Revista de Lenguaje y Cultura	An intercultural approach for language teaching: Developing critical cultural awareness	The implementation of an intercultural approach in a course from the undergraduate foreign language teaching program at this public university sought to help future language teachers understand not only the multiple socio-cultural factors that are implied in the teaching of a foreign language, but also the importance of critical cultural awareness to be able to understand other cultures without losing perspective of the local reality	Analysis of the interviews revealed critical cultural awareness in students' teaching practices and personal views. It also showed students becoming conscious of the essential role of culture in language teaching	theoretical background that supports the adoption of a critical approach for language teaching which considers language and culture as interrelated.	The ways in which the EFL field has addressed the intrinsic relationship between language and culture have not been completely adequate, considering the complex dimensions represented in the establishment of a dialogue between cultures.
Ali, S., Kazemian, B., & Mahar, I. H. (2015)	Dinamika Ilmu: Journal of Education	The Importance of Culture in Second and Foreign Language Learning	This assignment study indicates problems in view of teaching English as a medium of instruction in public sector colleges of interior Sindh, Pakistan and prescribed textbooks in Iranian schools	Literature Review	1. Culture in Second/Foreign Language Learning 2. Intercultural Communication 3. Intercultural Communication Competence 4. Implications on Teaching Language through Culture	Culture being an important and integral part of human society deals with the communication of language by the individuals in a variety of situations and circumstances.

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Allwood, J. (1999)	Gothenburg Papers in Theoretical Linguistics	On The Role of Cultural Content. Gothenburg Papers in Theoretical Linguistics	Culture could be said to be the conventionalization of nature. Language could be viewed as the most prototypical of all examples of this process. But language is related to culture not only as an example of a systematic relation between nature and culture but also by presupposing and being presupposed by a range of other primarily nonlinguistic cultural phenomena	suggest an analysis of the concept of "culture" which might serve as a background for a discussion of language learning and intercultural communication.	1 Factual cultural information 2 Attitudes and values 3 Learning by doing	Firstly, the topic of what might be called cultural information is addressed. Secondly, the difficult but essential area of attitudes and values is discussed. Thirdly, a suggestion is made that an overriding guide line for an integrated teaching of language and culture is captured under the heading "learning by doing".
Kinberg, M. (2009)	International Journal of Bilingual Education and Bilingualism	Cultural globalization and language education	The Journal is multidisciplinary and focuses on all aspects of bilingualism and bilingual education around the world.	Theoretical and conceptual analysis, foundational and applied research using qualitative or quantitative approaches, critical essays, and comparative book reviews are all invited	Books review	the text explain concepts like globalization and its effects over the perception of culture , giving an historical background and how the globalization affects intercultural interactions in the second language learning

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Kumaravadi velu, B. (2008)	Published by Yale University Press, New Haven and London	Cultural Globalization and Language Education	it is the cultural logic of the global and the local , along with its unfailing impact on language education , that constitute the central theme and objective of this book	qualitative research , that used a lot of qualitative instrumentals to constitute the analysis of the central theme	the data was collected from Books review, interviews with a critical point of view	Cultural globalization contribute to indentity formation in the contemporary world , anyways the author explained that there's no relation between cultural assimilation , plurarism , hybridity do not have the adequate explanaroty power to elucidate how the relationships between global , social and individual are closely connected.
Byram, M., Gribkova, B., & Starkey, H. (2002)	UCL Discovery	The purpose of this book is to make this new Intercultural Dimension easily accessible in practical ways to those teachers who want to know what it could mean in practice for them and their learners in their classrooms.	we want to demonstrate that an Intercultural Dimension does not mean yet another new method of language teaching but rather a natural extension of what most teachers recognise as important without reading lots of theory	programmes of activities and publications it continues to pursue the development of language teaching to meet the needs of the contemporary world.	Education for intercultural understanding remains central to the Council of Europe's activities to promote greater mutual understanding and acceptance of difference in our multicultural and multilingual societies	This publication is intended as a practical contribution to its current programme to develop intercultural dialogue. Developing the Intercultural Dimension in Language Teaching has been produced in a format which makes the issues accessible and deals with questions which teachers often ask.
Crystal, D., & Robins, R. H. (1999-2022)	The Editors of Encyclopædia Britannica	language	Many definitions of language have been proposed.	Different systems of communication constitute different languages; the degree of difference needed to establish a different language cannot be stated exactly	This booklet is intended to provide theoretical background on language	In most accounts, the primary purpose of language is to facilitate communication, in the sense of transmission of information from one person to another. However, sociolinguistic and psycholinguistic studies have drawn attention to a range of other functions for language.

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Deoksoon, K. (2020)	Learning Language, Learning Culture: Teaching Language to the Whole Student	ECNU Review of Education	This article develops a conceptualization of language pedagogy that engages the whole student. Instead of teaching language as if it were just a collection of grammar and vocabulary, we need to think about language as extending into many aspects of life and engaging whole people	This article builds an original conceptualization of language learning and teaching that imagines language learning as a tool for developing whole people.	research on learning culture through language, together with cultural-historical activity theory (CHAT), to develop a vision for language learning and human development.	When we teach language, we should be helping people participate in ways of life. This goes beyond knowledge of subject matter, and it goes beyond any simple type of well-being. Language learning can immerse students in others' worlds, and it can foster empathy and understanding across social and political divides. But it can do so only if we base our research and pedagogy on an adequate account of language and culture.
Ho, S. (2009)	Electronic Journal of Foreign Language Teaching	Addressing culture in EFL classroom: The challenge of shifting from a traditional to an intercultural stance	This paper reports on an ongoing study into the presence and status of cultural content in tertiary EFL teaching in Vietnam and the effect of intercultural language learning on learners' EFL learning	The proposed cultural components involve the target groups of English-majoring students in a Vietnamese university in Central Vietnam.	The Speaking unit is designed for first-year students of English who are required to have pre-intermediate level of English proficiency, whereas the British Culture unit is for third-year students whose English proficiency is required at upper-intermediate level	The proposed cultural components Addressing Culture in EFL Classrooms 73 are expected to provide much benefit to learners as they can help them become both linguistically and intercultural competent learners. A shift from a traditional to intercultural stance in EFL classrooms will contribute to teachers' professional development for a long-term plan for language teaching

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Kuo, M, & Lai, C. (2006)	Journal of Foreign Language Instruction	Linguistics across Cultures: The Impact of Culture on Second Language Learning	The purpose of this article is to discuss the inseparable relation between culture and language and the implementation of instructional strategies for teaching second language through culture to enhance students' linguistic comprehension	the methodology of this qualitative research, uses books review/analysis, giving us strategies for teaching with a sociocultural approach and other methodologies	the data was collected from Books reviews which one tries to give us a context of the impact of the culture at the moment of learning a second language	Understanding the relationship between culture and linguistics will help us to develop instructional strategies and pedagogies for teaching second languages. In the information driven world, language ability gradually becomes an essential skill.
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Oral Fluency

AUTHOR	JOURNAL	TITLE	RESEARCH QUESTION	DESIGN	DATA	RESULTS
Kamonpan Boonkit.	Procedia Social and Behavioral Sciences 2 (2010) 1305–1309	Enhancing the development of speaking skills for non-native speakers of English	The literature review covered three main aspects: significance of speaking and related research, strengths and weaknesses of speaking for EFL speakers, and a task-based learning approach	The methodology of the research procedure included three major sections: research framework, subjects and research instruments, and data collection and analysis.	The data was collected during the 15 weeks of the course. 'Strength and weakness' sheets were used to record the participants' speaking performance in every task, which covered comments from classmates and the instructor. Then the participants were invited to answer the interview questions relating to factors enhancing the development of their speaking, which became the findings for	The findings in this section were derived from interviews conducted with the course participants. Building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance

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					the first research question.	
Gorkaltseva	Procedia - Social and Behavioral Sciences 206 (2015) 141 – 147	Enhancing Oral Fluency as a Linguodidactic issue	The problem of enhancing fluency is successfully addressed by the cognitive-communicative approach. Based on the immediate connection between cognition and communication , blended with the research on activity and critical thinking as dominant driving forces in learning promoted by Vygotsky	At the preliminary stage the following activities were performed: <ul style="list-style-type: none"> • the assessment of the level of learners' fluency • the analysis of the major factors hindering the development of fluent speaking skills 	20 out of 24 students required the development of prosodic skills (pronunciation, stress and intonation), 18 students had unsatisfactory repair skills, 17 students had serious problems with coherence, and all the students needed improvement in vocabulary and idiomaticity.	The implementation of the developed methodology produced satisfying results in terms of eliminating the negative factors hindering the development of oral fluency. As a result of reducing the hindering factors specified above, the methodology contributed to the increase in learners' oral fluency: 24 students (100%) were able to communicate during the free-talking sessions; 19 of them (79.15%) were willing to participate in a free-talking session immediately, and 5 students (20.83%) got involved in the talks after some pausing.

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MAGDALENA ALEKSANDRZAK	GLOTTODIDACTICA XXXVII (2011) ADAM MICKIEWICZ UNIVERSITY PRESS POZN	Problems and challenges in teaching and learning speaking at advanced level	commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.	task-based approach stems from the general idea that "a language is best learned through using it, rather than learned and then used"	The literature review covered main activities: Conversations Interviews class survey Discussion Academic presentations storytelling jokes drama role-play simulation	Learners at the advanced level of language proficiency are more likely to benefit from detailed descriptions of their speaking skills than from a single score which depicts their ability to communicate in general
Dina Julieth Barrios Acosta	Universidad Del Norte Instituto de Idiomas Maestría en la Enseñanza del Inglés Barranquilla -Colombia	Exploring oral fluency development through the use of fluency development techniques in A1 students in the context of Colombian Caribbean Outreach EFL Program.	This classroom research has the purpose to explore the effectiveness of fluency development techniques in the context of a population of A1 students in a Colombian Caribbean outreach EFL program	In order to gather data, this study designed and used observation technique, questionnaires, interviews, and some recordings to contribute a better understanding of the context.	The project was implemented at the same time in both groups to make an analysis during the intervention and keep records on the progress or advancement of these groups in the fluency of speaking.	it was remarkable that one of the techniques that worked better to develop fluency was "Fluency circle" because students learned to automatize some expressions used in the English language due to the constant repetition of language chunks. The second technique with good result was the role play technique. In this case the students must developed a role in order to respond to a need or situation provided by the teacher in one card.

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Koponen & Riggens	Article of University of Michigan Press.	Overview: Varying perspectives on fluency, Perspectives on fluency (2000).	Wish to better understand discourse analysis as it applies to the language classroom and who need to design courses and materials with the goal of developing their intermediate to advanced students' skills as researchers in acquiring their new language	They applied a qualitative methodology for this research , they report the results of a survey of fluency activities (free production, rehearsal/ repetition, consciousness-raising, and use of formulaic sequences and fillers	Found in 28 ESL learner texts and 14 teacher resource materials. The findings indicated a heavy emphasis on free-production tasks in both learner and teacher resource books, with less focus on the use of formulaic sequences, rehearsal, and repetition	L2 programs foster communicative competence, the oral fluency is an important outcome criterion. However, the development of fluency is neglected in many ESL classrooms and in the learner texts that often form the basis of communicative second language instruction
Roso Freddy Cadena Aguilar, Javier Hernando Ortega Cuellar, Albedro Cadena Aguilar	Daily 6: An Approach to Foster Oral Fluency of English as a Foreign Language in Adolescents	Profile Issues in Teachers' Professional Development	To respond to the lack of oral fluency limiting participants' overall speaking performance in English as a foreign language	A needs analysis performed on a group of 13 adolescent students at a private institution in Bogotá, Colombia, revealed affective and linguistic needs hindering students' oral performance. The students participated in a diagnostic-achievement test that was video-recorded from three to four minutes.	The study was based on qualitative action research. This type of educative research focuses on teaching and learning issues that could be improved, and whose improvement would benefit a certain population and their social situation by developing new ideas and alternatives	The impact on the participants' oral fluency decrease of anxiety, the fostering of motivation and self-directed behaviors, and the speaking opportunities provided

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Iakovos Tsipakides	Journal International Education Studies	Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations	The aim of the research study was not to establish a link between language anxiety and performance, because this is already well established in the literature. In contrast, the research aimed at linking the theoretical construct of foreign language speaking anxiety with everyday classroom practice	Qualitative research techniques were employed in the case study, since research questions pointed to the need to gain access to a wealth of detailed information	Participants The sample consisted of fifteen students in the third grade of a lower secondary school in Greece, aged 13-14 years. Lessons were held three times a week for a period of forty-five minutes each. All students had been studying English for a total of 5 years, and the average classroom level was intermediate.	Because foreign language speaking anxiety in the English classroom may stem from fear of making mistakes and the consequent fear of negative evaluation, and students' perception of low ability in relation to their peers, we suggest that teachers may want to consider the following interventions
GABRIELA GOMEZ MENDEZ, OLGA LIDIA FLORES CASTRO	A thesis submitted to the School of Languages for the Degree of LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS	TEACHERS' STRATEGIES TO MOTIVATE SHY TEENAGE STUDENTS TO PARTICIPATE IN SPEAKING ACTIVITIES IN THE EFL CLASSROOM	The main purposes of this research are, first to explore if speaking is promoted and how it is encouraged in the classroom. Secondly, it is aimed to identify shy students in the classroom and find out if specific teaching strategies are applied for this personality feature in order to help them develop their speaking in class. Thirdly, it aimed to explore how	The type of study used in this research is descriptive because it attempts to analyze and describe experiences and opinions from the participants towards a specific issue. This research follows a qualitative approach as it is an investigation procedure that gradually makes sense by contrasting, comparing and analyzing the results obtained	Teachers' Interview Class Observation Data Collection Data Analysis	We conclude through our experience in this research that for shy teenagers "making them feel relaxed", having a "mandatory participation" and giving them enough time to "prepare" before speaking could be some of the most outstanding strategies to regulate their shyness in a way that motivates them to speak

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			shyness affects students speaking performance when being evaluated and in their learning in the EFL classroom	from the participants.		
Shumei Zhang	Journal	The Role of Input, Interaction and Output in the Development of Oral Fluency	its focus on the role of input, interaction and output in the development of oral fluency in the EFL context from both a theoretical point of view and a case study	Literature view Input, Interaction and Output Input Interaction Output The Definition of Fluency	Two instruments were used: tests of oral fluency and face-to-face interviews	literature shows that comprehensible input, interaction and output play an essential role in L2 acquisition. The present study suggests that it is possible for a non-native speaker to possess near native-like proficiency in a foreign language setting if he or she has adequate and effective input, interaction and output.
Yang, Yijie (2013)	International Journal of Research Studies in Language Learning	The development of speaking fluency: The 4/3/2 technique for the EFL learners in China	How to improve speaking fluency through the communicative activities in an environment that English is a Foreign Language?	Yang used a mix between qualitative and quantitative methods for answering the research question, using literature review.	He decided to make six questions with a total out of 30 , ranking 1 (lowest) to 5 (highest) These questions are closely examining the key issue that the speaking fluency achievement in the EFL class will support the real conversations that require	The first finding is that the overall proficiency is increased, especially the speaking fluency and the confidence of speaking. Secondly, most EFL learners' grammar structure is improved after the research period.

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					similar languages and contents	
Santi B. Lestari, S.I. Haghi & C. Gdowski. 2014	working paper ,Newcastle University	Formative Assessment tasks for assessing receptive skills in the language classroom	This booklet is intended to provide theoretical background on formative assessment and explore innovative ways of developing formative assessment tasks in order to assess students' receptive skills in foreign language learning	Qualitative working/formative paper , that provides theoretical background.	The information exposed in the text were given by multiple studies and experiences from the authors, making, in that way , a booklet with the objective to provide knowledge over the formative assessment tasks.	Formative assessment is an effective way of assessing your students' abilities while promoting effective learning and teaching. This booklet includes 6 complete tasks with an appendix of materials
Marian J. Rossiter	Article Published by University of Toronto Press	Oral Fluency: The Neglected Component in the communicative language Classroom	The current instructional ESL resources must be supplemented to facilitate the effective development of learners' oral fluency	Quantitative research , using report the results of a survey of fluency	She summarized some of the pertinent literature on activities (free production, rehearsal/repetition, consciousness-raising, and use of formulaic sequences and fillers) found in 28 ESL learner texts and 14 teacher	The findings indicated a heavy emphasis on free-production tasks in both learner and teacher resource books, with less focus on the use of formulaic sequences, rehearsal, and repetition. Learner texts were sorely lacking in consciousness-raising activities; furthermore, fewer than half of the

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					resource materials	teacher resource books included these.
Gaya Tridinanti	International Journal of Education & Literacy Studies	The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang	The objective of this study was to determine the correlation between speech anxiety and self-confidence with students' speaking achievement. Thus the research questions are as follows	The population in this research is all fifth semester students of Study Program of English Language Education of a private University in Palembang in the academic year 2017-2018. The researcher distributed the questionnaires and conducted the speaking test in two sessions.	There were two questionnaires, speaking anxiety questionnaire consisting of 17 items and self-confidence questionnaire consisting of 20 items. The scoring of the speaking test was based on the rubric. This rubric is called Practical Rating Rubric	The result shows there is a significant positive relationship between the variables of self-confidence and learning achievement.

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Natalia Rahayu	Submitted to English Language Teaching Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree	ENGLISH LANGUAGE TEACHING DEPARTMENT T TARBIYAH AND TEACHER TRAINING FACULTY SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON (2015)	What are the strategies used by teacher in overcoming students' problem in speaking English daily language program at Husnul Khotimah Islamic Boarding School?	This research was categorized as a descriptive research because the researcher wanted to describe the students' problems in speaking English daily language of the second grade students of Husnul Khotimah Islamic Boarding School	To collect the data in this study, there was the researcher himself who was being the instrument of research. To make the data more accurate, the researcher will use the techniques of collecting data, such as observation and interview	the researcher was able to conclude of the students' problems faced in speaking English daily language program are include; fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline. Besides, the researcher has a finding research in students speaking problem, that the problem are faced because of some psychological factors such as fear of making mistakes, shyness, lack confidence, and lack of motivation
Thornbury Scott.	Produced for the publishers by Bluestone Press, Charlbury, Oxfordshire, UK Text design by Keith Rigley at White Horse Graphics	How to Teach Speaking.	How to teach Grammar has been written for teachers of English who are curious or confused or unconvinced about the teaching of grammar. They may be in training, relatively new to the job, or very experienced.	This book uses a descriptive qualitative method, that provides theoretical background to learn how to teach the grammar	The information exposed in the text were given by multiple studies and activities about the grammar uses, which could be use in different forms according to the experience of the authors	In conclusion Thornbury explained how to teach grammar and how to learn a different language based on grammar approaches

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Benavides, J. (2021)	Portal de Revistas UN	Level of English in Colombian Higher Education: A Decade of Stagnation. Profile: Issues in Teachers' Professional Development	In the educational field, the importance of English, especially in developing countries, has been growing due, for the most part, to frequent opportunities for educational mobility offered worldwide to students of higher education	Literature review	analysis of the situational context using the information available from the ICFES databases	The very low level of English communicative competence shown in the period 2007-2017 from the ECAES, and Saber Pro exams for university professional programs concerning the English module reveals a relative stagnation of the development of the linguistic and communicative competencies showing the real difficult situation of English in the Colombian educational system.
Fatmawati, D., & Supra, W. (2018)	Asian-Pacific Journal of Second and Foreign Language Education	Measuring foreign language anxiety among learners of different foreign languages: in relation to motivation and perception of teacher's behaviors	This study investigates foreign language anxiety among Indonesian undergraduate students of English, French, Japanese, Korean and Arabic language programs, and examines its relationship with students' motivation and their perception of teachers' behaviors.	The data collection was conducted with the help of teachers of each foreign language classrooms. After explaining about the research and ethical issues and asking for students' consent to be research participants	Questionnaires were distributed to 182 s-grade undergraduate students majoring in five foreign languages at an Indonesian public university.	analysis revealed that learners of Japanese have the highest foreign language anxiety level compared to others.

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Zobidah, O., Ahmad, N., Tengku, S., Wong, M., Seong, P., & Syamilah, Y. (2021)	International Journal of Evaluation and Research in Education (IJERE)	Interactive language learning activities for learners' communicative ability.	Learners' communicative in English language has been unsatisfactory due to the factors that affect their self-confidence and motivation to speak. However, the problem persisted even though ways were used to overcome the lack of communicative ability among learners in Malaysia	The study aimed to analyse the effectiveness of the interactive language learning activities in motivating learners to speak in language classroom.	A set of questionnaires containing two sections with 30 questions was administered. There were 50 primary school learners selected randomly to participate in this study.	The results were collected and presented in the form of tables. The finding showed that self-confidence, motivation and learning environment affect the learners' English language speaking ability and the results indicated that interactive language learning activities are able to overcome problems pertaining to communicative in language classroom.
Suarez, L., Mena, D., & Chaparro, A. (n.d.)	Research Report submitted	Collaborative Learning: A Strategy to Promote Speaking Skills in A1 Students from Two Colombian Public Schools	The main purpose of this research study was to determine the extent to which the implementation of collaborative learning might foster the development of speaking skills. It was focused on grammatical competence of 54 A1 level students. The analysis of the oral performance involved accurate grammatical rules and appropriate vocabulary when students worked collaboratively.	This research follows a qualitative action research approach that took place in two public institutions in Bogota - Colombia.	The information was gathered using data collection instruments such as audio recordings of students role plays and questionnaires.	The findings of the research suggest that collaborative learning raised participants' awareness of their language competence, their difficulties, and the way to overcome them through self-correction, monitoring, peer correction, and minimal responses. Additionally, collaboration encouraged learners to be more involved in their learning process and actively participate in the English class

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