

Topic:

**COMMUNITY CIRCLES IN THE DEVELOPMENT OF A1 - SPEAKING
SKILLS**

Research project prior to obtaining the title of Master on English Pedagogy
as a Foreign Language

Line of research:

Innovative pedagogies, teaching methods

Author:

Elsie Ileana Vásquez Soria

Director:

Verónica Gissela Jarrín Escobar Mg.

Ambato-Ecuador

Marzo 2022

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE AMBATO

APPROVAL SHEET

Topic:

COMMUNITY CIRCLES IN THE DEVELOPMENT OF A1 - SPEAKING
SKILLS

Line of research:

Innovative pedagogies, teaching methods.

Author:

Elsie Ileana Vásquez Soria

Verónica Gissela Jarrín Escobar, Mg.

f. 
.....

MEMBER

Paola Vanessa Navarrete Cuesta, Mg.

f. 
.....

MEMBER

María Augusta Villacrés Camino, Mg.

f. 
.....

MEMBER

Juan Carlos Acosta Teneda, P. PhD.

f. 
..... OFICINA DE POSGRADOS

POSTGRADUATE OFFICE DIRECTOR

Hugo Rogelio Altamirano Villaroel, Dr.

f. 
..... SECRETARÍA GENERAL
PROCURADURÍA

PUCESA GENERAL SECRETARY

Ambato-Ecuador

Marzo 2022



BIBLIOTECA

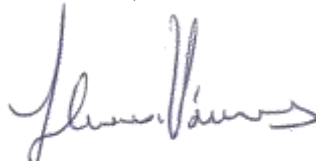
STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

Yo: **ELSIE ILEANA VÁSQUEZ SORIA**, con CC. **1801959642**, autora del trabajo de graduación titulado: “**COMMUNITY CIRCLES IN THE DEVELOPMENT OF A1 - SPEAKING SKILLS**”, previa a la obtención del título profesional de Magister en Pedagogía del Inglés como Lengua Extranjera, en el programa de **Posgrado Maestría en Pedagogía en inglés como Lengua Extranjera**.

1. Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2. Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través de sitio web de la Biblioteca de la PUCE Ambato, el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ambato, marzo 2022



Elsie Ileana Vásquez Soria

CC. 1801959642

ACKNOWLEDGEMENTS:

All professors from Universidad Católica del Ecuador Sede Ambato, who contributed to enhance my personal academic background in terms of a better training in the teaching area.

Mg. Verónica Gissela Jarrín Escobar, Mg. Juan Carlos Acosta Teneda and, Mg. Juan José Ramos Paredes, for their unconditional support during this process. Mg Paola Navarrete Cuesta and Mg. María Augusta Villacrés for the review of this research.

DEDICATION:

To God, the architect of my days, my own effort and consistency, my beloved daughters Elsie, Victoria and Andrea, my grandson Nicolás: my permanent mentor, Miss Renee Miller, and my parents who inspire me from the Highest.

RESUMEN

Dentro del desarrollo de destrezas habladas al interior del trabajo en clase del nivel A1, el objetivo principal de los docentes es el de involucrar a sus estudiantes. Esta investigación intenta sugerir los Círculos Comunitarios como una fuente eficaz para construir un ambiente saludable, de apoyo y representativo para la producción del idioma inglés dentro del aula, de igual modo, pretende mostrar cómo su aplicación provoca un efecto de apoyo y positivo en los estudiantes que actualmente asisten al programa de aprendizaje del idioma inglés en los niveles A1 de la PUCESA relacionados con su producción y confianza. Los Círculos Comunitarios incluyen solidaridad, cooperación, asertividad, familiaridad, comodidad, contribución y relajación basados en un ambiente significativo en la comunidad del aula. Estas características se enfocan en la construcción de confianza y respeto ofreciendo a los estudiantes la oportunidad de hablar y escucharse mutuamente. Los Círculos Comunitarios facilitan a los docentes una puerta de entrada a las necesidades académicas, sociales y emocionales de sus estudiantes. La presente investigación es un proceso experimental y explicativo bajo un método deductivo y un trabajo de investigación mixto cuasi cuantitativo - cualitativo cuyo objetivo es dar a conocer la importancia del uso de los Círculos Comunitarios al interior del aula del idioma inglés como segunda lengua. Como resultado, se propone un conjunto de actividades que se basan en el uso de los Círculos Comunitarios como estrategia de enseñanza para construir el conocimiento de los estudiantes con el fin de sentirse participantes activos, solucionadores de problemas, colaboradores, y, personas con fluidez en el idioma inglés en los niveles que se imparten en la PUCESA.

Términos clave: círculos, comunidad, hablar

ABSTRACT

In the development of speaking skills in the A1 classwork, the main goal of teachers is to involve students; this research attempts to suggest Community Circles as a powerful source of building healthy, supportive, and powerful assurance of the language production in the classroom community and it also pretends to show how their use in A1- speaking skills provokes a supportive and positive effect in students currently attending the English learning program in A1 levels at PUCESA regarding their production and confidence in the target language. Community Circles unfold harmony, solidarity, sharing, assertiveness, familiarity, comfort, contribution, and relaxation based in a meaningful environment in the classroom community itself. These features inside the classroom are focused on the building of trust and respect by giving students the opportunity to speak and listen to each other, Community Circles facilitate teachers a door to enter into the academic, social and emotional needs of their students. The current research is an experimental and explicative process under a deductive method and mixed quasi quantitative - qualitative investigation work which aims to come up with the importance of the use of Community Circles in the ESL classroom. As a result, a set of activities is proposed to rely on the use of Community Circles as a teaching strategy in order to build students' knowledge with a sense of being active participants, problem solvers, collaborators and a fluent individuals in the target language inside the English Levels taught at PUCESA.

Key Terms: circles, community, speaking, A1

Índice

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY	ii
APPROVAL SHEET	¡Error! Marcador no definido.
ACKNOWLEDGEMENTS:	iv
DEDICATION:	v
Introduction	3
The Problem	5
Scientific Problem	5
Prognosis	8
Research Questions	8
Delimitation of the problem	9
About Content	9
Space	9
Timing	9
Justification	10
General Objective	11
Specific Objectives	11
CHAPTER I. STATE OF ART	12
1.1. Research Antecedents	12
1.2. Fundamentals	12
1.2.1. Philosophical	12
1.2.2. Ontological	12
1.2.3. Epistemological	13
1.2.4. Axiological	13
1.2.5. Psicopedagogical	13
1.2.6. Sociological	13
1.2.7. Legal	14
1.3. Community	15
1.4.1. Origins and Progress	16
1.4.2. Characteristics	17
1.4.3. Uses	18
1.5. Community Circles in Schools	21

1.6.	Community Circles in the Classroom	21
1.6.1.	Members	24
1.6.2.	Classes.....	24
1.7.	Community Circles in the ESL Classroom.....	26
1.9.	Speaking	29
1.10.	The origin of language.....	29
1.11.	Speaking Skills.....	30
1.12.	Characteristics of Language	30
1.13.	History of English Speaking.....	31
1.14.	Speaking in the ESL Classroom	32
1.15.	Speaking in the A1 classroom.....	33
	CHAPTER II. METHODOLOGY.....	35
2.	Research design.....	35
2.1.	Approach.....	35
2.2.	Research type	35
2.3.	Research modality	36
2.4.	Research depth level.....	36
2.5.	Population and sample	37
2.6.	Data collection technique and instrument.....	38
2.7.	Data Collection Plan.....	40
2.7.1.	Techniques and instruments for data collection	40
2.7.2.	Validity and reliability of the instruments.....	41
2.7.3.	Analysis and data processing of the diagnostic.....	41
2.8.	Characterization of the institution.....	42
2.8.1.	Mission	43
2.8.2.	Vision.....	43
2.9.	Research Proposal	45
2.9.1.	General Objective.....	46
2.9.2.	Specific objectives:.....	46
	Community Circles in the Development of A1 - Speaking Skills Activity Unit 1.....	53
	Community Circles in the Development of A1 - Speaking Skills Activity Unit 2.....	54
	Community Circles in the Development of A1 - Speaking Skills Activity Unit 3.....	55
	Community Circles in the Development of A1 - Speaking Skills Activity Unit 4.....	56

Community Circles in the Development of A1 - Speaking skills Activity Unit 5	57
Community Circles in the Development of A1 - Speaking Skills Activity Unit 6.....	58
Community Circles in the Development of A1 - Speaking Skills Activity Unit 7.....	59
Community Circles in the Development of A1 - Speaking Skills Activity Unit 8.....	60
Community Circles in the Development of A1 - Speaking Skills Activity Unit 9.....	61
Community Circles in the Development of A1 - Speaking Skills Activity Unit 10	62
Community Circles in the Development of A1 - Speaking Skills Activity Unit 11	63
CHAPTER III. ANALYSIS OF THE RESULTS	66
CONCLUSIONS	115
RECOMMENDATIONS	116
BIBLIOGRAPHY	117
ANNEXES.....	121

Introduction

University English Departments are always looking for new learning strategies that are related to students speaking production, which can be determined methods in the learning process. Such strategies are focused in an active and creative ways to share information in the target language.

Through years, the use of Community Circles has started to evolve from traditional indigenous people in South America to solve justice problems and to talk about,

philosophy principles and values. By the nineteen nineties, they were used to solve problems at schools, and nowadays, Community Circles are used as an instrument to practice speaking skills and sub skills inside English as a Second Language (ESL) classes around the world (Bail, 2019).

Community Circles in the classroom are a new tool used by ESL teachers by gathering together with learners in order to improve their language skills in terms of practicing language skills in a free, relaxing and comfortable environment. In that sense, ESL teachers need to make this tool possible in their classroom in order to acquire a significant learning process, in this case, in A1 Students at *the Pontificia Universidad Católica del Ecuador Sede Ambato* (PUCESA).

The current research project has been structured in six chapters which are described below:

Chapter 1 describes the problem to be researched, its planning, contextualization, analysis, prognosis, questions, justification and objectives that lead the research process itself.

Chapter 2 includes investigative background, theoretical fundamentals, literature revision, and defended idea with dependent and independent variables identification.

Chapter 3 corresponds to Methodology, which describes the research type, method, sample, population and variables operationalization regarding the defended idea, instruments, planning, process and analysis.

Chapter 4 is the results and interpretation of the results mentioned in the defended idea.

Chapter 5 shows the end of the process conclusions and recommendations.

Chapter 6 includes the proposal of strategies to be used based in a communication approach during the learning process, objectives and how teachers can perform their teaching methods in the classroom.

Finally, references and annexes were enclosed as a proof of the research process.

The Problem

This line of research promotes the development of research projects whose results contribute to the solution of the different problems that occur in the acquisition of a foreign language. This provides a domain about the methodologies involved in language teaching, to carry out an improvement both of traditional materials such as digital to get more practical and efficient tools that reach the students, as well as on evaluation strategies, curriculum design and investigation. Within this, there are the following research topics:

- Planning and evaluation of language teaching
- Methodological strategies, theoretical contributions and reflections on language teaching, correction of
- Errors Language Teacher Education

Location of Execution

Pontificia Universidad Católica del Ecuador Sede Ambato

Scientific Problem

Students in the A1 classroom worldwide are immerse in the every after day performance in a captivated world of technological tools (Andrew, 2019), it seems that their mechanized way of learning has put apart the interaction and socialization needed in order to create a good classroom learning environment based on respect, harmony, communication and freedom to express ideas that motivate them to produce skills and sub skills in the target language even though there is the use of

communicative language approaches (Littlewood, 1981) focused on production, thus, at the same time, they need to cultivate a strong emotional support as being part of the English Language Learners community.

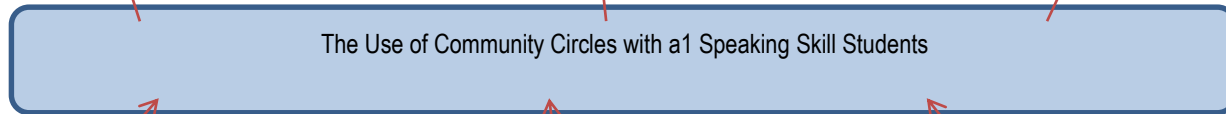
There is the necessity of a classroom environment across our country where students can be able to build a strong peer relationship to produce their second Language acquisition process by leaving apart their actual features of self non - communicative individuals and to be transformed into engaged participants in their environment, this is how the Ecuadorian government has been trying to improve communicative approaches the ESL classrooms. (Judson, 2019)

Community circles can be used in A1 classroom as team activities, current event discussions, sharing of ideas about feelings, success, plans and daily life matters that are part of the learner`s life. Students are involved into a familiar environment to share their work with presentations and collaboration in many different areas of life and society. This research work attempts to describe strategies for Community Circles in A1 speaking skills at PUCESA by means of enriching students' vocabulary, fluency and production based on strategies that this procedure incorporates in the classroom. (Lewis, 2018).

The current research tries therefore to answer the following question: How do the use Community circles foster the A1 speaking skills production in students at PUCESA?

Cause and Effect Problem

Effects



Causes

Figure 1. Elaborated by: Vásquez I. (2022)

How to use Community circles to foster A1 speaking skills production in students at PUCESA?

Prognosis

Whether not paying attention to the use of Community Circles in the learning process and not realizing about the fact that students have particular ways of learning and producing the English language in a proper speaking way, carries a future lack of communication and participation and different strategies could not be prepared for the development of ESL target objectives, whether getting ideas of the use of community circles in the classroom and not continuing to have a lack of participation may affect the learning process, especially at the beginning of ESL processes,

In that sense, it is necessary to perceive and analyze the process of an ESL classroom by means of observing gathering from the beginning of a course. These observations must help to conceive the best instruments and strategies which university students need to reach.

It is is a challenge for every teacher working at an A1 class, teaching students with new strategies as long as creativity and change are important elements in the classroom performance.

Students attending ESL classrooms are part of a new technological era, which locates them in a demanding situation where strategies can help them to be active participants in the learning presence these days.

Research Questions

What approaches can help the development of Community circle classes in speaking in A1 students at PUCESA?

How can Community Circles help students increase a better performance and connection with the English language speaking skill in a level A1 class at PUCESA?

What types of strategies can be used in and A1 Speaking Community Circle class at PUCESA?

Which particular speaking activities can be the most relevant to involve students in a Community Circle in a motivating and free environment in the A1 Classroom at PUCESA?

How can fostering students in the use of Community circle in terms of confidence and socialization create the best A1 speaking production at PUCESA?

Delimitation of the problem

About Content

Field: Teaching strategies

Area: Community Circles in A1 Speaking skills

Aspect: Teaching Strategies for A1 ESL students

Space

Performed with A1 Students at PUCESA.

Timing

Semester February – June 2020

Justification

In the development of speaking skills in the A1 classwork, teaching English as a Second Language (ESL), the main goal of teachers is to involve students' role in Community and Communication since the very beginning of their learning process, which can be considered a relevant teaching strategy in terms of their expectations, feelings, values, appreciation, security and belonging.

Community Circles unfold harmony, solidarity, sharing, assertiveness, familiarity, comfort, contribution, and relaxation base in a meaningful environment where feelings and voices are accepted in the classroom community itself. These features inside the classroom are focused on the building of trust and respect by giving students the opportunity to speak and listen to each other, therefore, it is important to emphasize that community circles facilitate teachers a door to enter into the academic, social and emotional needs of their students.

Regarding all these parameters, mentioned above, it is necessary to inspire students on speaking English as a Second Language focusing, since their beginnings in acquisition, based on their relationships, freedom and responsibilities in terms of a reflective way.

This research, pretends, consequently, to offer a set of strategies to be used in English communication through Community Circles as a powerful source of building healthy, supportive, and powerful assurance of the language production in the classroom community in an authentic, spontaneous, private, way, inspired from teachers to students that belong to A1 levels at *Pontificia Universidad Católica del Ecuador Sede Ambato* (PUCESA).

General Objective

To design a set of strategies based on Community circle activities for the development of A1 - speaking skills at PUCESA by means of involving methodological tools for the improvement of classroom interaction.

Specific Objectives

1. To conceptualize community circles to be applied in A1 speaking skills classrooms in order to foster classroom communication.
2. To analyze the actual use of speaking skills in A1 students at PUCESA to foster the importance of community circles use inside the ESL classroom.
3. To develop a set of community circle activities to be applied to A1 ESL students of PUCESA.

The methodology is based in the use of observation and analysis throughout the semester between February and June, 2020 will be carried in a quasi-qualitative and quantitative process in order to determine an exploratory, descriptive and explanatory scope.

The proposal to develop in this research is to produce activities to foster the use of Community Circles in A1 students speaking performance under and observation and analysis process during the academic semester between February and June 2020.

CHAPTER I. STATE OF ART

1.1. Research Antecedents

Research performed about the current topic evidence the use of Community Circles to facilitate an appropriate language acquisition in the speaking field of English as a Second Language as well as Speaking Skills in the A1 students are no found among the bibliographical repositories at PUCESA. Therefore, it is necessary to add this research process in order to provide knowledge about this topic in terms of offering teaching support strategies in the field of Community Circles.

1.2. Fundamentals

1.2.1. Philosophical

According to Vygotsky critical thinking must be applied in order to find the basis of a social change by means of planning, execution, evaluation, reflection and systematization in the learning process in order to inspire changes in their learning process, in this case, by identifying the parameters of A1 ESL students by means of a transformational criteria based on participative, open and flexible values (Vygotsky, 1978).

1.2.2 Ontological

Jacques Taminiaux mentions the ontological fundamental referencing to Heidegger stating that reality is in a constant change and transformation by means of cognitive, procedural and attitudinal capacities which matches with the learning process focused in this research study (Taminiaux, 1991).

1.2.3. Epistemological

Educational activities are directly related with knowledge that involves form, goals and procedures, in this case community circles help to develop this pedagogical action (Henderson et al., 2011). This fact is directly attached to the fact that every individual needs a positive and cognitive transformation in the learning process.

1.2.4. Axiological

Values need to be considered in the classroom development in terms of a positive change in society, it is relevant to mention dignity, responsibility and behavior, mostly in university students being part of Community Circles (McDonald, 2004).

1.2.5. Psicopedagogical

Piaget (Piaget and Inhelder, 2019) bases his studies in children, however, emphasizes that each individual identifies his or her own learning during the process, related to accommodation and assimilation which name is stated as constructivism, part of this research study related with Community Circles and Speaking skills.

1.2.6. Sociological

A good reference to talk about a sociological fundamental taken into consideration for the current research is Auguste Comte, who states that a positive attitude carries individuals to enhance life opportunities with significative learning to have a better society (Comte, 1988).

1.2.7. Legal.

Related to the current research's legal basis:

Ecuadorian Constitution

Section One.

Education

Article 343.

The national education system shall be aimed at developing the population's individual and collective capabilities and potential, enabling learning and the generation and use of knowledge, techniques, wisdom, arts and culture. The system shall have as its core focus the learning subject and shall function flexibly and dynamically, with an inclusive, efficient and effective approach.

The national education system shall incorporate an intercultural vision in line with the country's geographical, cultural, and linguistic diversity and respect for the rights of the communities, peoples and nations.

Article 350.

The higher education system shall be aimed at academic and professional training with a scientific and humanist vision; scientific and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country's problems with respect to the objectives of the development system.

Article 351.

The higher education system shall be articulated with the national education system and the National Development Plan; the law shall establish mechanisms to coordinate the higher education system with the Executive Branch. This system shall be governed by the principles of responsible autonomy, joint governance, equality of opportunities, quality, relevance, integrality, self-determination to engender thinking and knowledge, in the framework of a dialogue between different forms of knowledge, universal thinking, and global scientific and technological production.

Article 352.

The higher education system shall be comprised of universities and polytechnic schools, advanced vocational, technological and teaching institutions; and conservatories of music and arts, duly accredited and evaluated.

These institutions, whether public or private, are not-for-profit.

Article 355.

The State shall recognize the academic, administrative, financial and organizational autonomy of universities and polytechnic schools, in accordance with the objectives of the development structure and the principles set forth in the Constitution.

Universities and polytechnic schools are recognized the right to autonomy, exercised and understood as matter of solidarity and responsibility” (Americas, 2011).

As a matter of fact, the main goals traced by the Ecuadorian Constitution regarding College education individuals is to offer all necessary conditions to be part of the National Education system according to their age, by strengthening their capabilities by means of participation in an active role in their education levels.

1.3. Community

The word “community” comes from the Latin “comunitas”, which means “the same”. (Merriam-Webster, 2020). A community can be determined by its location, needs or identity or organization.

According to Neely (Neely, 2012), the word “community” has two concepts, the descriptive concept that refers to a collection of individuals satisfying a particular description and the relational concept that refers to a set of members satisfying a particular trait. These two concepts can reach to the conclusion that a community itself is made up of different parts which meet some needs regarding activities or interests which require to be collaborative, integrative and coordinated among all its members.

1.4. Community circles

The term Community Circles goes back to centuries ago, specifically to Indigenous people in the area of North America, specifically in The United States of America and Canada, and considered a technique where many important decisions were made in terms of their participants, they are, though still used until the present.

1.4.1. Origins and Progress

To sit around a circle was the best way our ancestors had to open freely and express their inner concerns and experiences, a good phrase that is directly related to their origins is that “we are more likely to speak from our hearts and listen from our hearts as well” all of this in a common place where reflection and self being can be expressed in a community (Press).

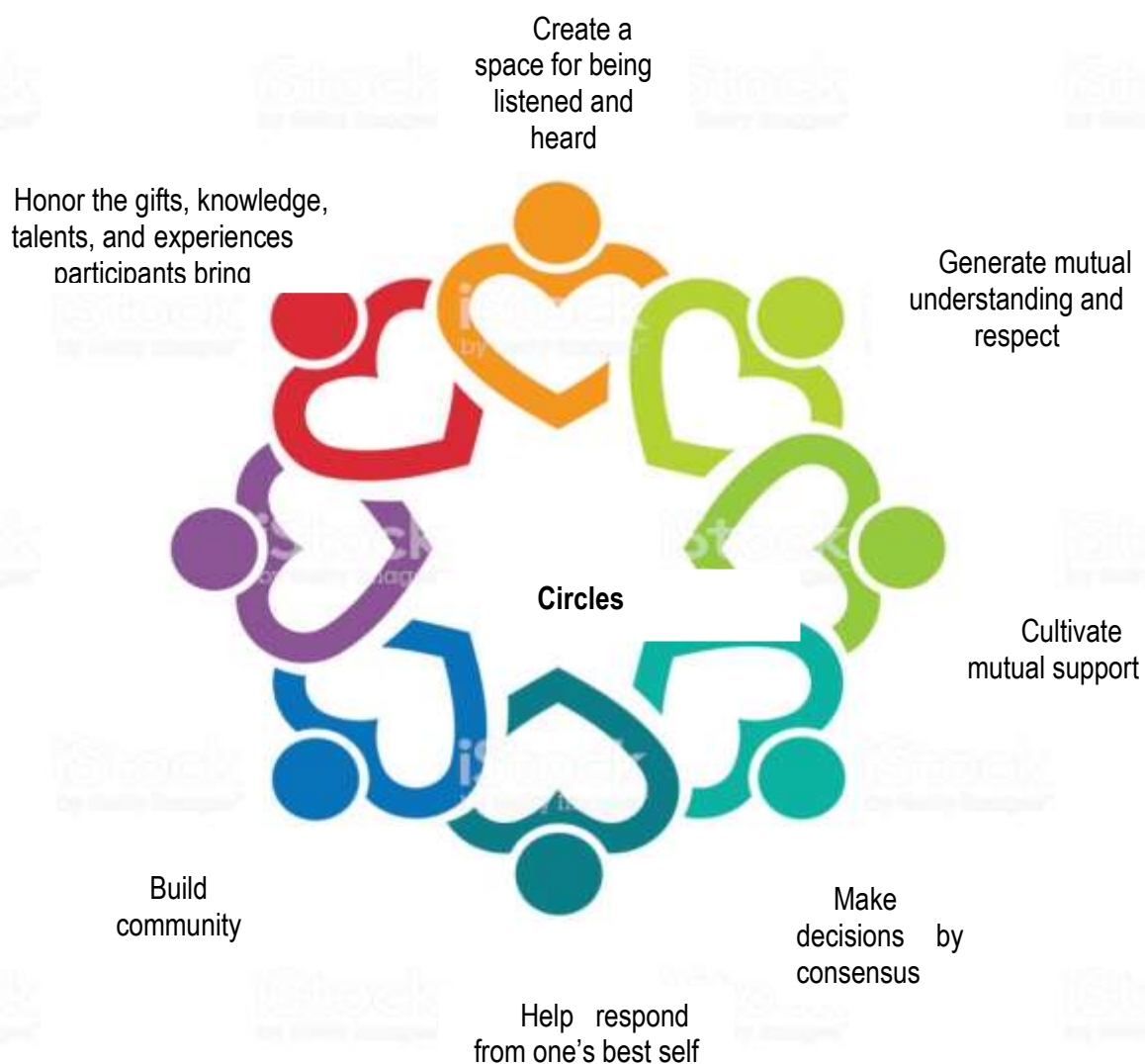
Later in time, Community Circles would be used around the world to as a positive strategy to solve problems related to justice or conflicts. For instance, some associates to Chuck Robertson, a Dakota playwright and scholar, began to work with teachers in schools in order to have a solution in times of social struggles with the main power of bringing people together by means of protection, security and confidence (Press).

Community circles are currently being used in different areas and have become an important tool at schools in order to improve communication and a sense of freedom to participate in any topic of a conversation, philosophy, feelings, opinions, problems, inspiration and assertiveness.

1.4.2. Characteristics

A Community Circle is more than sitting around and sharing experiences, according to Living Justice Press, it is all about having a sense of togetherness positivism and equality, its features can be recognized in the following figure:

Characteristics of Community Circles, (Press).



Elaborated by: Vásquez I. (2022)

Based on the figure above, it is clear that circles create a systematized dialogue among individual criteria going further than a routine inner process, a space where students from A1 level, in this case, can transform their attitude towards their language learning process by means of shared experiences and life expectations.

1.4.3. Uses

A way to understand the use of Community Circles, that will later be a part of an A1 individual acquisition and being an active participant of the process is to take into consideration that they bring help in many fields such as classroom development at schools, family matters, sports, health issues, business and job sites in terms of profound dialogue and in order to have great results. Williams, for instance, states that “circles are based on values identified by the group, circles have great potential to improve the emotional, mental, physical, and spiritual health of those involved” (Williams, 2016).

Some Community Circles’ users, apart from the ones mentioned above, such as Silverman (Silverman, 2019) also state that community circles are supportive, safe, and joyful, here is an example that she provides in her article to demonstrate their in a classroom environment:

Characteristics of Community Circles

Classroom Community Circle Questions	Lessons Learned
<p>What is something we are feeling stressed about or struggling with in our classes this week?</p> <p>Group Reflection Following: Class discussion on ways to relieve stress. Implications for the</p> <p>Teacher: Incorporate ways to navigate stress relief skills into future lessons.</p>	<ul style="list-style-type: none"> • Realization that I'm not the only one feeling swamped right now. • Learning ways to relieve my stress. • Patience: Learning to listen to each student who holds the talking piece during community circle time. • Eye Contact: Learning to look at each peer as they contribute their response to the group. • Support: Learning to nod heads in affirmation or snap in agreement following a peer response. • Realization that I might have something in common with someone else who I do not know well.
<p>What is one thing you are most proud of in your role as a friend to someone this past month?</p> <p>Group Reflection Following: Class discussion on characteristics of a good friend.</p> <p>Implications for the Teacher: Incorporate ways to develop healthy friendships into future lessons.</p>	<ul style="list-style-type: none"> • Learning ways to be a good friend. • Patience: Learning to listen to each student who holds the talking piece during community circle time. • Eye Contact: Learning to look at each peer as they contribute their response to the group. • Support: Learning to nod heads in affirmation or snap in agreement following a peer response. • Realization that I might have something in common with someone else who I do not know well.

Note. Adapted from The Power of Community Circles (Silverman, 2019) Elaborated by: Vásquez, I. (2022)

1.5. Community Circles in Schools

Community Circles in a school environment are useful to bring dialogues in order to reach common agreements and to solve any kind of problem or decision making in a positive or negative situation as long as all the areas of a school community are involved, this means administrators students, and teachers. Clifford states that circles can be “brilliant, touching and inspired by means of adjusting teacher styles to students’ requirements among the classroom environments, he also provides a list of goals that are described next (Clifford, 2020).

Other experts in the area of Community Circles in the classroom, such as the members of Inclusive Solutions (Nottingham, 2020), refer that gathering helps to develop skills and needs in a funny environment through reciprocity and sharing good and bad moments and every single member has the opportunity to participate and create connections with other individuals. A place where every single member of the community is an active contributor and communicator.

From all the understanding of the descriptions mentioned above, three major things can be considered to be an essential part of a Community circle among a school, socialization, ties and sharing. A space where refuge, commitment and team work provokes a feeling of safety, relaxation and togetherness.

1.6. Community Circles in the Classroom

As many years of teaching experience, the author considers that sitting in a circle is a great instrument to foster communication in a direct and open way, eye contact, plus interesting and varied topics can inspire each individual to share thoughts and ideas in the classroom. It is necessary to have into a consideration the use of values such as respect and love for each other as individuals. The teacher’s role is the one of being a

facilitator and listener creating a comforting area, the student's role, on the other hand, is to be active participants.

A good reference that needs to be taken into consideration is Clifford, who was mentioned before, he provides a list of teachers and students goals in a community Circle inside the classroom that are described in the table below:

Community Circles school participant's goals

Students will	Teachers will	The Classroom Community will
<p>Learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community.</p> <p>Develop and enhance positive and supportive connections with peers.</p> <p>Learn how to participate in circle dialogues, including the four circle guidelines.</p> <p>Learn to use and respect a talking piece.</p> <p>Learn how to use restorative questions to support conflict resolution and other types of communication.</p>	<p>Understand the core principles of restorative justice and restorative practices and how they differ from traditional or punitive approaches.</p> <p>Know how to use restorative practices in many situations where punitive discipline approaches might have been used in the past.</p> <p>Know how to introduce and lead circle dialogues.</p> <p>Know how to transition into and out of "circle time" and can switch roles between circle keeper and teacher effectively.</p> <p>Have an understanding of the principle of "connection before content" as it applies to restorative circles.</p> <p>Know how to sequence activities to build trust among students so they become more willing to communicate authentically.</p>	<p>Have established agreements about how to participate in circle.</p> <p>Share a sense of responsibility for maintaining agreements and many members will do so proactively during circle time and at other times, including out-of-classroom time.</p> <p>Identify specific issues to address and will have honest, authentic discussions about these issues.</p> <p>Procedures will be established for calling attention to issues and conflicts and for requesting help.</p> <p>Procedures will be established for engaging in restorative dialogues around issues and conflicts.</p> <p>It will be emotionally, psychologically, and physically safe for students to share concerns about conflicts, issues, and behaviors that are affecting them.</p>

<p>Learn to identify who is affected by misbehaviors, and how.</p> <p>Contribute to developing appropriate ideas for how to make things right when harms have occurred.</p> <p>Learn how and when to ask for a restorative circle.</p> <p>Learn to communicate how they are affected by given situations using affective statements and restorative questions.</p>	<p>Know restorative questions and how to use them.</p> <p>Understand affective communication and will experience how it supports classroom discipline and community building.</p>	<p>There will be high participation by students in circle dialogues, with little or no passing.</p>
--	---	---

Note. Adapted from Teaching Restorative Practices with Classroom Circles (Clifford, 2020), Elaborated by: Vásquez, I. (2022)

To conclude with these previous ideas, about how Community Circles are performed in a classroom, it is necessary to mention that these type of strategies have been mostly applied in many schools round North America, that is how the information for this part was gathered, and referenced, the relevant point to ponder is that all the participants have a balanced participation, including the teacher. Face to face, and eye contact are the best part of the performance, topics must be powerful and imply good memories, thoughts, freedom and opinions where students are the center. It is important to state, at this point, that in some other American schools besides, Community Circles are called Restorative Circles, since they use this strategies to solve some social problems that the Community may face inside a classroom such as bullying or discrimination.

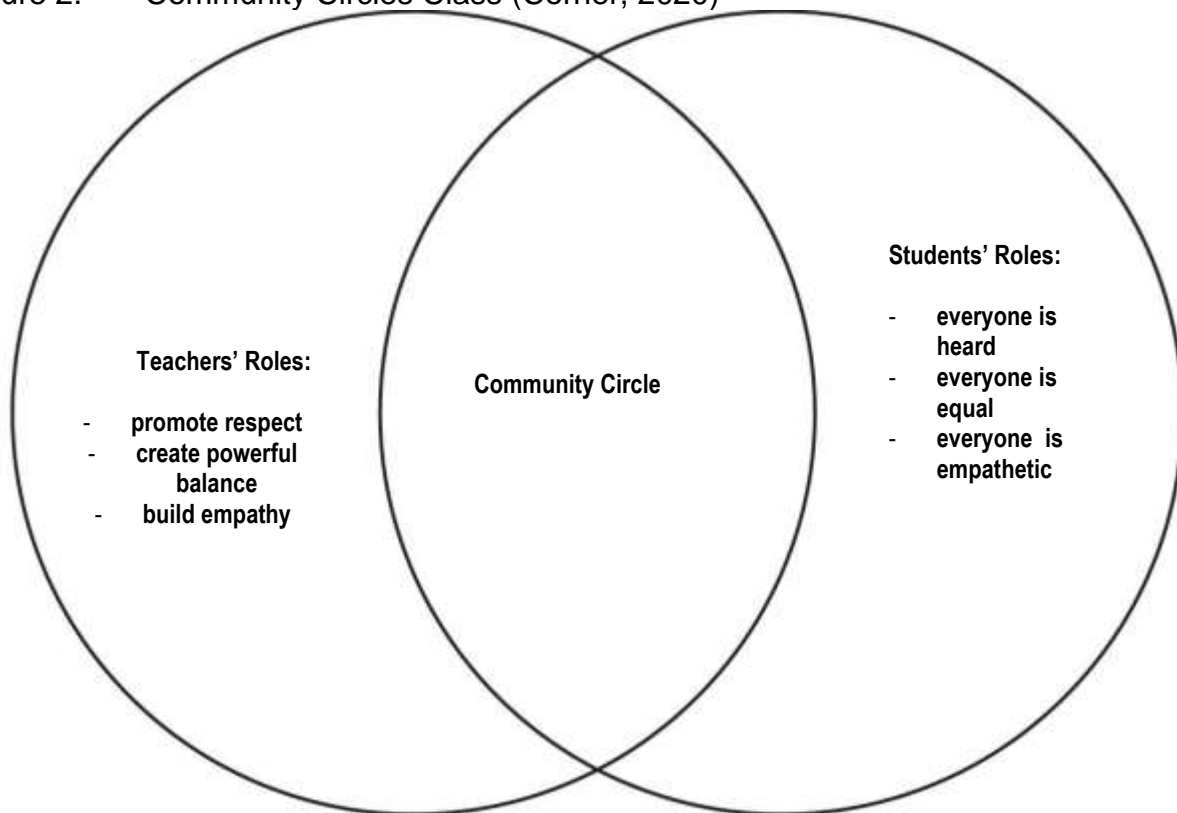
1.6.1. Members

The members of a community circle classroom can be described as individuals that are inside to get and receive help and exchange ideas, no memberships are required to participate but a feeling of positive thoughts, support, positive attitude and complete confidence.

1.6.2. Classes

Classrooms using circles must have an inspiring, peaceful interactive environment, it may sound contradictory, but a place that, in this case, inspires calm can be the best opportunity to interact. Teachers need to understand that students are the instrument of a collaborative and productive environment in terms of respect and creativeness as shown in the figure bellow:

Figure 2. Community Circles Class (Corner, 2020)



Elaborated by: Vásquez, I. (2022)

The best way to develop a class in a Community Circle class shall also begin with a question performed in rounds, Rounds can be managed according to the teacher's arrangements to focus on the main ideas from the participants and according to the number of participants in the classroom. A teacher will become a facilitator in the middle of a round that should not create controversy but personal stories, that in the way in which a community can be released. Some topics that can be taken into consideration can be memories, personal dreams, things that inspire, difficult times, wonders, feelings about situations, reasons, or any other personal challenges. (Collay, 1998)

Furthermore, a classroom within a community circle, to result in a meaningful process may:

- Create a safe environment
- Share commitment
- Involve powerful participation
- Involve respect
- Develop interpersonal trust
- Create a funny and relaxing environment
- Protect the community
- Have consistency

To conclude, Community Circles are also known as Community Inquiry, Learning Teams, Study Swap, Quality Circles, Study Groups, or, Study Circles (Burns, 2018).

1.7. Community Circles in the ESL Classroom

From all the information detailed above, it can be concluded that English as a Second Language (ESL) is the target for higher education systems all over the world, though, it is not only a matter of globalization, but it also involves a mandatory key status among all the other areas of society. This process of language acquisition starts at early ages. Moreover, English language competences are considered a priority in future professional individuals and in teaching and learning processes enrolled in education communities.

Community Circles in the English classroom can improve communication competences in ESL in terms of socializing and creating a free environment to express thoughts and ideas under the basis of interaction and free participation in order to obtain positive contributions to have a successful result in abilities and skills. (Duncan Preece, 2015)

In his research work, called Extreme Discussion Circles: Preparing ESL Students for “The Harkness Method” Sevigny (Sevigny, 2012) emphasizes about some positive attitudes that both students and teacher should keep in mind during an ESL class performance which are summarized in the following table:

Student's and Teacher's Moderator tasks in the ESL Circle classroom

Students should:

- address classmates by name.
- make eye contact
- not make personal attacks
- listen carefully to peer comments
- think before responding
- not cut people off
- avoid the urge to dominate
- be open-minded towards others' ideas
- admit good points or errors
- adjust to the topic
- respect everyone else.
- know that all students are responsible for the success of the class.

Teachers should:

- start discussion
- summarize discussion
- ask for questions and comments
- speak less than students
- motivates members participation
- ask for speaking turns on everyone
- ask for evidence of ideas
- help students focus on the concept
- keep the group always positive

Elaborated by: Vásquez, I. (2022)

In her article entitled "Using literature circles in the ESL college classroom: A lesson from Puerto Rico", Sambolin, (Sambolin A. , 2015) states that it is of a major impact the fact that students can come up with their ideas about any topic by means of being exposed to various social contexts in order to express thoughts and reflections based on their own knowledge, personal experiences and beliefs.

Authenticity is the role of most conversations carried on in an ESL classroom environment according to all the authors named before, a circle where feelings, emotions, self – confidence and spontaneity are the main roles involved in a community circle classroom

in terms of truth, honesty, respect and appreciation in the development of every single skill and sub skill being targeted in the community process.

The use of community circles in the ESL classroom can finally be a base for critical thinking and meaningful dialogues, in the second language acquisition.

1.8. Community Circles in the A1 Classroom

An A1 classroom, according to The Common European Framework of Reference for Languages (CEFR), refers to beginner English as a Second language learners, this means that students may find a limit in their confidence to communicate in the target language. Due to this fact, the role of community circles in may include some tips such as a great deal of encouragement regarding learners' effort, clear instructions in activities or a great provision of support.

It is relevant that A1 students may involve fun activities which inspire them to want more and more income from the target language in a confident and dynamic way, with security and management, of every single skill working together at the same time in such a way that the communicative approach is not only based in a single pair or group work but in a circle, which breaks into a different and innovated routine.

A1 students may accept and be acquainted with the significance of acquiring the English Language, on the other hand, teachers' main aims are to help students building this confidence from the very beginning. According to Karen Adams, a professional development manager from the BBC (British Broadcasting Corporation) World Service, they have been promoting the development of English Learning Circles that can even be performed outside the classroom in student centered activities (Adams, 2021).

Moreover, Adams emphasizes that Learning Circles involve students in a fully combination of personal ideas where they can also practice to perform in front of other

people or either inviting and welcoming people as visitors to share ideas about any topic of their interest based in all skills practice, such as sharing their own story writing, telling an unusual experience, exemplifying grammar difficulties to give and receive comments, listening to different types of audios and talking about them, listening to music to express feelings, or watching videos to resume them, either muting videos for them to produce sounds and lyrics, so on and so forth.

Teacher in charge of an A1 Students classroom must embody their vocation in terms of a benefit and inspiration for future ESL learners and practitioners where they can both be involved, they can grow both in academic terms and they can both project a community language use without any hesitation.

Besides a comfortable environment and very original resources it is important to point that in this level of acquiring the language a whole student involving participation is necessary, that a community circle offers a safe space for sharing and looking at everybody else, that working in a community implies an improvement in compromise, inspiration and strength in the target language performance.

1.9. Speaking

According to the Cambridge Archeological Journal, spoken language is a human characteristic that makes us different from other natural species (Press C. U., 2008), speaking means, indeed, that humans have the ability to express themselves, the gift of vocalization and communication.

1.10.The origin of language

An article entitled "On the Origin of Language, written by Marcello Barbieri, the author, refers to two important representatives in the study of language for the last five decades, Thomas Sebeok and Noam Chomsky both referring to Biosemiotics and Biolinguistics,

which means to the roots of language and language as a natural phenomenon, in other words, a skill with a natural and a cultural features, a faculty and a system, a number of structures and elements that are innate in every human in the process of communication.

1.11. Speaking Skills

Based on Twinkl's report about speaking skills, they are defined as the abilities which allow humans to communicate effectively in terms of verbal communication accompanied by a listener. They give us the aids to transfer information verbally and in a way that a listener can understand the message that is transmitted successfully (Twinkl, 2021).

1.12. Characteristics of Language

English Finders' website, when referring to the characteristics of Language, state in the following items regarding speaking, which are described in the following table:

Characteristics of Language:

Language is.....	Characteristic
Arbitrary	Language is natural and innate as any word that means an that will be used as a symbol of communication.
A Social Phenomenon	Language should be considered a social fact meant to produce human interaction and permanent relationships in a community.
A Symbolic System	Language stands to be a symbolic system of sounds with meaning transformed into words which can be easily explained.

Systematic	Language contains symbolic systems such as phonological, morphological and syntactic.
Vocal, Verbal and Sound	Language is a vocal, verbal and sound structure that is performed by different organs in the human body, specifically related to the articulatory system.
Non-Instinctive, Conventional	Language is the consequence of result of habits, beliefs and practices in any community, it is natural and innate.
Productive and Creative	Language is a mixture of continuous innovation, creativity, spontaneity, made to supply any necessities of people in the process of communication.
Human and Structurally Complex	Particularity in humans' language is flexible, encompassed, adaptable, complex, structured and unique. A ponderous productive way to communicate anytime and anywhere.
A System of Communication	Language is the best system of communication, worldwide.

Adapted from, (Finders, 2021) Elaborated by: Vásquez, I. (2022)

1.13. History of English Speaking

Based on the information given by Oxford International (International, 2021) English Language teaching started at the same time as different regions of the planet were colonized, though, English became to be a Lingua Franca probably around the fifteenth century and it was obviously used for means of trade and formal communication among British people.

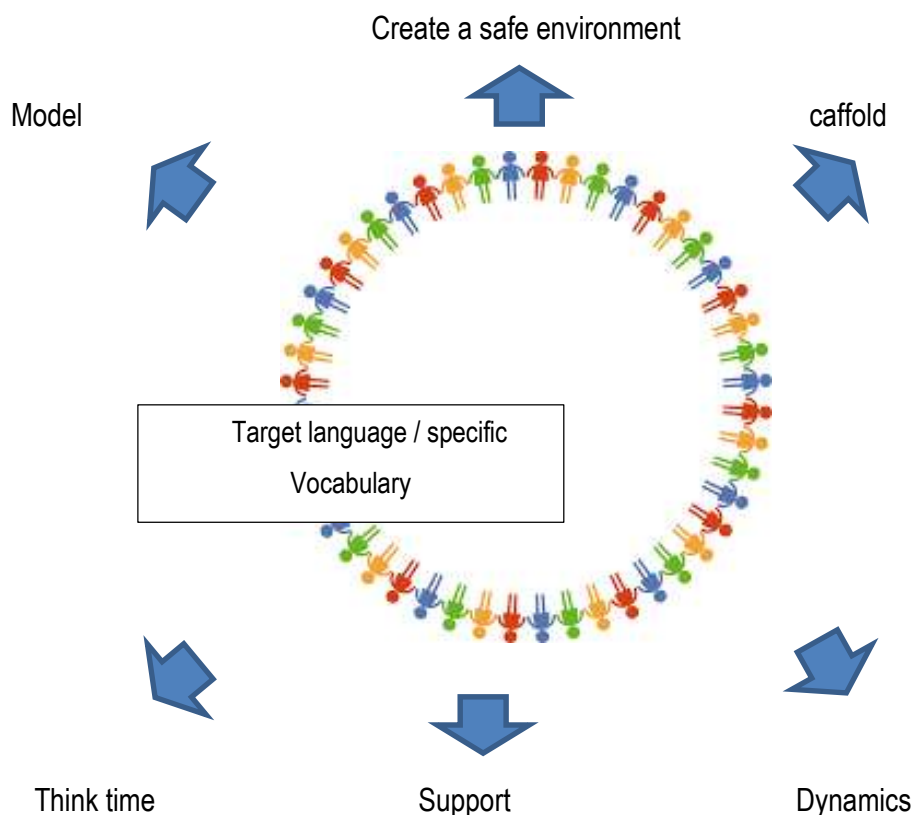
Speaking English would become then main necessity for empowering new societies and new cultures, it surely became the language that was expanded throughout the United States of America, by the nineteenth century and beginning of the twentieth century, America was the center of global migration which later would require English as a Second Language Education (ESL). Educational systems, therefore, would input English communication as a priority.

The aspects mentioned above end in the goal that new methods would be established for ESL communication teaching activities until the present. Nowadays, the requirements of an ESL certificate is a must all around the world, speaking English is mandatory for every single activity everywhere.

1.14. Speaking in the ESL Classroom

Larry Ferlazzo, an English High School teacher, refers to some other colleagues' ideas about the promotion of Speaking in ESL classes, from what he states, regarding the topic of the current research work, the following graph explains these very important statements about it:

Figure 3. ESL Speaking Classroom



Adapted from (Ferlazzo, 2019) Elaborated by: Vásquez, I. (2022)

In relation to the topic of teaching English Speaking in the ESL Classroom mentioned above, there is a point to ponder about its process which all teachers must take into consideration as mentors of students, this is a matter of not only teaching the skill but explore students communicative competence in a permanent and consistent way, teaching is not only a matter of studying, it involves freedom and confidence and a great deal of practice that can help and develop creative techniques and ideas to inspire A1 students in the ESL classroom.

1.15. Speaking in the A1 classroom

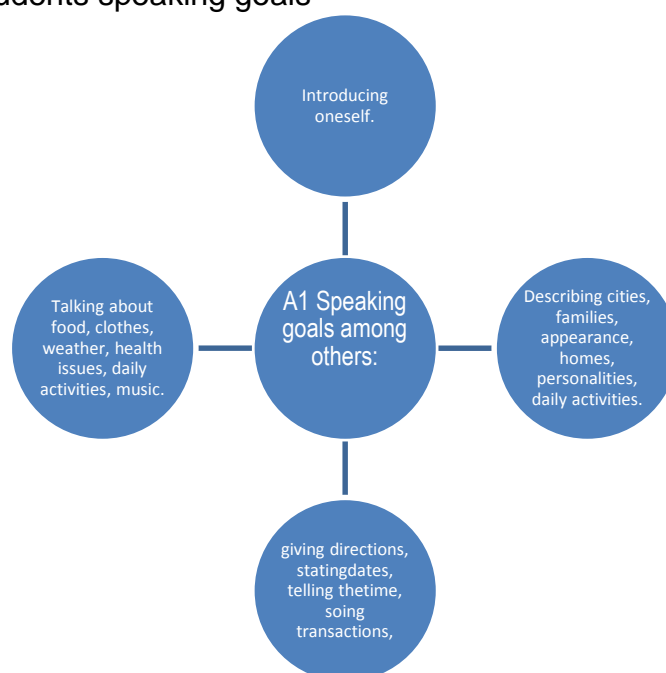
As mentioned in the first part of this chapter, The Common European Framework of Reference for languages classifies A1 students as the elementary level. The best way to approach these group of learners is to use activities that involve topics that are being part of their daily life activities, routines, environment, surroundings and simple details in a basic way. Their speaking performance may be limited by the time they need to express their own ideas based on the vocabulary that can be familiar to the previous income of the English Language acquisition in very short sentences and common expressions.

These level of students need to listen at a very slow pace in order to produce a response, and have a lot of difficulties trying to communicate in the target language. It is not only a limitation fact happening in their speaking performance but also in the other skills of the English language.

About the fact of limitations, teachers should take a great deal of effort in establishing a perfect classroom environment in order to sum up fluency, grammar, vocabulary, pronunciation and comprehension sub skills, which, for sure they will give students the courage and appreciation for the target language in the levels they will perform later in the future (International S. G., 2021).

A1 Speaking skills mastering is the fundamental base of a future English performer in terms of communicative processes immerse not only in a familiar environment but also in any specific or unexpected performance.

Figure 4. A1 students speaking goals



Note: Elaborated by: Vásquez, I. (2022)

To conclude with the overview of speaking at an A1 student level, teachers must remember that:

- Practice is mandatory.
- Encouraging is more than possible.
- Speaking involves a permanent ability to communicate.

- Interaction must always be meaningful.
- Pronunciation reinforcement must be permanent.
- Conversation is freedom to express opinions.
- Expression should be effective any time.

CHAPTER II. METHODOLOGY

2. Research design

2.1. Approach

The current research is an experimental and explicative process under a deductive method and qualitative quasi quantitative investigation work which aims to come up with the importance of the use of community circles in the ESL classroom. (Dudovskiy, 2011). It is, besides, based specifically on real observations and descriptions that defend the idea that Community circles foster the A1 speaking skills production in students at PUCESA.

It is quasi quantitative because it uses one item from the collection and analysis of data obtained from a mixed questionnaire applied to A1 level students of English at a Second Language at PUCESA, based on the state of the art and the objectives set and aimed at a greater understanding of the need of the use of community circles for increasing the speaking skill production. The design of the investigation was experimental, whereby the questionnaire was after the intervention phase of each student and the criteria of some teachers.

2.2. Research type

The development of the state of the art was produced by a bibliographic, audio visual and documentary together with permanent research of ideas that could help developing the process of using community circles activities in a creative way.

Moreover, the research area helped significantly in the development of the survey among A1 students at PUCESA during face to face classes and, then, later, in virtual classes as the COVID 19 pandemic period started, gathering data according to contents and activities used by teachers in order to design alternative solutions to the situation.

2.3. Research modality

This research development started from the intention of emphasizing speaking development activities in community circles with an active and permanent participation of students through motivation and adapting to a closer environment and coexistent environment among A1 students at PUCESA it is an observational experimental modality. (Paler-Calmorin, 2008)

This is an observation research modality because it does not try to change the effects in a group of students who are exposed to a particular purpose, thus, it is an experimental research because a group of students is exposed to an intervention to reach a common purpose.

2.4. Research depth level

According to Dawson (Dawson, 2019), this research involves an exploratory, explanatory, descriptive scope. In other words, the types of study were:

- Exploratory:

The author of this study wanted to collect data to explore previous studies about the use of community circles in the classroom and to fit in the best process inquire information by means of asking specific questions to both teachers and students in order to reach a better view of their expectations by means of experiences, needs and opinions of their previous knowledge about the topic.

- Descriptive:

Another purpose of investigation was to label a particular fact, which involves understanding a process based on specific information by describing it and by defining aspects of the analysis and by means of keeping track of student's performance.

- Explanatory:

It was remarkable to identify causes and effects of the current study by answering questions of the process and creating a theoretical setting through an explanatory information.

2.5. Population and sample

They refer to any collection of a particular group that can also be recognized as universe, this population includes a group of individuals being part of a finite or infinite one, whereas a sample is a partial group of individuals chosen from the complete population. Both population and sample help consequently to study and get data with mutual features and results of observations from the variables established.

The current research has a limited population, there was no calculation for the sample, consequently, the population was chosen based on 25 students of A1 level being participants of the English Department at PUCESA; and an additional number of 7 experienced teachers, which shows that the research was carried out with the entire population previously established.

Teachers' population						
Level	Men	%	Women	%	Total	%
A1 (experimental group)	1	14,29%	6	85,71%	7	100

Students' population						
Level	Men	%	Women	%	Total	%

Note: Elaborated by: Vásquez, I. (2022)

2.6. Data collection technique and instrument

An open questionnaire was applied to A1 students at the end of the academic term, after a process of observation starting in February and ending in June 2020, this instrument facilitated the exploratory, descriptive and explanatory study in order to fulfill the planned research Project about the uses of Community Circles in the classroom (See Annexes Section).

Such instrument was presented as an evidence in the Moodle Platform by students and on e- mail by teachers This process was made in a virtual way due to the fact that by the end of the process classes changed from face to face to online due to the COVID 19 pandemic.

A total of ten questions were prepared in the instrument, the first part included the students' data and date, the second section contained five questions about the beginning, progress, and final opinions about the use of Community Circles in the classroom; the following five questions were related to the speaking process and students personal appreciation of their own confidence production of their language acquisition.

Operationalization Matrix: Dependent Variable

Dependent Variable:	Dimensions	Indicators	Technique	Instrument
<p>Speaking</p> <p>The term Community Circles goes back to centuries ago, specifically to Indigenous people in the area of North America, specifically in The United States of America and Canada, and considered a technique were many important decisions were made in terms of their participants, they are, though still used until the present.</p>	<p>Community</p> <p>Community Circles</p> <p>Origins and progress</p> <p>Characteristics</p> <p>Users</p> <p>Community Circles in schools</p> <p>Community Circles in the classroom</p> <p>Community Circles in the ESL classroom</p>	<p>Empathy</p> <p>Community</p> <p>Communication</p> <p>Circles</p> <p>Members</p> <p>Classes</p>	<p>Observation</p>	<p>Open Questionnaire</p>

Operationalization Matrix: Independent Variable

Independent Variable:	Dimensions	Indicators	Technique	Instrument
<p>According to the Cambridge Archeological Journal, spoken language is a human characteristic that makes us different from other natural species (Press C. U., 2008), speaking means, indeed, that humans have the ability to express themselves, the gift of vocalization and communication</p>	Speaking	Grammar		
	The origin of language	Vocabulary		
	Speaking Skills		Observation	
	Characteristics			Open questionnaire
	History of English speaking	Fluency		
	Speaking in the ESL Classroom			
Speaking in the A1 classroom		Pronunciation		

Elaborated by: Vásquez, I. (2022)

2.7. Data Collection Plan

2.7.1. Techniques and instruments for data collection

To collect the data for this study, it was necessary to prepare an open questionnaire in order to analyze both the independent variable (speaking) and the dependent variable (Community circles) during the learning process in order to foster communication in the classroom environment according to the purpose of the current research. The instrument

was established by the researcher according to the purpose of this investigation which was to observe the use and development of Community circles in the classroom making use of the speaking skill at the end of the course.

2.7.2. Validity and reliability of the instruments

The validity of the instruments was specified by the decision of specialists. After designing the instrument, they sat the correspondent validation, it was first handed in to the project's tutor who proceeded with corrections regarding the questionnaire. Afterwards, the instrument was validated by ESL experienced teachers by analyzing its objectives, variables operationalization and indicators, dimension and techniques, Corrections were made according to the readers' conclusions and suggestions.

Reliability results through the process observation is demonstrated by the final results of the instrument which goes from the beginning of the course to the end of it. According to students' final answers as well as teachers' criteria, it can be concluded that the instrument has a reliable level through the process and final objectives of the current research.

2.7.3. Analysis and data processing of the diagnostic

Based on an extended description of qualitative data analysis published by Thematic (Insights, 2021) the current research processes students opinions through open ended questions and a manual work based in natural Language processing (NLP). The steps for getting and processing data were collecting the questionnaire, organizing responses, analyzing responses and reporting the final results.

2.8. Characterization of the institution

PUCESA (*Pontificia Universidad Católica del Ecuador Sede Ambato*) belongs to Pontifical Universities which were established by Jesuits in Ecuador seventy years ago, and has been offering academic services in Ambato for more than thirty years (PUCESA, 2021) The whole college community pursues to have an excellent academic prestige among the central region in Ecuador and it is always working for high education standard results in the Ecuadorian society in all times. This institution offers scholarships, besides sports, ludic, spiritual and cultural activities in an inclusive and pluri - cultural environment where human beings are the priority based on Loyola's legacy, with the slogan "Being more to serve better".

The Language and Linguistics Department, as part of PUCESA, located in the southern area of Ambato, has a permanent relation with Cambridge University press and the United Kingdom which both promote a great deal of techniques and strategies to acquire the English Language in order to help students participate in the learning process which is a must in terms of globalization needs, the methodology used is based on the Common European Framework of Reference for Languages, students will be able to get a C1 Level regarding all the language skills and sub skills at the end of level eight, they can also get a sufficiency certificate in the English language and enter the TOEFL (Test Of English as a Foreign Language).

Another benefit students at PUCESA's Language and Linguistics Department can get is the possibility of traveling abroad to The United Kingdom as Language Assistant Program candidates, at the same time students from different places of the United Kingdom will come to do the same activities. As a matter of fact, students will be able, at the end of their studies, to have a C1 level acquisition of the language regarding skills and sub skills (grammar, vocabulary, fluency, pronunciation, listening, and reading, among others).

2.8.1. Mission

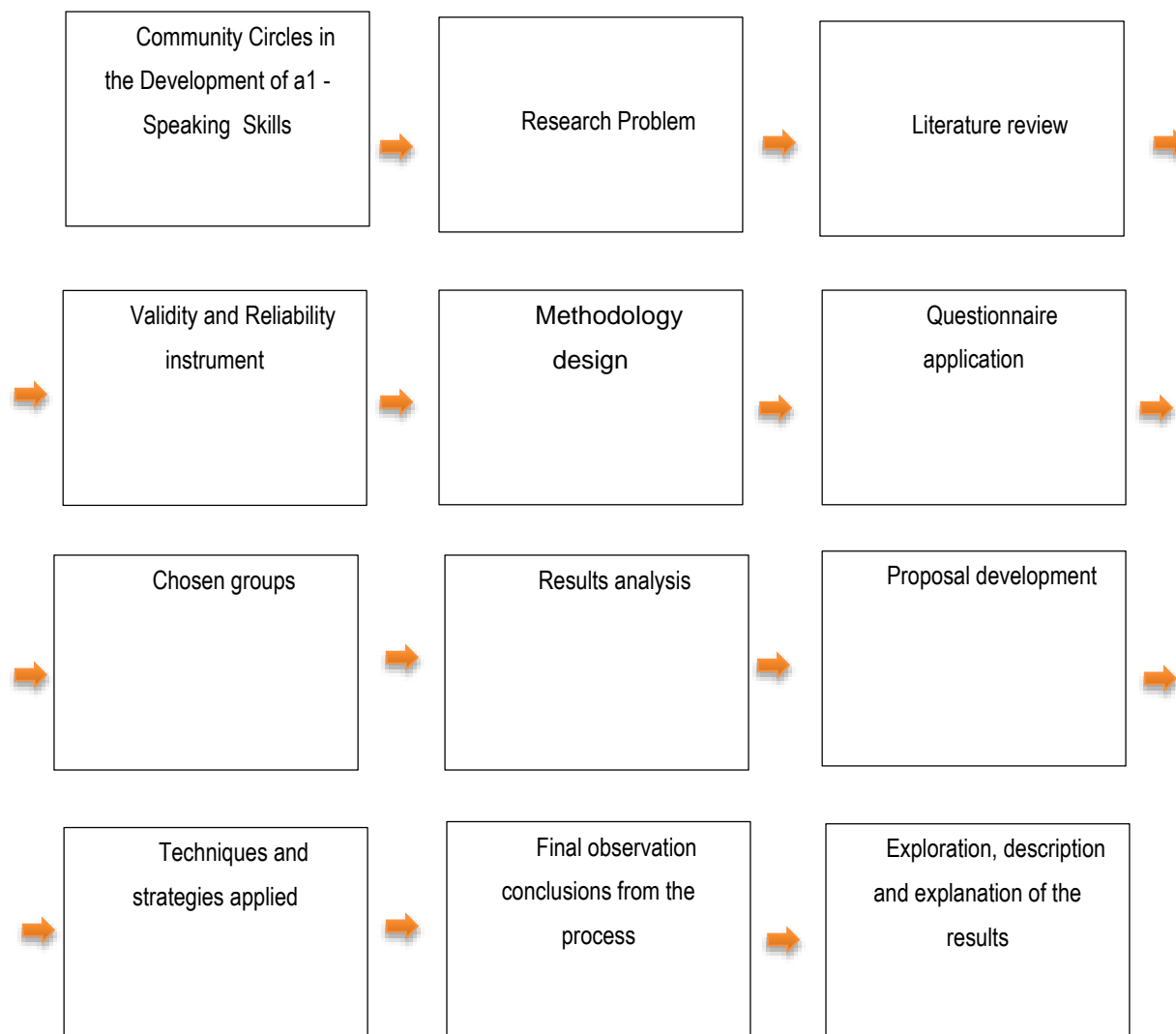
PUCESA (PUCESA, 2021) contributes to human dignity development involving the best services to local communities paying special attention to ethics in the development of individual values, beginning with respect to life, it is an autonomous institution looking for permanent reliability according to law regulations. All its members are guaranteed to freedom and human rights based on truth and good living beside their whole formation in benefit to Ecuador's professional development.

Another important aspect of the mission is to help students serve in society, by means of communication for enriching knowledge by permanent participation and involvement. As a catholic institution, it inspires values such as respect, justice and equity, academic appreciation and respect to life.

2.8.2. Vision

PUCESA, looks forward to being a national referent by means of a holistic and inclusive approach which reflect its organizational culture, the institution is also recognized internationally because of its scientific production and quality of its teachers and students population. Its most important values are responsibility to the eyes of god, academic excellence, respect, mutual trust, equity, justice, shared responsibility, empathy, acknowledge others, and, respect to life.

Figure 5. Methodological process



Elaborated by: Vásquez, I. (2022)

The figure above shows the sequence of the process followed by the author in order to get to the final results of the project. The observation and application of the techniques, after the instrument was applied, displayed the efficiency of the proposal with the expected results.

2.9. Research Proposal

Both the importance and process of learning a second and foreign language implies more than just gathering skills but getting self confidence in a familiar scenario where even though difficulties may show up on the way, surroundings may become a space of appreciation and comfort that goes beyond any circumstance. Living a time in a close community, indeed, in a community circle will enhance the students' point of view related to their previous English learning experiences, consequently, the development of speaking skills in A1 students may for sure, in this application, create a different perspective of language acquisition in a relaxing, familiar, free, respectful, and confident way.

Based on own personal experience plus the research process for the two variables involved in the current investigation, it was not complicated to find out more ideas about the implementation of Community Circles in the classroom to foster speaking performance in students. The most relevant information about the topic of Community Circles was gathered from international pages and articles, nevertheless, some materials and topics were important to have into consideration in order to help learners with their speaking level production during the class time, they were found in a major extension regarding speaking production.

Unless A1 students in the ESL acquisition process do not have the perfect first impression of the language income, lack of confidence affect their production in the future. For this reason, it is remarkable to set the use of Community Circles in the classroom including some techniques and strategies that will improve the development of the learning process with accuracy and the support of teachers as members of the community itself.

As a result, using Community Circles in the classroom would be, the application of cooperative techniques in language classroom, a student centered area where the teacher is just another participant, so, it would be supportive for both teachers and students This research describes such technique to improve students speaking performance by using very new tools besides technology instruments, realia will contribute

to motivate expressing thoughts and emotions in the target language in a community where students are able to feel free and create a comfortable place, making use of other skills such as grammar, listening, vocabulary and writing that will assist the main purpose of these set of ideas, though, to foster speaking abilities and their sub skills to develop and support the community.

2.9.1. General Objective

To develop a set of Community Circle Activities to be applied to A1 ESL students of PUCESA

2.9.2. Specific objectives:

- To create and choose the best community circle techniques that encourage A1 learners to perform and improve their speaking skills based with security and confidence.
- To explain, perform, observe, analyze, and prove the effectiveness of using Community Circles in the A1 English Classroom in the classroom performance.

Speaking production must be a relevant aspect of the learning process an A1 levels, and, even though, some students do not have the same ability in managing the language accuracy, there is always a need of creativity putting aside traditional ideas for activities in the learning process, aside from the tools teachers can have from technology and online activities, there is always a self- inspiration to motivate and improve the second language acquisition by breaking the pause of delayed students into a whole community with equal results and acceptance.

A relevant criteria of Koran (Koran, 2015) Speaking is the best way to measure language learning for students, their success of performing the language in the outside world is meaningful to develop self- confidence and consistency, which is fully based in continuous interaction in which a teacher sets the best environment to participate and students feel free to express the language in community where the best values can be shared and learned altogether in a friendly formal, informal and respectful place called the English classroom.

A very natural way of communication that goes farther and beyond from projects, pair work, group work and so forth, however, a cozy place where being shy, quiet, speechless, anxious or bored is not a goal to reach. The teacher has a great responsibility at this level, to inspire learners' interaction in terms of real and unreal situations and lots of encouragement.

This research proposal consists of 12 activities inspired in the use of Community circles. Each class plan has its objectives, stages, materials, participation, sharing time and appreciation for what it has been learned. The strategies and techniques are encouraging for learners day after day. The researcher made use of the National Geographic Learning Book Life 2 (Stephenson, 2021) to accompany her purpose due to the fact that this is the material to be used as a requirement for ESL courses at PUCESA. At the same time, the Community circle strategies and activities were completely adapted and done by the researcher in order to fulfill the main goal of the current research process.

Before the whole observation process started by the beginning of the course, students were required to permanently seat in a circle, and believe that this is home, a safe place where everyone will be a member of the family where and has the right to participate constantly, all cell phones where placed at the entrance of the classroom to avoid any distractors and have a relaxing environment, everyone will pick them up at the end of the class.

Lesson Plans Schedule

UNIT	TOPIC	SUBTOPICS	MATERIALS	TEACHER'S AND STUDENTS' ROLE	GOAL
1	PEOPLE	Explorers A Family in Kenya The Face of Seven Billion People The first day Introduce Yourself	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To speak about oneself.
2	POSSESSIONS	A place called home My possessions Global Objects At the store For Sale	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To describe homes, objects and possessions.
3	PLACES	Car-free Zones Places of work Places and Languages	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To talk about places and directions

		The City of Atlanta My favorite city			
4	FREE TIME	100% identical? Free Time in the Arctic Extreme Sports Take a year off! You Have an Email	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To express free time frequencies and activities
5	FOOD	Famous For Food Top five food markets An eater's guide for food labels At the Restaurant What do I do next?	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To share about food likes and dislikes
6	PAST LIVES	Famous faces Visiting the past Live logging	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To tell the story on oneself life

		How was your evening? Thanks!			
7	JOURNEYS	Animal Journeys The deepest place on earth Visit Colombia! Travel money The End of the road	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To compare two or more objects
8	APPEARANCE	Global fashion People at festivals Pink and blue The photos of Reinier Gerritsen Short and simple	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To describe oneself and someone else.
9	ENTERTAINMENT	The Tall grass Film Festival What's the future for TV? Nature in art Making Arrangements	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To tell stories and describe movies plots and special morals.

		It looks amazing			
10	LEARNING	<p>What have we learned?</p> <p>How good is your memory?</p> <p>Good learning habits</p> <p>Communication problems</p> <p>Please leave a message after the tone</p>	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To express good habits and communication problems in everyday life.
11	TOURISM	<p>Planning a trip</p> <p>On vacation</p> <p>Should I go there?</p> <p>A vacation in South America</p> <p>A questionnaire</p>	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To give advice from personal experiences.
12	THE EARTH	<p>Climate Change</p> <p>The unexplored earth</p> <p>Looking for a new Earth</p> <p>Earth Day</p>	Life 2 series, Slides, Photocopies, Videos	Community facilitator, teacher being active participant with learners.	To talk about consciousness to save our world.

		Announcing an event			
--	--	---------------------	--	--	--

Elaborated by: Vásquez, I. (2022)

Figure 6. What students should have in mind before every activity



Published in Google images from: (Pranis, 2003), Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 1

General data:

- **Subject:** ESL
- **Topic:** Myself
- **Level:** A1
- **Time:** 1 hour
- **Materials:** A4 size carbon paper, markers, colors, **a small plastic ball**
- **Technique:** Drawing and describing oneself, three positive, three negative things.
- **Goal:** To speak about oneself.

Circle Opening: Today I feel...

Circle speaking activity: all members, without exception, have to draw themselves, eliciting that there is no one who cannot oneself rather than oneself, they will create their own picture with their names and write three positive and negative aspects about their personality, then they will speak about themselves to the community. The teacher, as another member of the community, will be aware of immediate pronunciation errors and students may be aware to repeat any wrong word in the correct way to avoid future mistakes too.



Community Circles in the Development of A1 - Speaking Skills Activity Unit 2

General data:

- **Subject:** ESL
- **Topic:** My favorite possession
- **Level:** A1
- **Time:** 1 hour
- **Materials:** bring to class special objects or possessions that have a special meaning.
- **Technique:** Sharing from heart why these possessions are important.
- **Goal:** To describe homes, objects and possessions.

Circle Opening: Home is ...

Circle speaking activity: all community members may bring a special possession to share with the class and tell the rest the importance it has in their life, considering the fact that everyone is given a good memory at any time, emphasizing the fact that possessions cannot be only material things but also profound feelings that can sometimes touch senses. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 3

General data:

- **Subject:** ESL
- **Topic:** My favorite place ever
- **Level:** A1
- **Time:** 1 hour
- **Materials:** A picture or drawing of favorite place
- **Technique:** Drawing and giving directions to reach to a place, why is this place a special one
- **Goal:** To talk about places and directions

Circle Opening: My dream is...

Circle speaking activity: all community members may share a drawing or picture of a special place they have visited and tell the community about details that called their attention, particular aspects that may call the community's attention to wonder visiting that spot, appreciation about others view may have taken into consideration and inspiration to share special features and experiences. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 4

General data:

- **Subject:** ESL
- **Topic:** My free time
- **Level:** A1
- **Time:** 1 hour
- **Materials:** Bring an object or a small replica of an object that is used for free time activities.
- **Technique:** Speaking from experience what makes this activity relevant.
- **Goal:** To express free time frequencies and activities

Circle Opening: I feel relaxed when...

Circle speaking activity: Community members may refer to an activity that means much to them, give reasons and describing the way they practice or do any free time activity in relevance for their personal purposes, appreciation of what other people do may inspire others to be interested in developing the same activities on their own or either express why they do not like certain aspects with freedom. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Community Circles in the Development of A1 - Speaking kills Activity Unit 5

General data:

- **Subject:** ESL
- **Topic:** Myself
- **Level:** A1
- **Time:** 1 hour
- **Materials:** ingredients for favorite meals.
- **Technique:** Giving details and share processes, what memories does it bring, smell, taste.
- **Goal:** To share about food likes and dislikes

Circle Opening: Today I love the smell of ... because...

Circle speaking activity: Community members may share a very special recipe, from a famous plate to a family secret meal and will be able to respond any questions about the preparation details, they may speak about their preferences in taste and ingredients, likes and dislikes favorite meals and suggestions to be involved in preparing food roles emphasizing the facts of good nutrition and bad habits that people have towards food. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 6

General data:

- **Subject:** ESL
- **Topic:** My past
- **Level:** A1
- **Time:** 1 hour
- **Materials:** toys, notebooks, letters, images, handmade crafts from childhood and adolescence
- **Technique:** Eliciting special moments from life, anecdotes, importance feelings.
- **Goal:** To tell the story on one self's life.

Circle Opening: A funny moment in my life was when...

Circle speaking activity: all community members may share a very special moment from their past which was significant and has brought a lesson or a good thought in terms of experience in their present life. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 7

General data:

- **Subject:** ESL
- **Topic:** Comparing anything
- **Level:** A1
- **Time:** 1 hour
- **Materials:** pictures to compare two or more objects
- **Technique:** Comparing characteristics, details, appreciations.
- **Goal:** To compare two or more objects.

Circle Opening: What makes me different from others is...

Circle speaking activity: all community members will compare a set of pictures by explaining not only a specific size or color, but including characteristics and examples of each other in a particular way, in other words, what do each object compared inspires to express as many characteristics as can be told. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 8

General data:

- **Subject:** ESL
- **Topic:** Describing people
- **Level:** A1
- **Time:** 1 hour
- **Materials:** Pictures and names of famous people through history and modern times
- **Technique:** Explaining peoples physical or personality characteristics and clothing, special facts.
- **Goal:** To describe oneself and someone else.

Circle Opening: The parts of me that I like and dislike are...

Circle speaking activity: all community members may feel free about their favorite people, superheroes, or mentors, individuals who have brought special moments to their lives and who have made them see a better perspective of life in a very important way, giving importance to what is relevant in a person, attributes and aspects that can change perspectives. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 9

General data:

- **Subject:** ESL
- **Topic:** My favorite type of movies
- **Level:** A1
- **Time:** 1 hour
- **Materials:** videos and movie pictures, movie trailers
- **Technique:** Talking about movies and sharing opinions, plots, message, morals, senses.
- **Goal:** To tell stories and describe movie plots and special morals.

Circle Opening: I can be a movie producer I will ...

Circle speaking activity: all community members may be open to describe their favorite movie and to even remember a special moment or phrase they got from those, significant stories that motivated them to reflect about their personal life even though it was projected from an imaginary point of view, they will feel free to transmit the lessons learned and wishes to make possible. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 10

General data:

- **Subject:** ESL
- **Topic:** My good and bad habits vs other people's good and bad habits
- **Level:** A1
- **Time:** 1 hour
- **Materials:** paper and pencil to write about good and bad habits people have.
- **Technique:** Sharing criteria
- **Goal:** To express good habits and communication problems in everyday life.
- **Circle Opening:** A problem in our society is...

Circle speaking activity: The whole community will elicit some of the most common habits that people have in our country that need to be changed, at the same time try to give solutions. Any topic can be brought into the circle in order to share criteria and express thoughts in a comfortable scenario. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes



Community Circles in the Development of A1 - Speaking Skills Activity Unit 11

General data:

- **Subject:** ESL
- **Topic:** Punctual recommendations
- **Level:** A1
- **Time:** 1 hour
- **Materials:** written papers including any daily problems people have
- **Technique:** Drawing
- **Goal:** To give advice from personal experiences and based on personal opinions.

Circle Opening: For a good health people should...

. **Circle speaking activity:** Community members may share a personal problem which has changed their lives for the good and giving suggestions to the community about how to cope with difficult moments, they make take notes or suggestions for the person who is having a problem and everyone would validate each other. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes



Elaborated by: Vásquez, I. (2022)

Community Circles in the Development of A1 - Speaking Skills Activity Unit 12

General data:

- **Subject:** ESL
- **Topic:** My love for nature
- **Level:** A1
- **Time:** 1 hour
- **Materials:** A4 size carbon paper, markers, colors
- **Technique:** Drawing things I love from Earth
- **Goal:** To talk about consciousness to save our world, possible ideas to save the environment with a belonging feeling.

Circle Opening: Our future depends on...

Circle speaking activity: Community members will take some time to create a personal project dedicated to save our planet in terms of social benefits and secure future for everyone, they can use their imagination to create a program or any kind of idea inspired in making our world better thinking what is the best way to safe our home, the Earth, they can use songs, videos, documentaries, or even create their own videos. The teacher, as a member of the community, will be aware of immediate pronunciation errors and students may also be aware to repeat any wrong word in the correct way to avoid future mistakes.



Elaborated by: Vásquez, I. (2022)

The application of these activities show the researcher expectations through observation and mutual participation with the students it is relevant to mention that the environment changes greatly from the beginning to the end, students are able to be more participative and to become wondering and aware about what is coming up next, besides, there is participation without any exception. Topics of the lessons are based in an A1 environment where everyone does not find any complication at participating and sharing personal thoughts and ideas becomes better day after day during the learning acquisition process.

The idea that students bring their own ideas and materials to class is positive, sometimes students have the feeling that the class time is very short for sharing so much, vocabulary drilling is an important tool to make students get more confident with their speaking production.

Activities, as mentioned in the plans above, play an important tool in the development of a community Circle class, which goes from using color pencils to music in order to show creations such as a chain drawing, a word by word story changing places or saying "if I were... rich, a superhero. Anything others cannot imagine can be brought in action.

The most relevant aspects of this research process is detailed in the following chapter related with the analysis of the results, which show the results of its main objective.

CHAPTER III. ANALYSIS OF THE RESULTS

The goal this research based on observation is to analyse the use of Community Circles in the Development of A1 - Speaking Skills in ESL students as part of the Language and Linguistics Department of PUCESA during the first Academic Term in 2020. Consequently, the results of the process are stated in this Chapter as it follows.

Variables' questions, Teacher's questionnaires

Independent Variable	Dependent Variable
Background knowledge	Importance of speaking
Probabilities to teach in a Community Circle	Current strategies perception
Aim of a Community Circle sharing	Speaking production improvement
Acquiring experiences	Online classes speaking performance
Expected values	Future expectations

Elaborated by: Vásquez, I. (2022)

Variables' questions, student's questionnaires

Independent Variable	Dependent Variable
Background knowledge	Background
Beginning self performance	Beginning speaking performance
Aquisition	Improvement
Appreciation	Current situation
Receptiveness	Final Production

<p>Table Results based on teachers questionnaires' answers about Community Circles and Speaking skills</p> <p>Category code</p>	<p>Participants</p>
---	---------------------

<p>Background knowledge BK (Dependent Variable)</p> <p>Quantitative Results:</p> <p>Regarding BK, When Community Circle's topic was familiar, teachers mentioned they have heard about the topic.</p> <p>When the topic was not familiar, teachers mentioned they have not heard about it</p> <p>Qualitative Results:</p> <p>Regarding BK, when an assertion was considered to be familiar or general knowledge participants were not aware of the authors' experience, however, they express their ideas about community sharing.</p> <p>When the topic was not familiar, teachers mentioned they are not sure about it</p>	<ol style="list-style-type: none"> 1. Yes, I have been using circles in my classrooms since 2002. 2. I do. I know that Community Circles are activities to help students to develop their skills, specially the speaking one. 3. I know that community circles in education can be considered as a strategy to share knowledge but also emotions, which are important factors to help the teaching and learning process. 4. I know about them, but I haven't used them in my class. 5. I am not sure about a specific definition about Community Circles. However, I think it is when students can work in groups having the opportunity to talk and share knowledge. 6. I only know that they are used to gather information regarding social, emotional and learning needs students have that teachers may not be aware of. 7. I know some information about the community circles. As teachers we use this strategy to gain confidence and develop the speaking skill in our students from any level of English.
--	--

<p>Probabilities to teach in a Community Circle PTCC (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>Regarding PTCC, when mentioning the feeling towards community circles, most teachers mention it would be a positive experience and consider it would be also a good opportunity. The ones who have used it feel confident and motivated.</p> <p>When the topic is not familiar, one teacher mentions, it will be insecure because of lack of knowledge in its implementation.</p>	<ol style="list-style-type: none"> 1. It is a wonderful practice that my students look forward to on a weekly basis. 2. I would feel comfortable due to my students will be able to share their ideas and thoughts in a freeway 3. I consider it would be an awesome opportunity to know more about my students' needs. 4. I think it is a strategy that can be applied with any groups and with clear and precise instructions, it could work well with lower level students. 5. It would be great to work in Community Circles because A1 students need to have more interaction to learn English. 6. I would feel insecure because I don't know how to implement it. 7. I have applied this strategy before and I feel that students really get engaged to the classroom contents and it triggers their motivation as well.
--	---

<p>Aim of a Community Circle sharing ACCS (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>Referring ACCS, most teachers mention about all the things that could be shared in a community circle, such things as authenticity, traditions, debates, routines, projects, cooperation, confidence and so forth.</p> <p>When a teacher is not sure about the topic, is not familiar, one teacher guesses about experiences, personality and learning styles, among others.</p>	<ol style="list-style-type: none"> 1. Sitting in circles is an ancient tradition of gathering to celebrate ourselves and empower each other. Circles provide a safe space to explore our authentic voice, live fully and confidently from our hearts, and acknowledge the uniqueness of one another. This gathering on equal ground offers an opportunity to experience the peaceful and nurturing qualities inherent in living from the heart. Circles help us remember that we are all equal. We are each of us students, teachers, mentors, leaders, artists, counselors, etc 2. Traditions <ul style="list-style-type: none"> Customs Tales Personal experiences Activities students like to do 3. Feelings <ul style="list-style-type: none"> Social topics Debates about the community's problems New strategies to teach and learn Content-feedback-Community learning 4. Students could talk about: family members, routines, past activities, favorite food or favorite sport. Simple things they can share and explain. 5. You can work in projects <ul style="list-style-type: none"> You can share previous knowledge You can talk about experiences You can express opinions You can be part of the class.
--	---

	<ol style="list-style-type: none"><li data-bbox="885 247 1427 394">6. I guess feelings towards learning English, past learning experiences, learning styles, personality traits and interests.<li data-bbox="885 430 1427 504">7. Experiences in life, confidence, content, knowledge, Cooperation.
--	--

<p>Acquiring experiences AE (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>About AE what most teacher could acquire in a community circle classroom safe place to share, students relevant information, awareness of students' needs, consciousness of learning cooperatively, togetherness, empathy, and team work, besides other positive and new ideas mentioned in each answer.</p> <p>When a teacher is not sure about the topic, it is mentioned to become a good listener and meet student's needs.</p>	<ol style="list-style-type: none"> 1. Circles provide support, information, community, and inspiration in our lives. I begin each circle with a poem or a reading of some sort. Salutations from all around the world, using a map as a visual to incorporate my love of geography. The use of a Talking Stick helps make the circle a safe place to be and to share. It's an ancient and powerful tool that encourages people to find their voice, speak their truth, share feelings and points of view. 2. Student's background <ul style="list-style-type: none"> Relevant information about my students Activities that encourage kindness Cooperative learning Development of creativity 3. Skills to lead a group <ul style="list-style-type: none"> More effective communicative skills Awareness of students' needs Skills to understand students' behaviors Consciousness of learning cooperatively 4. You can get to know your students better. <ul style="list-style-type: none"> You can find out about situations at home. You may use their information to plan activities they really enjoy doing. You may build confidence within the class. You become a good listener. 5. Students can work together.
---	---

	<p>Students can have the chance to talk.</p> <p>Students can feel confident.</p> <p>Students can get results as a group.</p> <p>Students can learn together</p> <p>6. I would be more empathic, become a good listener, meet students' needs more accurately, build rapport, create an anxiety-free classroom environment.</p> <p>7. Experience Resilience Teamwork Participation Motivation</p>
--	--

<p>Expected values EV (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>About EV, all teachers mention that the most important values to be developed in a community circle are based in an environment that involves acceptance, independence, confidence, solidarity and respect.</p>	<ol style="list-style-type: none"> 1. Each person is encouraged to speak the words of their heart and mind, and to listen deeply with the ears of her heart without judgment, criticism, or reprisal of themselves or others. If a person chooses not to share, they are honored as their own authority and asked to imagine the countless others who have sat in circles since time immemorial. 2. Honesty Cooperation Hard work 3. Solidarity, understanding, cooperation, patience, respect to others' opinions. 4. Confidence, communication, listening to each other. 5. Confidence Autonomy Creativity 6. Trust, solidarity and empathy. 7. Respect Solidarity Empathy
---	---

<p>Importance of speaking IOS (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>About IOS, in terms of oral performance in ESL learners, all teachers reach to the same idea that goes from a n emotional protection and empowerment to comfort, trust, confidence and, the most important, social interaction.</p>	<ol style="list-style-type: none"> 1. I have observed that conversational skills are the weakest of all second language students. Circles provide a way of truly learning that art. In time, students begin to listen to the spaces between the words, as the hard edges of each mind/ heart begin to soften, and one more layer of mental and emotional protection falls away. Then all at the circle are free to be more authentic with self and others and take this empowerment home to family and friends. 2. By making students feel comfortable and making them trust themselves 3. I think that if a student is a good listener, he/ she would get as much input as possible to be able to also share his/her opinion in the circle environment which means a more comfortable environment for them with people they like. 4. I think this strategy would definitely give students the confidence they need to express their ideas. By building confidence, students may feel more comfortable at the time of speaking 5. I think performance would be based on students' participation. 6. Students would feel more confident and be willing to take risks. 7. Students learn from social interaction and they get motivated
---	--

	<p>as well as a result their abilities to communicate in English language will strongly improve. As Lev Vygotsky (1978) concluded in his study developed in the Soviet Union 1920s and 1930s that language develops primary from social interaction.</p>
<p>Current strategies perception CSP (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>Regarding CSP, when it is time to talk about confidence in speaking, mostly among a community circle, all teachers share the criteria of being a process through which students will have the opportunity to feel inspired by learning from each other, and feeling motivated or supported in order to be more participative,</p>	<ol style="list-style-type: none"> 1. Yes, because they are naturally inspired by their peers to share and be heard. 2. Definitely, because when students work in groups, they have the opportunity to learn from others and it makes them feel confident and do not pay attention to their own mistakes. 3. I think this strategy would definitely give students the confidence they need to express their ideas 4. Yes, if the teacher provides a safe environment, free from judgment. 5. Of course. The students would feel part of a group and they would participate. 6. Yes, because they would feel supported and encouraged by teachers and peers. 7. Yes, definitely since students will gain motivation to speak about any topic in the class and as a result they will be highly motivated.

<p>Speaking production improvement SPI (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>SPI criteria from all teachers in general prevail the improvement so all speaking sub skills, mainly focused in vocabulary, pronunciation and ability to critical thinking interactions.</p>	<ol style="list-style-type: none"> 1. Listening as a primary skill to developing speaking skills. Confidence, proper enunciation, critical thinking, and comprehension 2. Students feel more confident Students learn from others Students express the ideas freely Students have the opportunity to see different points of view Students foster interactions that build community. 3. Community circles promote respect Fluency Vocabulary Better use of grammar Pronunciation 4. Pronunciation, vocabulary, listening and responding, natural speech. 5. Vocabulary Grammar Pronunciation Fluency Participation 6. Confidence, fluency, pronunciation, accuracy and vocabulary use. 7. Grammar morphemes Target vocabulary Pronunciation Accent Stress
---	---

<p>Online classes speaking performance OCSP (Independent Variable)</p> <p>Quantitative Results:</p> <p>Regarding OCSP quantitatively. Five teachers mention that online classes produce problems</p> <p>When referring to online classes, two teachers mention that there would not be any problem.</p> <p>Qualitative Results:</p> <p>Regarding OSCP qualitatively. Teachers who mention that there are problems with online use with community circles mention a lack of dynamism, lack of skills development, lack of face to face contact and an important limitation in the speaking skill</p> <p>Teachers who mention there will not be problems say that it depends on activities planned in order to break classes in different rooms to monitor students, or, performance by using of technological tools.</p>	<ol style="list-style-type: none"> 1. Yes, because there is a lack of physical presence and dynamism amongst the students. Online circles are still effective, though much more so if the practice has been well established in person beforehand. 2. I don't think so. Everything depends on the activities planned by the teacher. In fact, the teacher can break the class into different rooms and monitor each one. 3. Virtual classes have changed students and teachers perception of sharing knowledge. It is a lot more difficult to help our students to develop all skills, sometimes they have not seen their classmates in person, so I think it is challenging to apply this strategy in virtual environments. 4. It may be more difficult because students are not facing each other. 5. I don't think so because there are different technological tools in order to work in groups. 6. Definitely, to benefit from community circles it is necessary to work with students in face to face sessions. Technology doesn't allow people to focus on one thing at the time. 7. Online classes have affected Education overall, and as this is not most appropriate approach considered to learn a language, student's abilities to learn have
---	---

	been lowered down having limitation to develop the speaking productive skill.
--	---

<p>Future considerations (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>FC about the use on Community Circles in A1 classes, according to most teachers participating in the current research, think that circles compromise a place of acceptance, confidence, achievement, care, respect, success, possibilities to learn culture and speaking development.</p> <p>When a teacher thinks the opposite, it is mentioned that, as a cultural issue, students may misunderstand by taking advantage of the situation.</p>	<ol style="list-style-type: none"> 1. In a global environment that appears increasingly divided, circles offer a place of encouragement to facilitate acceptance, learning and lasting, peaceful change. 2. Using community circles as a teaching strategy for A1 students on a daily basis in the future would be very interesting and useful not only for students but also for teachers because A1 students will have the chance to share their though and then learn from others. They will feel confident and without any fear of expressing their ideas with the rest of the class. On the other hand, teachers will be able to achieve the goal of seen their students acquire the language in an easy way. 3. I do think this strategy would help teachers and students to have a comfortable learning environment where everybody cares of each member of the class and the most important they would learn to respect and value different people's opinions. 4. I think they may be useful and I would like to use them in face-to-face sessions. The frequency would depend on the success of the first sessions. 5. Fantastic. The more teaching resources the more possibilities to learn English.
---	--

	<ol style="list-style-type: none"><li data-bbox="885 189 1425 409">6. I am not sure it will work as expected with my students because unfortunately, they tend to misunderstand trust with taking advantage of situations. It is part of our culture I would say.<li data-bbox="885 441 1425 735">7. Community circles strategy is very important and I will use it in my future classes since it has been found as an effective tool to be used in the development of speaking skill as students can obtain a lot of benefits when participating in this activity.
--	--

Elaborated by: Vásquez, I. (2022)

Note. Quantitative data (teachers selected a choice about community circles background knowledge) and qualitative data (questionnaires to teachers) to provide a more comprehensive description of their personal criteria was integrated.

<p>Table Results based on students questionnaires' answers about Community Circles and speaking skills</p> <p>Category code</p> <p>Background knowledge BK (Dependent Variable)</p> <p>Quantitative Results:</p> <p>Regarding BK, when students were asked about their previous knowledge of Community circles ten of them were familiar with the topic and were open to continue contents with the teacher.</p> <p>When students were asked about their previous knowledge of Community circles, fifteen of them were not familiar with the topic and needed more clarification from the teacher.</p> <p>Qualitative Results:</p> <p>When an assertion was considered to be more familiar and considered to be general knowledge, participants perceived less need to rely on author expertise.</p> <p>When an assertion was considered to be less familiar and not general knowledge, participants perceived more need to rely on author expertise.</p>	<p style="text-align: center;">Participants</p> <ol style="list-style-type: none"> 1. No, because I was new at Católica. 2. No, I didn't know since I hadn't worked it this way before. 3. Yes: I did know and I have a good idea, since this allows us to participate in the class and we are always interacting and sharing between the teacher and the classmates. 4. No, I didn't know what it was about. 5. No.....I did not know ... 6. Yes, because I had worked in this form the last semester. 7. Yes 8. Yes, at school we did that but not in English. 9. Yes, because the previous level I had the pleasure to share with you. 10. No, I didn't know since I had never studied like this 11. Yes, it is nice to work like this.
--	---

	<p>12. No because I had never been to one of them.</p> <p>13. Yes</p> <p>14. No, I did not know</p> <p>15. No, I did not about the community circles at the beginning of the semester, but when the week passed, we left realizing what it was about.</p> <p>16. Yes</p> <p>17. Yes: Because at the beginning of our semester it was applied in the English class to be able to socialize with all the classmates</p> <p>18. No, because I had never had the opportunity to be part of that activity,</p> <p>19. Yes</p> <p>20. No..... It was the first time that I experienced that, and the truth was I was a little nervous, maybe we are missing more face-to-face classes to express myself better...</p> <p>21. No.</p> <p>22. No</p>
--	--

	<p>23. No, I did not know what it was about</p> <p>24. No, but around this semester know more about the Community Circles in classroom</p> <p>25. No, I did not know about this method of relating to people</p>
--	--

<p>Beginning self-performance BSP (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>Considering BSP, participants being part of the welcoming into community circles had a mixture of feelings, some felt nervous, not open to experience something new, insecure, surprised, happy, perfect. Intrigued and a bit uncomfortable.</p>	<ol style="list-style-type: none"> 1. I felt awkward because I usually prefer to be reserved with my personal life. 2. I felt very good since it was a very good way of participating in classes since we all contributed. 3. I feel good and very in agreement with this technique, because that is how we are also learning and it motivates us be more attentive to the classes for can participate. 4. At first I felt nervous because I didn't know what was coming, but then I liked it. 5. I feel really well 6. I feel good, because I know that in this form I can work and learn better. 7. At first it was a new thing a shock because I never knew that kind of activities 8. I felt happy and rare because of my classmates. 9. I felt nervous that I never studied like this before 10. Nice because it was possible to interact in a better and easier way.
--	--

	<p>11. I felt great working like this because I could interact with my colleagues.</p> <p>12. Good because that's how I got to know my classmates.</p> <p>13. I was surprised but I like why we all participate and all our attention is on the class.</p> <p>14. I was nervous because I didn't know what to do, but then I felt more confident.</p> <p>15. I felt very good because I liked the way the community circle developed a bit of nerves but after that it disappeared.</p> <p>16. Perfect</p> <p>17. I felt more confident with all my colleagues because thanks to this you can lose a little embarrassment and get to know people better.</p> <p>18. Very well because we communicate with each other.</p> <p>19. I felt very comfortable</p> <p>20. A little nervous</p> <p>21. Well</p>
--	--

	<p>22. I felt half uncomfortable, so I am shy.</p> <p>23. I felt a little strange I didn't know what it was about</p> <p>24. When I started these process I felt very shy and nervous because I don't know nothing about these process.</p> <p>25. I was intrigued because I didn't know how things were going to develop in this system</p>
--	--

<p>Acquisition ACQ (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>ACQ has made students transform their personal view about working in a community, they have learned that living in a community is not only a matter of accepting each other, but of appreciation, respect, equality, fellowship, friendship, security, punctuality, freedom and most of all being themselves in the classroom in a cozy environment.</p>	<ol style="list-style-type: none"> 1. We all have difficulties. We always can learn from experience. Don't judge people. Try to understand others. We all have our story. 2. I learned more about it .I made more friends with the participations. I understood things in a very funny way. It was easier for me to participate. I had fewer errors than at the beginning. 3. I have learned to pay more attention, to be more respectful, to be participatory. To be more sociable, make more friends. 4. Learn to listen to others. Give my opinion without fear of being judged. Know that I have things in common with others. Speak with confidence. Interact with more people. 5. Share. To learn. Live together. Evaluate, Respect 6. I can participate more We are equal, because we are in a circle. Everyone will participate in class
---	--

	<p>We can have more friends if we are in a circle. Respect the turn to talk</p> <p>7. Patience, communication with others, talk about my problems, understand others and listen</p> <p>8. To be confident, to talk more, to be friendly, to hear other people and English,</p> <p>9. Security, attention, socialize, visualize</p> <p>10. Socialize Stop being shy Study in another way Fellowship</p> <p>11. To interact To learn a lot Live with colleagues Think to speak Unwind more</p> <p>12. Meet other people, how other people look, how I see myself, you know they are dedicated and know where they live.</p> <p>13. More sociable Compressible Disciplined More attentive Punctual</p> <p>14. Speak with confidence Express myself</p>
--	---

	<p>Interact with others listen carefully That I have things in common with other people.</p> <p>15. I learned to be cordial with my colleagues to help them in what they ask me to understand if they have any problems and above all to have a friendship so I love different careers.</p> <p>16. No answer</p> <p>17. Socialize, respect, amiability, fellowship, lose shame</p> <p>18. Have more communication with everyone, interact, get along with everyone, learning from others.</p> <p>19. To be less shy to respect the turn of each person so that each person has his own option in each subject To dialogue</p> <p>20. That we be open, not laugh at others, unite in some way, participate, be attentive</p> <p>21. Be participatory Be friendly Be happy</p>
--	--

	<p>Be a good person with other people Share opinions</p> <p>22. Entertainment, friends, shyness, distrust, nerves</p> <p>23. Set the goals and objectives of the activity - Organize students into teams and create small work groups within them - Promote communication and respect among all participants - Act as guide and driver of the activity at the beginning, and let them gradually assume their responsibility - It offers the time necessary to generate debate and contrast ideas</p> <p>24. I learned how share with my partners in classroom.</p> <p>I learned lost my fear of class speaking. I learned that get along better with my classroom. I learned to listen to the opinions of the others.</p> <p>And I learned to express my opinion.</p> <p>25. Health can reach everyone All people can participate It is an inclusion strategy</p>
--	---

	seeks to adapt healthy habits It's free
--	--

<p>Appreciation APPR (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>Considering APPR, what participants appreciate from Community Circle classes go from learning about someone else's life to whole participation, and, in the middle of this procedure there are some important aspects as sharing personal stories, learning, coexisting, being independent and a better person, sharing notes and opinions, lack of discrimination and guidance. Appreciation embraces positive incomes.</p>	<ol style="list-style-type: none"> 1. We can learn about other's life. We can put in their position and understand them. We can have examples of bravery in our life. Always have hope. Know better our classmates and teacher 2. Participation, socialization, Fun activity 3. When the teacher explains the grammar classes. When we all read a text. When we share small personal stories of each one of us. When we participate answering the activities of the book. When the teacher asks us something about us in relation to the topic we are reviewing. 4. Draw, read, think, paint, speak and guide. 5. Share experiences. Make several friends. Chat with the group. Hear opinions. Have communication with the group 6. I can participate more in class. Everyone participates on the class. We can be a friendlier group. We can make more games in group. We help each other. 7. Talk <ul style="list-style-type: none"> To Converse Hear Express Myself Make Friends
---	---

	<p>8. Stories, presentation, questions, games and experience</p> <p>9. To learn. Don't be distracted Look around. Observe around Light the class</p> <p>10. No answer</p> <p>11. Take part To hear Coexistence The happy moments Support</p> <p>12. draw, sing, gym, sing, read</p> <p>13. Participation Reading Individual works Work in pairs Oral lessons</p> <p>14. Develop activities Share knowledge Listen to others Orientation and guide To converse</p> <p>15. Know the names of my colleagues Give a qualities of each Describe each Know everyone's favorite food.</p> <p>16. Be sociable, learn better, be an independent person, a new way of learning.</p> <p>17. Interaction, amiability, fellowship, joy, participation</p>
--	--

	<p>18. Games, learning, names of things, colors, etc.</p> <p>19. All participate When we participate we laugh It is easy to understand I can ask when I do not understand something I share with all</p> <p>20. I can participate more in class, we help each other, we can be a more friendly group, we can make more games in group, participate on the class.</p> <p>21. Be participatory Be friendly Be happy Be a good person with other people Share opinions</p> <p>22. Draw Learning Reading Writing Converse</p> <p>23. No answered</p> <p>24. I appreciate to share notes with the others. I appreciate my teacher understanding. Also, my classmates were very friendly. I appreciate when change different opinions. I appreciate when talk about different topics of interesting</p> <p>25. An inclusion is guaranteed</p>
--	---

	<p>Develops healthy habits for people Appointments can be made based on the disposition of the person No one is discriminated People are given guidance</p>
--	---

<p>Receptiveness RECTSV (Dependent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>RECTSV is considered one of the most important aspects of working in Community circles as it has been stated in Chapter 2 from the current research, and by observing and looking at the answers these are the values that prevail: respect, freedom, honesty, responsibility, friendship, solidarity, loyalty, patience, honesty, happiness and wisdom</p>	<ol style="list-style-type: none"> 1. Respect, freedom, honesty 2. The responsibility, The Solidarity, Friendship 3. Companionship, responsibility, punctuality, respect , friendship 4. Respect, amiability, honesty. 5. Respect, friendship, responsibility. 6. Respect when my classmates speak. Interact with everyone, don't exclude anyone. Help others, I'm not the only student. 7. Loyalty Amiability Patience 8. Honesty, respect Friendship 9. Honesty. Seriousness. Amiability 10.No answer 11. Respect Assess Live together 12. The sensibility Respect The honesty
--	--

	<p>13. Respect Fellowship Order</p> <p>14. Respect, amiability, empathy</p> <p>15. Respect Loyalty Friendship</p> <p>16. Learn together, learn better, make new friends</p> <p>17. Respect, fellowship amiability</p> <p>18. Respect, humility and solidarity</p> <p>19. Respect To be on time Honest</p> <p>20. Respect, interact, and form friendships</p> <p>21. Respectful Happiness Friendship</p> <p>22. Respect Hear To work</p> <p>23. -respect -collaboration -honesty</p> <p>24. Respect Friendship Wisdom</p>
--	--

	<p>25. The companion when relating to everyone Respect for being able to hear everyone's opinion Solidarity by helping my colleagues</p>
--	--

<p>Speaking Background SBGD (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>About SBGD students refer to their speaking performance at the beginning of A1 level that they felt afraid and nervous in their major part, which demonstrates that not all students were open to their new experience with the language, on the other hand, some others felt confident but what they also mention the attitude of the teacher to involve them in the atmosphere.</p>	<ol style="list-style-type: none"> 1. I was so nervous and worried if I was speaking right but the next day I felt better. 2. I was a little nervous since I don't know how to express 3. I felt nervous because I was afraid that they would judge me if they didn't pronounce a word well. 4. I felt good. I was nervous because I didn't know my friends. 5. I felt good, because I knew that I can do it. 6. I felt a little insecure because of the way I spoke that maybe it wasn't the right thing 7. I felt a bit strange 8. Nervous about the way they put us in the chairs. 9. No answer 10. I felt very good since the Teacher is very kind and above all she understands us a lot. 11. A little nervous because I was with people I didn't know completely. 12. Nervous why she didn't know anyone yet. 13. I felt a little nervous, since I didn't know anyone 14. I felt a little nervous but then my classmates and my teacher gave my security so as the days passed I didn't have any nerves. 15. Very, very good 16. With great confidence because I had errors but we are there to learn. 17. I felt strange because I am afraid of pronouncing a bad word and that my companions will look at me. 18. Very good
---	---

	<p>19. Nervous, since I was never so good in English</p> <p>20. I felt nervous.</p> <p>21. I felt nervous</p> <p>22. I felt a little insecure at first but with the passing of the days</p> <p>23. I learned many things and even to strengthen my English</p> <p>24. I felt very nervous because I didn't had friends but was good first day of classes</p> <p>25. I felt good because the atmosphere from the first day was one of companionship</p>
--	--

<p>Beginning speaking performance BSP(Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>BSP, in other words, learning to speak in the target language and reassuring students' own assessment under the process, they can freely express that they have gained more vocabulary based in participation little by little an under permanent participation and pronunciation corrections which brought their ability to communicate in a very natural way.</p>	<ol style="list-style-type: none"> 1. Yes, I still thinking if I speak in the right way but I feel more confident. 2. <i>If I think</i> that if I have learned things that were not very clear and especially words that did not know how to say them. 3. Yes, I have learned to have more confidence when I express myself, although I have sometimes failed, but little by little I have been learning to improve my participation in English. 4. I think I learned to speak English because I know much more vocabulary and feel more confident speaking English. 5. Yes, I really like participating and speaking in English because I learn more 6. Yes, I do 7. Yes, because little by little I am losing the fear of speaking 8. I felt a little strange. 9. Yes, because I have lost my nerves and I feel safe to speak what I learned. 10. Yes, this semester I have learned many useful things 11. Yes and a lot of grace to the Teacher 12. Yes, because on several occasions the teacher made us participate a lot in classes, which improves our learning of the subject. 13. Yes, and it is thanks to the teacher's patience, because when we mispronounce a word she always makes us repeat. 14. I honestly feel that I have learned a little more vocabulary and have gained a little confidence speaking English 15. I feel that thanks to my teacher this semester I was able to get a little more involved in pronunciation and
--	---

	<p>security when participating in classes.</p> <p>16. Yes, much better</p> <p>17. Yes, since in each class there is interaction between the teacher and the students, as well as spontaneous participation.</p> <p>18. If I have learned a lot there are things that I did not know to pronounce and now I have learned.</p> <p>19. Yes because we all participate and can be better understand.</p> <p>20. I feel that I learned, but my teacher's modality also helped me a lot, she always tried not to be afraid.</p> <p>21. Yes, during the semester I learned new words and I practiced with my friends.</p> <p>22. I did learn a lot of English and it improved a lot.</p> <p>23. - Pay attention to the rhythm and how the sounds come together</p> <p>24. Definitely, yes I do.</p> <p>25. Yes, I learned to speak and communicate.</p>
--	--

<p>Improvement IMPV (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>About IMPV code, students mention some aspects related with their personal improvement in the language acquisition, they mention all skills related to language acquisition and comprehension, this would be another topic of research related with all skills performance among Community Circle.</p>	<ol style="list-style-type: none"> 1. Vocabulary. Fluency. 2. No answered 3. Listening .Grammar. Reading 4. Express myself. Write the sentences correctly. Use verbs well. The pronunciation. 5. I have improved my pronunciation, the grammar, the paragraph writing, understanding audios, reading comprehension. 6. Grammar, listening, writing, speaking, vocabulary 7. Grammar, talk, take part, hear, understand 8. My pronunciation. My reading A better vocabulary Fluency in speaking Understand the listening. 9. My way of pronunciation My grammar My writing My vocabulary My way of unwinding 10. My fluency, vocabulary, speaking some words, grammar
--	--

	<p>11. Take part, attend, security, fluid, fast.</p> <p>12. Speak Writing Grammar Orthography</p> <p>13. Writing Pronunciation Compression in readings Oral lessons Class participation</p> <p>14. Vocabulary Listening Writing Grammar Speaking</p> <p>15. My pronunciation My performance in classes Understand some words My dialect</p> <p>16. No answer</p> <p>17. Verbs, vocabulary, understanding of sentences, pronunciation, writing</p>
--	--

	<p>18. Pronunciation, vocabulary, grammar, listening</p> <p>19. The listen</p> <p>The vocabulary</p> <p>The writing</p> <p>More words</p> <p>The conjugations</p> <p>20. To write</p> <p>take part</p> <p>talk</p> <p>verbs</p> <p>prayers</p> <p>21. Pronunciation</p> <p>Speak faster</p> <p>Made a good conversation</p> <p>Speak with more fluency</p> <p>Speak with more words.</p> <p>22. Vocabulary</p> <p>23. to write read</p> <p>Talk better Grammar</p>
--	--

	24. Yes, because I have learned to participate more and I have learned to express myself better
--	---

<p>Current situation CS (Independent Variable)</p> <p>Quantitative Results:</p> <p>When referring to CS, students present their negative opinion about the beginning of the pandemic process, which, in a way, interrupted presence classes to online classes, thirteen students say that this stage has affected their speaking English production.</p> <p>On the other hand, 12 students mention they have not had any problem.</p> <p>Qualitative Results:</p> <p>CS or current situation has not affected students due to facts like they have been positive and tried to use different tools to continue practicing on their own. Whereas, students who have found affected by the situation mention problems with connectivity or either express the idea that it is different to study face to face than by video chat or educate oneself.</p>	<ol style="list-style-type: none"> 1. Yes, I am speaking or practicing more English than Spanish. 2. No, I don't think it has affected me since I always try to be very positive in everything I do. 3. No: it hasn't not affected me, because I am constantly reading some texts in English or I also watch some videos o movies in English and then I am repeating words or phrases that remain engraved on me. 4. No, since the teachers did their best, as students we practiced in the best way. 5. Yes, because I don't have much nervousness 6. No, because my parents can help me with that. 7. Yes, because I can defend better in a professional environment 8. Yes, because teacher could hear me and told me what is wrong with my speaking 9. Yes, because I have had more time to prepare the exhibitions or to see them study the treated class. 10. Yes, because it is not the same to study in person as by video chat
---	---

	<p>11.No, why despite all this we are always participating in class.</p> <p>12.No, because in online classes I can't concentrate well on the subject.</p> <p>13.No, because in classes the teacher made us practice, we would take turns reading which helps enrich our speaking</p> <p>14.Yes, Because in this way I have been able to understand some words and sentences in order to help people</p> <p>15.I feel that English has made it easier for us to interact whit people in this way it is also useful for our lives since it is an important language which opens many doors for us.</p> <p>16.No answer</p> <p>17.No, it has affected in a negative way, since through the internet it is not understood very well, in addition there is a bad connection and sometimes the class is cut, and I think that you learn better while being in the classroom.</p> <p>18.No... Not because in class the teacher makes us act and obviously there we are improving our pronunciation</p> <p>19.Yes. The internet sometimes fails.</p>
--	--

	<p>20. Yes. I think a little, but not much, I feel that I learned a lot for the bases that I will have in English.</p> <p>21. Yes, Because, I have the opportunity of be a student more participatory.</p> <p>22. Because I have trouble listening because I have I don't listen well.</p> <p>23. Yes, because I have learned to participate more and I have learned to express myself better</p> <p>24. No. not much, because I have been receiving classes every day and I have been educating myself at home.</p> <p>25. yes, because apart from the English classes I had to educate myself</p>
--	---

<p>Final FP (Independent Variable)</p> <p>Quantitative Results:</p> <p>It was not a closed question.</p> <p>Qualitative Results:</p> <p>By the end of the semester, February-June 2020, FP was expressed in an honest and open way by all the participants, they general refer to the fact of feeling calm, thankful, good, happy and confident of their improvement among other positive expressions.</p>	<ol style="list-style-type: none"> 1. I feel kind of calm but also exited for the next semester. 2. I feel great having finished my semester. 3. I feel good in every way, because I have learned a lot and it has helped me to improve too many things in reference to this language and above all to thank the teacher for the patience, for the very good teaching method that she has and because she has always been motivating us, that has helped us to get where we are now. 4. Well since I can understand English in a better way and that satisfies me a lot. 5. I feel good, happy because I have more knowledge of English and I hope it works for the other semester. The teacher was the best. 6. I feel good with my progress in English speaking, I think now I can make a small conversation with someone who speak English. 7. I feel good knowing that I have improved a lot 8. I feel good and happy. 9. I am more confident and fluent while talking and I can use more precise words.
--	---

	<p>10. I feel very good because my English is much more fluent in speaking and writing,</p> <p>11. I think it is great why you can connect and learn a little more every day.</p> <p>12. Well because despite the situation I can understand English satisfactorily.</p> <p>13. I feel good I have learned new things and I have improved a lot in my pronunciation.</p> <p>14. I feel that it should improve, since I cannot say that I speak the language perfectly</p> <p>15. I feel that English has made it easier for us to interact with people in this way it is also useful for our lives since it is an important language which opens many doors for us.</p> <p>16. No answer</p> <p>17. I feel that it was not learned 100%, since we had several problems in the classes due to connection, because from there the teaching is very good.</p> <p>18. No... Not because in class the teacher makes us act and obviously there we are improving our pronunciation.</p>
--	---

	<p>19. I am very happy that every time I get better.</p> <p>20. I feel with more bases, I was always afraid of this matter, but little by little I was losing it because of the way the classes were given.</p> <p>21. I think that my English has improved a lot, because in a new vocabulary and my pronunciation is better.</p> <p>22. Normal, I can defend myself in some things.</p> <p>23. I feel more confident and confident to speak and even to understand, I can have conversations in English quietly.</p> <p>24. I feel great, I have improved a lot throughout the semester.</p> <p>25. I feel much more knowledgeable and that all the time of classes have helped me to learn.</p>
--	--

CONCLUSIONS

1. Community circles conceptualization was to be applied in A1 speaking skills classrooms in order to foster classroom communication.
2. Speaking skills were analyzed for their actual use in A1 students at PUCESA to foster the importance of community circles use inside the ESL classroom.
3. A set of community circle activities to be applied to A1 ESL students of PUCESA were favorably developed.
4. The current research has though demonstrated by the result analysis above, that Community circles has an open and wide vision for future research.

RECOMMENDATIONS

1. Community circles conceptualization should be applied in A1 speaking skills classrooms in order to foster classroom communication.
2. Speaking skills should be in A1 students at PUCESA to foster the importance of community circles use inside the ESL classroom.
3. Community circle activities should be applied to A1 ESL students at PUCESA.

BIBLIOGRAPHY

- Adams, K. (23 de December de 2021). *British Council* . Obtenido de <https://www.teachingenglish.org.uk/article/english-learning-circles-a-path-learner-independence>
- Americas, P. D. (2011). *Political Data base of the Americas*. Recuperado el 12 de December de 2019, de <https://pdba.georgetown.edu/Constitutions/Ecuador/english08.html>
- Amstrong, M. (s.f.). *Just Practices*. Obtenido de http://www.rpiassn.org/wp-content/uploads/2015/04/2015_Armstrong_Classroom-circles-building-positive-relationships.pdf
- Andrew, J. (2019). *The classroom*. Obtenido de <https://www.theclassroom.com/effects-technology-esl-students-math-science-8197.html>
- Bail, J. (2019). *Living Justice Press*. Recuperado el 19 de November de 2019, de <http://www.livingjusticepress.org/?SEC=0F6FA816-E094-4B96-8F39-9922F67306E5>
- Bucci, D. A. (September de 2017). *Armadale Public School*. Obtenido de https://www.iirp.edu/images/pdf/RsmGIW_Restorative_Approaches-_First_10_Days_1.pdf
- Burns, A. (7 de October de 2018). *P2PU*. Obtenido de <https://community.p2pu.org/t/alternative-names-for-learning-circles/2998/6>
- Clifford, A. (2020). *Teaching Restorative Practices with Classroom Circles*. San Francisco: Center for Restorative Process Developed for San Francisco Unified School District.
- Collay, M. e. (1998). *Learning Circles*. California: CORWIN PRESS INC.
- Comte, A. (1988). *Introduction to Positive Philosophy*. Indianapolis: Hackett Publishing.
- Corner, J. (26 de June de 2020). *Just Ask Resource Center*. Recuperado el 26 de June de 2020, de <https://justaskpublications.com/just-ask-resource-center/e-newsletters/msca/classroom-community-building->

- Judson, G. (2019). *Engaging students' imaginations in second language learning*. Obtenido de Studies in Second Language Learning and Teaching: <https://files.eric.ed.gov/fulltext/EJ1135835.pdf>
- Koran, S. (2015). The Role of Teachers in Developing Learners' Speaking Skill. *Research Gate*, 400-416.
- Lewis, B. (March de 2018). *ThoughtCo*. Obtenido de <https://www.thoughtco.com/class-meetings-responsible-ethical-student-behavior-2081548>
- Littlewood, W. (1981). *Communicative Language Teaching*. New York: Cambridge University Press.
- McDonald, H. P. (2004). *Radical Axiology: A First Philosophy of Values*. New York: Editions Rodopi.
- Merriam-Webster. (23 de November de 2020). *Merriam-Webster*. Obtenido de <https://www.merriam-webster.com/dictionary/community>
- Neely, E. L. (January de 2012). *ResearchGate*. Obtenido de https://www.researchgate.net/publication/290633776_Two_Concepts_of_Community
- Nottingham, C. C. (20 de March de 2020). *Inclusive Circles*. Recuperado el 2020 de March de 2020, de <https://inclusive-solutions.com/circles/community-circles/#:~:text=The%20purpose%20of%20community%20circles,%2C%20talents%2C%20gifts%20and%20resources.&text=A%20community%20circle%20is%20made,everyone%20sharing%20food%20and%20conversations>.
- Paler-Calmorin, V. (2008). *Research Methods and Thesis Writing*. Manila: Rex Bookstore.
- Piaget and Inhelder, J. B. (2019). *The Psychology Of The Child*. UK: Hachette.
- Press, C. U. (2008). The Origins of Speech. *Cambridge Archaeological Journal* , 69-94.
- Press, L. J. (s.f.). *Living Justice press*. Recuperado el 17 de December de 2019, de http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC={0F6FA816-E094-4B96-8F39-9922F67306E5}

- PUCESA. (17 de July de 2021). *PUCESA*. Obtenido de <https://www.pucesa.edu.ec/>
- Sambolin, A. (2015). Using literature circles in the ESL college classroom:. *research Articles*, 193.206.
- Sambolin, M. (2015). Using literature circles in the ESL college classroom. *Scielo*.
- Sevigny, P. (October de 2012). *ResearchGate*. Obtenido de https://www.researchgate.net/profile/Paul_Sevigny/publication/267979655_Extreme_Discussion_Circles_Preparing_ESL_Students_for_The_Harkness_Method/links/545e0cd50cf2c1a63bfbfcb3/Extreme-Discussion-Circles-Preparing-ESL-Students-for-The-Harkness-Method.pdf
- Shakour, A. (2013). Make it mean! Using a ‘community of inquiry’ to improve language skills in the esl classroom. *IIUM Journal of Educational Studies*, Vol 1 No 1&2.
- Silverman, J. (2019). The Power of Community Circles. *AMLE*.
- Stephenson, H. (17 de december de 2021). *National Geographic Learning*. Obtenido de <https://eltngl.com/sites/Life2e/NGLandLife>
- Taminiaux, J. (1991). *Heidegger and the Project of Fundamental Ontology*. New York: State University of New York Press.
- Twinkl. (11 de December de 2021). *Twinkl*. Obtenido de <https://www.twinkl.es/teaching-wiki/speaking-skills>
- Vygotsky, L. (1978). *Mind in Society*. USA: The President and Fellows of Harvard College.
- Wan, S. R. (26 de September de 2021). *POPULATION AND SAMPLE*.
- Williams, K. (16 de October de 2016). *Community Development Society*. Recuperado el 3 de January de 2020, de <https://www.comm-dev.org/blog/entry/community-development-and-peacekeeping-circles>

ANNEXES**QUESTIONNAIRE****Community Circles in the Development of A1 - Speaking Skills**

NAME..... DATE

Years of teaching experience.....

Please, answer the following questions in this document from your personal experience.
Thank you for your participation.

1. Do you know about the use Community Circles in the classroom? Please explain your answer.

2. How would you feel if you work in a Community Circle class with your A1 students?

3. Mention 5 things that you could share in a community circle with A1 students.

4. Mention 5 activities that you could acquire as a teacher from the use of a community circle in your A1 classroom?

5. What are three classroom values that you consider can be developed in a Community Circle?

6. How could you perceive a better performance in English speaking at 1A level by using a community circles?

7. Do you think A1 students will feel more confident to speak and acquire the English language in a community circle? Why?
8. Mention 5 things that your A1 students can improve in the speaking skill considering the use of a community circle?
9. Do you think online classes could affect A1 student's speaking production in a community circle? Why?
10. How would you consider the importance of using community circles as a teaching strategy for A1 students on a daily basis in the future?

QUESTIONNAIRE

Community Circles in the Development of A1 - Speaking Skills

NAME . DATE

Please, answer the following questions in this document. Thank you for your participation.

1. *Did you know about Community Circles when this semester started in February 2020? Explain*

Yes ...

No,

2. How did you feel when the process of Community Circles started?

3. Mention 5 things that you have learned in a community circle.

-

4. Mention 5 activities that you appreciate from community circles.

-

5. What are three classroom values that you have received from working in a Community Circle?

-

6. How did you feel when you spoke English during the first day of class?

7. Do you think you have learned to speak and participate with more English during the semester?

8. Mention 5 things that you have improved in your English speaking during this semester.

-

9. Has the current situation affected your speaking production in a positive way? Why?

Yes....

No,

10. How do you feel about your English speaking over production now that the semester is finished in June 2020?





