The Impact of Literature Circles Technique in Speaking Skills[*]

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Abstract. This study aims to reveal the effects of literature circles in students' speaking skills. The study was designed as a holistic single case study of qualitative data analysis method. Descriptive analysis was used in the analysis of the data. The group of the study consists of 29 secondary school students which are 16 female and 13 male students in 7th grade (Mostly 7th-grade students 12-13 years old) in a Turkish public school. Literature circles continued for 12 weeks. Data were collected by qualitative observation and used a semi-structured "speaking skills assessment form". Assessments and ratings of the speaking skills of the students made by the Turkish literacy teacher of the students at the beginning of literature circles and at the end of literature circles (pre-assessment and post-assestment). Data of 24 students who were in both the pre-assesment and the post-assessment were used. The results of the study show that literature circles contributed to the speaking skills of the class, have significant contribution to developing students in their weak aspect of speaking skills. It is seen that as systematic practice literature circles develop students' speaking skills in different aspects.

Keywords: Literature circles, speaking skills, secondary school.

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1. INTRODUCTION

Literature circles are defined by Daniels (2002) as peer-led small discussion groups consisting of members who choose the same story, poem, article, or books and state that independent reading, reader-response theory, and collaborative learning have an important role in literature circles. According to Bernadowski and Morgano (2011) literature circles have provided cooperative reading, shared and independent reading, and group discussions at different levels with active participation, these reasons have made literature circles one of the important practices in the classroom. According to Avcı, Yüksel & Akıncı (2010), literature circles, which are theoretically based on constructivism and social-cultural theory, consist of the combination of individual reading and collaborative teaching; they are effective in gaining reading habits, improving reading-comprehension skills, and strengthening social relations.

Literature circles are seen by Bernadowski (2013) as one way that can be used to involve, engage and motivate students in difficult or tedious reading contexts that may be seen by students. In the research conducted by Venegas (2018), it has been concluded that literature circles are effective in improving readers' self-efficacy for reading. Since literature circles include interactive group discussions, they contribute to the development of students' social and leadership skills (Sportsman, Certo, Bolt, & Miller, 2011). Literature circles play an important role in educating individuals who have internalized the culture of discussion and can think inquisitively (Mills & Jennings, 2011). Literature circles are suitable for use in different fields for different purposes. It is seen that it is used not only in the field of language education but also in the field of science with an interdisciplinary approach due to the opportunities it provides (Calmer & Straits, 2014). A literature circle is not only done with students but there are also studies conducted in professional fields in recent years, for example (Vijayarajoo & Samuel, 2013). Literature circles provide opportunities for questioning, critical thinking, and brainstorming. For this reason, it is seen that literature circles are also used in currents of thought such as ecocritical theory and posthumanism, which stand out at the last point of the postmodern world (Guanio-Uluru, 2019). Besides, the concepts of multiculturalism and bilingualism, which have come to the fore in the last century, are some of the topics discussed in literature circles (Herrera & Kidwell, 2018; Martinez-Roldán & López-Robertson 1999). Literature circles are suitable for making student-centered practices with a constructivist approach, according to Doğan, Yıldırım, Çermik & Ateş (2018).

The application process of literature circles continues step by step. According to Daniels (2002), the literature circles can be described as follows: There are regular group discussions in literature circles. Group participants take notes –according to the chosen roles- from the part of the work they choose to be read until the meeting, and each participant comes up with new ideas to be shared in the group discussion. Each group follows a scheduled reading and meeting schedule to discuss and analyze the books. When the reading of the chosen book and group discussions are over, each member of the literature circles can share their highlights of what they have read with the wider

community—class, school, or other community; It is possible to change according to the environment in which the application is made - it can be shared. Finally, all groups that complete the reading and discussion process form new and different literature circles according to students' book selection. Thus, the literature circles cycle can be continued.

Literature circles provide enough time to speak for all students every week. Students find opportunity to speak in front of a community. They hold prepared and natural speeches at the same time.

One of the important tasks in achieving the goals of using literature circles is fulfilled by the roles of the students in the process of literature circles. Concentrating on reading according to the roles that the students choose by weekly changing helps to achieve different gains. The roles of literature circles are divided into two basic roles (connector, questioner, literary luminary/passage master, illustrator) and optional roles (summarizer, researcher, vocabulary enricher/word wizard, travel tracer) by Daniels (2002). It is seen that new roles are added to literature circles as needed (Herrera & Kidwell, 2018; Guanio-Uluru, 2019).

Literature circles provide enough time to speak for all students every week. Students find opportunities to speak in front of a community. They hold planned and extempore speeches at the same time. When the Turkish language teaching is examined, it seen that the literature needs more studies about speaking skills and there are not enough studies that contain literature circles.

2. METHOD

This study aims to reveal effects of literature circles in students speaking skills. Two main problem sentences were defined to reach the aim: "1. How are the effects of literature circles on speaking skills?" and "2. Which learning outcomes of speaking skills can be more effectively gained by using literature circles?"

The study was designed as a holistic single case study of qualitative data analysis method. According to Yıldırım & Şimşek (2013) holistic study can be used for three purposes: if there is a well-formulated theory in the field, it is used to confirm or disprove, it is used in extreme, inconsistent or unique cases that are out of general standards. It is used in cases which are not been reached or studied by others before. Because of features of the study is related to these purposes, the holistic single case study was chosen. The group of the study consists of 29 secondary school students who are 16 female and 13 male students in 7th grade (Mostly 7th-grade students 12-13 years old in Turkey) in a Turkish public school. The research was carried out during 12 weeks (literature circles was divided into 4 seasons, every season was 3 weeks) in the second semester(spring) of the 2018-2019 education year. 21 books were read during literature circles. The books were chosen among the books which haven't been read by students before. Confirmation have been taken from specialists about the suitability of the books. Data were collected by qualitative observation and used "speaking skills assessment form" (MEB, 2006 as cited in Yıldız, 2013, p. 404) a semi-structured observation form

that was designed by the researcher of the study again. Assessments and ratings of the speaking skills of the students made by three experts (two teacher and one academic) at the beginning of literature circles and at the end of literature circles. After the specialist advice was taken, students' Turkish language teacher's assessment and ratings were used in the study.

Data of 24 students who were in both the pre-assesment and the post-assessment were used. Descriptive analysis was used in the analysis of the data.

3. FINDINGS

3.1 Finding of the group in pre-assessment and post-assessment in speaking skills

This chapter contains findings about the problem sentence "1-How are the effects of literature circles on speaking skills?". Pre-assessment was held in the first group meeting which was in 1st week of the 1st season of the literature circles post-assessment was held in the last group meeting which was in 3rd week of 4th season of literature circles. The student was scored as (1) if the student couldn't show the requirement of the outcome, (2) If the student could show partially, and (3) If the student could show completely. Although literature circles were made with a total of 29 students, the findings of 24 students were both in the pre-assessment and the post-assessment. 5 students were absent in the assessment weeks. Findings of group success are shown separately as pre-assessment and post-assessment findings.

The speaking skills assessment form was adapted from (MEB, 2006 as cited in Yıldız, 2013, p.404). In the speaking skills assessment form, learning objectives were included in the question sentences.

Explanations of the learning outcomes with abbreviations are given in the tables:

Expression

Learning outcome 1: Did he/she speak in an audible tone?

Learning outcome 2: Did he/she use standard Turkish in his/her speech?

Learning outcome 3: Did he/she pronounce the words correctly?

Learning outcome 4: Did he/she use words appropriately according to context and meaning?

Learning outcome 5: Did he/she make sentences with grammar rules?

Learning outcome 6: Did he/she speak reassuringly, obviously, understanding, and like a specialist in his/her topics?

Learning outcome 7: Did he/she make intonation, emphasis, and pause at the correct times in his/her speech?

Learning outcome 8: Did his/her words, gestures, and facial expressions harmonious in his/her speech?

Content

Learning outcome 9: Did his/her speech appropriate to the topic, purpose, level, and type of speech?

Learning outcome 10: Did he tell the cases and pieces of knowledge chronologically?

Learning outcome 11: Did he/she make his/her speech with integrity and consistency?

Learning outcome 12: Did he/she support the main idea and main feeling of the speech with supporting ideas and feelings when he/she was speaking?

Learning outcome 13: Did he/she relate his/her speech with daily life?

Representation

Learning outcome 14: Could he/she finish his/her speech on time?

Learning outcome 15: Was he/she measurable and comfortable in his/her speech?

Learning outcome 16: Was he/she following the rules of courtesy throughout his/her speech?

Table 1

Finding of pre-assesment of the group in speaking skills

	S2	S3	S4	S5	S6	S8	S9	S10	S11	S13	S14	S15
Expression												
Outcome 1	3	3	3	2	3	3	3	2	3	2	2	1
Outcome 2	2	3	3	2	3	3	3	3	3	3	2	2
Outcome 3	1	2	3	1	2	3	2	3	3	3	2	1
Outcome 4	2	3	3	1	3	3	2	2	3	3	3	2
Outcome 5	2	2	3	1	3	3	2	3	3	3	3	2
Outcome 6	2	1	3	1	3	2	3	3	3	3	2	2
Outcome 7	1	1	2	1	2	3	2	2	3	3	3	2

Outcome 8 Content	1	1	3	1	3	2	3	2	3	2	2	2
Outcome 9	2	1	3	1	3	3	3	3	3	3	3	3
Outcome 10	2	1	3	1	3	3	3	2	3	2	3	1
Outcome 11	2	1	3	1	3	3	3	3	3	2	3	2
Outcome 12	1	1	3	1	3	3	1	1	3	1	2	1
Outcome 13	1	2	3	1	3	3	2	2	3	2	2	3
Representation												
Outcome 14	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 15	1	1	3	3	3	3	3	2	3	2	2	3
Outcome 16	3	3	3	3	3	3	3	3	3	3	3	3
Total of individual scores	29	29	47	24	46	46	41	39	48	40	40	33

	S16	S18	S19	S20	S22	S24	S25	S26	S27	S28	S29	S30
Expression												
Outcome 1	3	1	3	1	1	1	2	1	2	3	3	1
Outcome 2	3	2	3	2	3	3	3	3	2	3	3	3
Outcome 3	2	2	2	1	2	2	2	2	1	1	2	2
Outcome 4	3	2	3	1	3	1	2	1	2	2	3	1
Outcome 5	2	2	2	2	3	1	2	1	2	2	3	1
Outcome 6	2	2	2	1	3	2	1	1	3	1	1	1

Outcome 7	2	2	2	1	3	1	1	1	3	1	1	1
Outcome 8	1	2	2	1	3	2	1	1	3	2	1	1
Content												
Outcome 9	3	3	3	2	3	2	3	1	3	2	2	1
Outcome 10	2	1	1	1	3	2	3	1	3	2	3	1
Outcome 11	3	2	2	1	3	1	3	1	3	2	2	2
Outcome 12	1	1	1	1	2	1	1	1	3	2	1	1
Outcome 13	2	2	3	1	2	1	1	1	3	2	2	1
Representation												
Outcome 14	3	3	3	3	3	2	3	2	3	3	3	3
Outcome 15	2	2	2	1	3	1	2	1	2	2	1	2
Outcome 16	3	3	3	3	3	3	3	3	3	3	3	3
Total of individual scores	37	32	37	23	43	26	33	22	41	33	34	25
Total score of the group	848											

According to the pre-assessments of speaking skills, the group's total success score was found as 848 points. Group showed % 73.61 success rate.

The results of the post-assesstment that was made at the 3rd week of 4th season literature circles meeting, they are shown in the table below.

Table 2

Finding of post-assesment of the group in speaking skills

	S2	S3	S4	S5	S6	S8	S9	S10	S11	S13	S14	S15
Expression												
Outcome 1	3	3	3	3	3	3	3	3	3	2	3	2
Outcome 2	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 3	2	2	2	3	3	3	2	3	3	3	3	2
Outcome 4	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 5	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 6	2	3	2	3	3	2	3	3	3	3	3	2
Outcome 7	2	2	2	2	3	3	1	2	3	3	3	2
Outcome 8	2	3	3	3	3	3	3	3	3	3	3	2
Content												
Outcome 9	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 10	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 11	3	3	3	3	3	3	3	3	3	2	3	3
Outcome 12	3	3	2	2	3	3	3	3	3	3	3	2
Outcome 13	3	3	1	3	3	3	3	3	3	3	3	3
Representation												
Outcome 14	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 15	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 16	3	3	3	3	3	3	3	3	3	3	3	3

Total of individual scores	44	46	42	46	48	47	45	47	48	46	48	42
	S16	S18	S19	S20	S22	S24	S25	S26	S27	S28	S29	S30
Expression												
Outcome 1	3	3	3	3	2	2	2	2	3	2	3	2
Outcome 2	3	3	3	3	3	3	3	3	3	2	3	3
Outcome 3	3	3	3	3	3	3	2	3	3	2	3	3
Outcome 4	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 5	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 6	3	3	3	3	3	2	2	2	3	2	3	2
Outcome 7	3	3	3	2	3	3	3	3	3	2	3	3
Outcome 8	3	3	3	3	3	3	3	3	3	2	3	3
Content												
Outcome 9	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 10	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 11	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 12	2	3	3	2	2	2	3	3	3	3	3	2
Outcome 13	3	3	3	3	3	3	3	3	3	3	3	3
Representation												

Outcome 14	3	3	3	3	3	3	3	3	3	3	3	3
Outcome 15	3	3	3	3	3	3	3	3	3	3	3	2
Outcome 16	3	3	3	3	3	3	3	3	3	3	3	3
Total of individual scores	47	48	48	46	46	45	45	46	48	42	48	44
Total score of the group:	1102											

According to the post-assessments of speaking skills, the group's total success score was found as 1102 points. The success score was 848 in pre-assessments, according to pre-assessments points the group's total success score % of 29,95 increased in post-assessments. Besides group's total success score increased by %22,04 in 1152 ceiling points.

3.2 Findings of students' speaking skills individually in pre-assessment and post-assesstment

Pre-assessment was held in the first group meeting which was in 1st week of the 1st season of the literature circles post-assessment was held in the last group meeting which was in 3rd week of 4th season of the literature circles. The student was scored as (1) if the student couldn't show the requirement of the outcome, (2) If the student could show partially, and (3) If the student could show completely. Although literature circles were made with a total of 29 students, the findings of 24 students were both in the pre-assessment and in the post-assessment. 5 students were absent in the assessment weeks. The individual success scores of the students which were obtained as a result of the pre-assessment speaking skill and the post-assessment speaking skills were examined separately.

Table 3

Findings of individual scores in pre-assessment and post-assessment in speaking skills

Students	Scores of pre-assessment	Scores of post-assesment	Difference of the assessments' scores
	Total:48 top points	Total:48 top points	
S2	29	44	+15
S3	29	46	+17
S4	47	42	-5
S5	24	46	+22
S6	46	48	+2
S8	46	47	+1
S9	41	45	+4
S10	39	47	+8
S11	48	48	-
S13	40	46	+6
S14	40	48	+8
S15	33	42	+9
S16	37	47	+10
S18	32	48	+16
S19	37	48	+11
S20	23	46	+23
S22	43	46	+3
S24	26	45	+19
S25	33	45	+12
S26	22	46	+24
S27	41	48	+7
S28	33	42	+9
S29	34	48	+14
S30	25	44	+19

Except for the students who are coded S4 and S11, an increase was found in the scores of all students. A decrease was found in the score of the S4-coded student. However, this student got 47 points out of 48 points in the pre-assessment. In the post-assessment, it was found that 5 points decrease in S4's score was found to 42 which can be considered high again. The student who coded S11 got 48 full points (ceiling points) both in the pre-assessment and the post-assessment. The student maintained his/her score. When the other students in the group were examined, it was seen that the students who scored less than the others in the pre-assessment scored high points in the post-assessment. For example, the student who coded S26 showed the lowest score in the pre-assessment and got 22 points. Then the student got 46 points and increased his/her points by 24 points in the post-assessment. The student who coded S20 got 23 points in the pre-assessment. Then the student increased his/her points by 23 and scored 46 in the post-assessment. The student who coded S5 got 24 points in the pre-assessment. Then the student increased his/her points by 22 and scored 46 in the post-assessment. In the pre-assessment, the lowest individual score in the group was observed as 22 points, and in the post-assessment, the lowest score increased to 42. In the pre-assessment, only the student who coded S11 got a full score (ceiling point) of 48, and in the post-assessment, students who coded S6, S11, S18, S19, S27, and S29 got a full score of 48.

3.3. Pre-assessment and post-assessment findings for the achievement learning outcomes by the group

This chapter contains findings about the problem sentence "Which learning outcomes of speaking skills can be more effectively gained by using literature circles?". Pre-assessment was held in the first group meeting which was in 1st week of the 1st season of the literature circles post-assessment was held in the last group meeting which was in 3rd week of 4th season of the literature circles. The student was scored as (1) if the student couldn't show the requirement of the outcome, (2) If the student could show partially, and (3) If the student could show completely. Although literature circles were made with a total of 29 students, the findings of 24 students were both in the pre-assessment and the post-assessment. 5 students were absent in the assessment weeks. Results of the pre-assessment and the post-assessment, the achievement score of each learning outcome by the group were examined separately. The group's pre-assessment and group's post-assessment results of each of the 16 assessed outcomes and the differences between the results of these two assessments are given in the table below.

Table 4

Pre-assessment and post-assessment findings for the achievement learning outcomes by the group

Learning outcomes	Pre-assessment/post-assessment (x/x) Total: 72 top points	Difference of the assessments' scores
Learning outcome 1: Did he/she speak in an audible tone?	52/64	+12
Learning outcome 2: Did he/she use standard Turkish in his/her speech?	65/71	+6
Learning outcome 3: Did he/she pronounce the words correctly?	47/65	+18
Learning outcome 4: Did he/she use word appropriately according to context and meaning?	54/72	+18
Learning outcome 5: Did he/she make sentences with grammar rules?	53/72	+19
Learning outcome 6: Did he/she speak reassuring, obvious, understandable and like a speacialist in his/her topics?	48/63	+15
Learning outcome 7: Did he/she make intonation, emphasis and pause in the correct times in his/her speech?	44/62	+18
Learning outcome 8: Did his/her words, gestures and facial expressions harmonious in his/her speech?	45/69	+24
Learning outcome 9: Did his/her speech appropriate to the topic, purpose, level and type of the	59/72	+13

speech?

Learning outcome 10: Did he tell the cases and knowledges chronologically?	50/72	+22
Learning outcome 11: Did he/she make his/her speech in integrity and consistency?	54/71	+17
Learning outcome 12: Did he/she support the main idea and main feeling of the speech with supporting ideas and feelings when he/she was speaking?	37/64	+27
Learning outcome 13: Did he/she relate his/her speech with daily life?	48/70	+22
Learning outcome 14: Could he/she finish his/her speech on time?	70/72	+2
Learning outcome 15: Was he/she measurable and comfortable in his/her speech?	50/71	+21
Learning outcome 16: Was he/she following the rules of courtesy throughout his/her speech?	72/72	-

The ranking of the outcomes from the highest to the lowest according to the pre-assessment scores, with the sequence numbers of the outcomes, resulted as follows: 16, 14, 2, 9, 4 and 11, 5, 1, 10 and 15, 6 and 13, 3, 8, 7, 12

The ranking of the scores difference between the pre-assessment and the post-assessment of the outcomes, from the highest to the lowest, with the sequence numbers of outcomes, resulted as follows: 12, 8, 10 and 13, 15, 5; 3, 4 and 7; 11, 6, 9, 1, 2, 14.16

When these results are examined, it is seen that the least difference is in the outcomes who were high scored in the pre-assessment.

It is seen that these outcomes resulted in points close to 72 and 72 points (ceiling value), which are full in the pre-assessment, and that the students get high points in the pre-assessment. These outcomes are the outcomes that students get high scores in the pre-assessment.

The outcomes that were scored the lowest in the pre-assessment (12, 8, 10, 13, 7, and 3) according to the other outcomes, showed significant differences in the post-assessment. Significant increases were seen in the scores of these outcomes.

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

In the pre-assessment of the group in speaking skills, the total score of the group was found as 848 in 1152 ceiling points. In the post-assessment of the group, the score of the group was found as 1102 in 1152 ceiling points. It was seen that the score of the group increased by %22,04 in 1152 ceiling points. These results show that literature circles contributed to the speaking skills of the class. It is possible to think that literature circles are effective to increase students' speaking skills in classrooms.

Significant results were found in the assessments of the students individually. There was an increase in the scores of all students, except for the S4-coded student and the S11-coded student. Moreover, the student was coded S11 and got 48 ceiling points in both assessments and preserved his/her position. The student coded S4 who got 47 points out of 48 points in the pre-assessment, decreased to 42 points in the post-assessment. Although the student showed a decrease in score in the post-assessment, it was seen that he/she got a high score. It is possible to think that this situation is caused by the motivation of the student during the assessment. The results showed that the students who got lower points according to the other students in the pre-assessment increased their scores more than the other student in the post-assessment. While only one student of the twenty-four students got 48 ceiling points in the pre-assessment, six students got 48 ceiling points in the post-assessment. Thus, it can be considered that literature circles are effective to develop the speaking skills of students who have low-level speaking skills and all students in class.

There is a common opinion in Turkish language teaching (L1) that due to students have enough speaking skills, speaking education is neglected (Doğan, 2009). The negligence stem from that focusing on the daily communication aspect of speaking. It should not be forgotten that communication has many different dimensions and is very comprehensive. Social aspects of speaking are neglected as well. There are different objectives of education that are such as to prepare students for the life and to enable them to become advanced in different aspects of life. One of the ways to reach these objectives is to enable students become advanced speakers. Techniques that can be done with the active participation of all students in a class, such as literature circles can be considered techniques that develop students speaking skills and social skills at the same time. Literature circles are seen as based on sociocultural theory, run by collaborative learning, consist of peer-led sharing, develop students' skills of socio-leadership, and interactive small discussion groups (Avcı, Yüksel, & Akıncı, 2010; Bernadowski & Morgano, 2011; Daniels, 2002; Sportsman, Certo, Bolt, & Miller, 2011). In addition, literature circles have a significant role in educating students in a culture of

discussion and thinking inquisitive (Mills & Jennings, 2011). The results of this study are related to these determinations which are about literature circles in the present literature. Although the students' ages and areas of the research are different from this research, Kaowiwatanakul (2020)'s research has similar results with this research. The increase in the students speaking skills both in whole class and individually can be considered to stem from the literature circles' feature that is providing active participation for all students.

Ranking of the outcomes in which the class showed the highest increase as follows: to support the main idea and the main feeling of the speech with supporting ideas and feelings; harmony of words, gestures, and facial expressions; to tell the cases and knowledge chronologically; to relate the speech with daily life; to be measurable and comfortable in speech; to make sentences with grammar rules; correct pronunciation of words; to use the word appropriately according to context and meaning; to make intonation, emphasis and pause in the correct times in the speech; to make the speech in integrity and consistency; to speak reassuring, obvious, understandable and like a specialist in topics; to speak appropriate to the topic, purpose, level, and type of the speech; to speak in an audible tone; to use standard Turkish in the speech; to finish the speech on time; to follow the rules of courtesy throughout the speech. Most of the outcomes showed a slight increase in the post-assessment that resulted in being close to the ceiling point in the pre-assessment. The outcomes showed high increases in post-assessment that resulted in low scores in pre-assessment according to the others. It can be understood that literature circles have a dramatic contribution to developing students in their weak aspect of speaking skills.

Literature circles provide student-centered practices, use roles that develop critical thinking, give the opportunity to speak in front of the community for all students, give them self-confidence, and create an environment for collaboration and social interaction (Daniels, 2002; Doğan, Yıldırım, Çermik, & Ateş, 2018; Karatay & Soysal, 2021; Thomas & Kim, 2019). These features of literature circles create opportunities for students to develop their speaking skills in different ways. The results of this study also confirm these ideas.

Students' becoming qualified speakers, depends on having sufficient speaking experience. For each student to have sufficient speaking experience, there should be practices in the educational environment of the students. The speeches and practices in lessons that have been done randomly and without a plan could be a reason for the negligence of students' speaking skills. So, it is necessary to do speaking practices so that students can join with equal opportunity and systematically. The practices have systematically provided opportunities to develop students speaking skills, the results of different researches made on this topic support that (Esen, 2019; Kardaş, 2018; Orhan, Kırbaş, & Topal, 2012). The results of this study show that as systematic practice literature circles develop students' speaking skills in different aspects.

Social environment which is created by literature circles, provides speaking opportunity for all students in class. In order to improve speaking skills of students an effective speaking education should be done with literature circles. Literature circles can be effective with the students who are reluctant to speaking in a community. Various studies should be done with literature circles in speaking education making use of different samplings. These kinds of studies can provide significant contribution to the present literature.

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Ethics committee approval for this study was obtained from the Ethics Committee of Sakarya University with the decision dated 12.12.2018 and numbered 07/31.