TRANSFORMATION IN DEVELOPING ENGLISH SPEAKING SKILLS: THE REFLECTIVE TRANSFORMATIVE SPEAKING CYCLE (RTSC)

DR. ÇAĞLAR DEMIR

E-mail: erkandemir508@hotmail.com

Abstract - This paper introduces the Reflective Transformative Speaking Cycle (RTSC) as an innovative framework designed to reshape how English speaking skills are developed and maintained in language education. The RTSC is built upon the principles of reflective practice, transformative learning, and communicative interaction. It maintains that speaking competence can be cultivated through a cyclical process combining reflection, action, and reconstruction. The model's theoretical foundation draws from Mezirow's (2000) theory of transformative learning, Schön's (1983) reflective practitioner model, and Kolb's (1984) experiential learning cycle. This paper discusses the pedagogical implications of RTSC for language teachers and learners, arguing that it provides sustained support for long-term improvement in fluency, accuracy, and learner autonomy. It goes without saying that speaking, as the most dynamic of all language skills, requires an integrated approach that unites cognition, emotion, and communication. The RTSC model is of significance not only for its emphasis on reflective growth but also for its adaptability to modern educational contexts enhanced by technology, multimodality, and neuro-linguistic programming (NLP). Recommendations are provided for applying RTSC across different classroom environments to boost students' speaking performance through authentic interaction and reflective awareness.

I. INTRODUCTION

Developing effective speaking skills in English remains a central challenge in foreign language education. Despite the wide range of methods and technologies available today, many learners continue to experience difficulty expressing themselves spontaneously, fluently, and confidently. Traditional teacher-centered approaches, which prioritize grammatical accuracy over communicative competence, often fail to develop authentic speech. It goes without saying that speaking is the most interactive and cognitively demanding language skill, involving not only linguistic knowledge but also affective and social dimensions. The Reflective Transformative Speaking Cycle (RTSC) proposes a shift from performance-based approaches to a reflective, cyclical, and transformative model of learning. It maintains that speaking can only be developed through iterative cycles of experience, reflection, and transformation.

II. LITERATURE REVIEW AND THEORETICAL BACKGROUND

The RTSC draws its conceptual foundation from reflective practice, transformative learning, experiential learning, multimodality, and neuro-linguistic programming. Reflective practice, as articulated by Schön (1983), positions reflection as an essential process through which teachers and learners understand their performance and adapt their strategies (Farrell, 2018). This form of reflection maintains that learning is an ongoing dialogue between experience and analysis, reinforcing the notion that awareness enhances competence. Mezirow's (2000) transformative learning theory provides another critical perspective. Transformation occurs when learners reassess their beliefs and reframe their perceptions through critical reflection. This process supports emotional and cognitive change, helping learners build confidence and communicative resilience. Kolb's (1984) experiential learning cycle contributes further depth, asserting that learning occurs through experience, reflection, conceptualization, and experimentation. This cyclical nature closely mirrors the RTSC framework, as both emphasize repeated interaction between practice and reflection. Teachers often use role play to boost students' speaking skills, as it allows learners to experience authentic scenarios, reflect, and improve their communicative strategies (Richards, 2015; Ellis, 2017). Recent research also highlights the growing role of multimodality in language learning. By integrating text, image, gesture, and sound, multimodal teaching enhances engagement and meaning-making. Finally, Neuro-Linguistic Programming (NLP) provides tools for managing anxiety, improving self-awareness, and aligning mental processes with linguistic output. When combined, these theories support the Reflective Transformative Speaking Cycle's goal of developing both linguistic skill and personal transformation.

III. PEDAGOGICAL IMPLICATIONS

The implications of RTSC for English language teaching are profound. Teachers can integrate reflection into speaking tasks, encouraging students to evaluate their performance and reconstruct their output. Role play, debates, and storytelling tasks can serve as experiential foundations for reflection and transformation. Multimodal tools—such as video self-reflection, digital storytelling, and speech

analysis applications—further support learners' awareness. NLP-based techniques like visualization and positive anchoring can also reduce speaking anxiety and enhance self-confidence.

IV. RECOMMENDATIONS AND FUTURE DIRECTIONS

The Reflective Transformative Speaking Cycle can be incorporated into lesson planning and curriculum design to sustain long-term communicative growth. Teachers should: - Integrate RTSC stages explicitly into weekly speaking lessons. - Use multimodal tools for feedback and reflection. - Encourage reflective journals to strengthen metacognitive awareness. - Combine RTSC with NLP strategies to enhance motivation and confidence. - Maintain a supportive classroom environment that values both performance and reflection.

V. CONCLUSION

The Reflective Transformative Speaking Cycle (RTSC) offers a comprehensive and sustainable approach to developing speaking skills. By uniting reflective practice, transformative learning, and experiential engagement, it supports learners' cognitive, emotional, and linguistic growth. Speaking skills can be advanced through multimodality, NLP-based reflection, and iterative learning cycles. It goes without saying that teachers who maintain reflective routines will foster lasting communicative competence and learner autonomy.

REFERENCES

[1] Brookfield, S. D. (2012). Teaching for critical thinking: Tools and techniques to help students question their assumptions. Jossey-Bass.
[2] Dörnyei, Z. (2019). Psychology and language learning: The role of motivation. Routledge.
[3] Ellis, R. (2017). Task-based language teaching: Sorting out the misunderstandings. International Journal of Applied Linguistics, 27(2), 384–391.
[4] Farrell, T. S. C. (2018). Reflective practice in language teaching: From research to practice. Bloomsbury Academic.
[5] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125–132.
[6] Illeris, K. (2014). Transformative learning and identity. Routledge.
[7] Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.
[8] Mezirow, J. (2000). Learning as transformation: Critical perspectives on a theory in progress. Jossey-Bass.
[9] Richards, J. C. (2015). Key issues in language teaching. Cambridge University Press.
[10] Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
[11] Wallace, M. J. (1998). Action research for language teachers. Cambridge University Press.

★★★