

Appendix 4

Appreciative Inquiry Session Guide

I. PRE-SESSION

Part 1. Topic Statement Exercise

Discuss the following questions. Feel free to share your insights with the group.

1. What topic/concept in Speech and Oral Communication do you wish to focus on in our upcoming sessions?
 - What positive element are you looking to develop in this course?
 - How do you think can we achieve this together?

Part 2. Strength-building Exercise

Follow these instructions:

1. Describe an event in your life where you were asked to speak up and you felt good about it.
2. Then each group member will tell the person two or three strengths you must have/have used to achieve it.
3. Choose one strength (from among those mentioned by others) which you liked best.
4. Then, when all members are ready, they will have to go around and tell each one "I am _____!" (mentioning the strength that the person liked most). Make sure that you say this convincingly, with a positive tone, owning the strength....

II. SESSION PROPER

Fulfil the following tasks per session. The time frame indicated on each one is not strict. You may extend as you wish, giving each member of the group a chance to speak.

A. Discover

Student Task

- I. Reflect on and answer the following questions. Feel free to share your insights within the group.
 1. Recall a time when you felt most alive, most involved, or most excited about your involvement in presenting or performing in front of an audience in English. Share this experience to the group. Who was/were involved? Describe the event in detail.
 2. What skills and strengths did you use to achieve them? What made it an exciting experience? What made it valuable and memorable to you?
 3. What are the things you value deeply about your pronunciation and grammar skills?
 4. If you had three wishes for your pronunciation and grammar skills, what would they be?
- II. Present your answers to the group.

(Note to the teacher: Ask broad questions to "tap into the students' hidden motivation and values." Moderate the flow of conversation among the members of the class, making sure everyone gets a turn in sharing. Elicit as much positive responses as you can. Other possible follow-up questions).

- If this experience were to happen over and over, how do you think will it strengthen you more?

B. Dream

Student Task 1:

- I. Reflect on what you have shared in the previous session and answer the following questions:
 - What are your personal strengths/strong suit? What things are you good at? What are your best qualities? Your assets?
 - What areas in oral communication do you perform well in?
 - What do you think is your core life-giving factor or value?
 - What do you think is the core life-giving value of your school community? What is it that, if it did not exist, would make your school totally different than it currently is?
- II. Present your answers to the group. Feel free to exchange insights and validating comments.

Student Task 2: "A Journey to the Future"

- I. Reflect on the following: It is 2030. You have been done with school for ten years. When you return, you see that many of your dreams for your school have been realized. As you visit your former school,
 - What do you see?
 - What are people talking about?
 - Who are the decision-makers? What are the achievements?
 - What has pleased you most about what you have seen and heard?
- II. Present your answers to the group. Feel free to exchange insights and validating comments.

Teacher's Task: Facilitate the peer/group discussion

C. Design

Student Task

- I. Reflect and answer the following questions:
 - What specific goals can you achieve by the end of the 2021?
 - What vision do you have for your oral communication skills improvement?
 - What actions do you plan on taking to fulfil these improvement goals?

- II. Draft an action plan with specific steps for the goals you have identified in the first step. Note the following:
 -Write down the steps you truly believe you can accomplish and help you achieve the goals you set. Be as specific with each one as possible. Refer to the table format below:

AI ACTION PLANNING FORMAT						
DESIRED RESULT <small>What do we hope to achieve?</small>	ACTION NEEDED	RESOURCES NEEDED	SOURCE OF RESOURCES	RESPONSIBILITY <small>Who will do what?</small>	TIME STARTED AND COMPLETED	CAPACITY/SKILLS NEEDED

III. Share the steps you wrote down with your co-participants and acknowledge the good points of each one.

Teacher Task: Aid in breaking down the action plan/goals into smaller steps to make them more manageable

III. Destiny

Student Task: Follow through your action plan all throughout the year. Finish what you planned on starting.

1. What steps will be taken to sustain the success of achieving the goals?
2. Share with the group the steps you wrote down and acknowledge the good points of each one. Refer to the table format below:

AI ACTION PLANNING FORMAT						
DESIRED RESULT <small>What do we hope to achieve through our action?</small>	INDICATORS OF SUCCESS <small>How will we know we are making progress? That we have succeeded?</small>	WHAT MONITORING DATA DO WE NEED	WHERE IS/WHO HAS/HOW CAN WE GET THIS MONITORING DATA?	RESPONSIBILITY <small>Who will do what in terms of monitoring?</small>	TIME STARTED AND COMPLETED	CAPACITY/SKILLS NEEDED

Teacher Task: Follow up with the students in subsequent classes to acknowledge accomplishments. Encourage positive reinforcement and recognition among the participants during this stage. Let the students recognize each other's progress, no matter how small it is.

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