



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE
PUEBLA**

FACULTAD DE LENGUAS

**Using Appreciative Inquiry to Explore the Positive
Effects of Instructional Innovation in EFL Students'
English Language Oral Production.**

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for the degree of

Maestría en Enseñanza del Inglés

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**“Using Appreciative Inquiry to Explore the Positive Effects of Instructional
Innovation in EFL Students’ English Language Oral Production.”**

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To begin with, I dedicate this work to María de la Luz Galindo Leal, my loving mother, for her strength in facing an unspeakable life, being a model to follow, teaching me that breaking glass ceilings through her life was not an option but an obligation to do.

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ABSTRACT

The purpose of this research is to present future applications based on the Appreciative Inquiry cycle, in the educative field, demonstrating to be a reliable and assertive way to improve the way teaching languages can have a new positive vision. The study followed a quantitative approach, and is descriptive in scope. Information was collected through a questionnaire of the survey kind. The subjects comprised eleven undergraduate students of Bachelor of Medicine, where four of the participants offered the information necessary to answer the research questions addressed in this study. Consequently, this project looked for enhancing the oral production in English having the appreciative Inquiry as the carrier to achieve this task.

In overall conceptual terms, the study has contributed to understand the particularities that Appreciative Inquiry offers to look for the better in any organization. In addition, this study provides a significant source of information for further research in the area as it is a product of searching, classifying, reading, organizing, summarizing, paraphrasing, evaluating and analyzing of a variety of articles, books and journals on the topic.

Finally, the main finding demonstrated that, although most people are conveyed to look for the negative, as the broken parts or problems to be solved as a traditional path, participants were interested in improving by sharing their own experiences on what was already useful in their learning and practice of the speaking skill. When they are turned to have a twist into a new positive perspective (the one that AI offers), realizes that choosing to inquire and talk only about the parts that have worked the best way, they received a relief

and motivation to share their own experiences to others in searching for a better common community organization.

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Words create worlds; the power of narrative is something beautiful.

David Cooperrider.

CHAPTER I: INTRODUCTION

1.0 General Introduction

Oral production, as one of the essential components the English Language contains, is a skill most teachers find it difficult to teach and practice inside a language classroom to students. There can be many factors affecting the learning process of speaking such as: dislike, fear, shyness, lack of vocabulary, misuse of grammar structures, code switching with first or more languages, just to mention some possible obstacles all the participants involved have coped with. A language is an important means to communicate among humans, though, to accomplish this communication, the participants are required to interact applying the language, so there is when the situation can reach the highest peak of failure speaking represents.

One of the interests in developing this study regards to explore Appreciative Inquiry in order to look for the improvement of the productive skills, with a special emphasis on oral production.

‘Appreciative Inquiry’ (AI) is a method used primarily in business and organizational fields to understand and track change processes. Like ‘action research’, AI is used to explore adjustment and differences before, during and after change implementation primarily for evaluative purposes. However, unlike action research, AI does not view the reason for change as a ‘problem’ or a ‘deficit’ that needs to be corrected. As Cousin (2009, p. 169) states, "a key principle of AI is that change and theory generation cannot be developed within a deficit

model of what is not working." Instead, AI approaches understanding through framing the object of investigation as discovery and possibility.

1.1 The Significance of the Topic

The results of this investigation will provide a sample of the Appreciative Inquiry application of the possible benefits this Inquiry provides in the Speaking skill as it is learned during one of four English courses every student in a University in Central Mexico has to study. In addition, it is hoped that the results will provide with some interesting data to researchers interested in innovating the way the English language is taught focused on improving one of the most difficult productive skills learners struggle mostly.

As it has been stated previously, oral production is a skill where most of second language learners consider arduous to master. Language oral production, on the one hand, is a challenging area in the search of students' growth, and for teachers, it is to lead their students to upgrade and reach mastery in this skill.

The leading objective of this research is to analyze successful actions in the area of oral production, and it is necessary to emphasize only the successful ones, as Appreciative Inquiry states. This study may offer insights into choosing better alternatives when designing language oral production activities into the classroom. Bearing in mind that it is a way teachers and researchers can engage in professional development as well as improving classroom practice.

1.2 Context of the Research

Appreciative Inquiry sets the basis in the present investigation as the main conductor in the analysis of the data generated during the development of the research. Originally, this theory fundamentals are in the organizational field; however, not only does it offer a wide opportunity of application in administration but in different areas, such as education, performing the study in teaching languages, as the present case is.

Even though the essence of Appreciative Inquiry is in the organization area, exploring the educational field offers an area of opportunity to dig in. The principles AI states suits perfectly in the oral language production in foreign language teaching that is the primary focus in the present work.

Essentially, this study attempts to explore the Appreciative Inquiry, in order to observe the conveniences it shows in the language field, likewise the contribution it offers to improve teaching methodology.

Along these lines, this investigation was carried out with a group of students, in a public university in central Mexico. Even though the students, who participated in this research, had faced difficulties in the productive skills, especially speaking. In addition, they had expressed feeling insecure and afraid of being in front of people when speaking in English. One of the premises of AI is to focus on the areas of proven success, contrary to the common emphasis in highlighting the negative factors affecting language learning. It searches to give a different perspective to change for the better, using the tools, elements and other parts that have already contributed successfully to an existing organization.

As previously mentioned, this investigation was implemented in a Public University in Central Mexico, with a group of Medicine students. This university offers more than sixty careers, all of them belonging to different knowledge areas. This bachelor's degree is one of the most important and with the highest population in this public university. This major is designed to prepare Medicine doctors; to be studied in ten semesters. Set in the basic stage of this career, English as a Foreign Language is studied in four courses: *Lengua Extranjera I*, *Lengua Extranjera II*, *Lengua Extranjera III*, and *Lengua Extranjera IV*. Medicine students are required to have a good level of English to get into the major, though they need to master English mainly in reading comprehension. However, these *Lengua Extranjera* courses are designed to develop the four abilities and sub-abilities, resulting in the productive skills to be the hardest to achieve during these four levels of English. The present investigation was performed during the fall term 2019, with a group of Students of Medicine who were taking *Lengua Extranjera III*. They were asked to describe their experiences during the term especially with the oral production skill.

1.3 The Background of the Researcher

The interest in the present thesis topic stems from personal experience of the difficulties encountered in learning English as a second language in the productive skills, mainly speaking. Then working as an EFL for about twenty years with different areas of knowledge students such as Laws, Physics, Dentistry, and more majors offered in a Public University in Central Mexico has derived in the same result: students have always found way too problematic to master the speaking skill.

It is commonly spotted the adverse points that a system has occurred, or as this educational context offers, the dramatical failure a methodology provides, gives a touching contentment in pointing the deficiencies instead of the fortunate parts. However, the AI observes a 180° turn, when only considering the elements or factors that have made anything successful, totally discarding the ones that did not function to contribute to reaching the success of any process.

1.4 The Research Aims

In sum, this research aims to explore the manner students produce language successfully. This research took into consideration many factors to improve students' skills. An important fact in the development of students' oral production, according to AI, has to be with the conscious observance about their strengths or successful steps they have used to advance in their level of English through the term.

The above situation places an important structure to investigate possible outcomes as well as to integrate AI as a research approach that might be useful for other teachers and researchers possibly as an alternative to action research.

For the purpose of this study, innovation knotted to AI in the language teaching field are particularly interesting to explore as they can set views on something not considered before; however, as it was previously mentioned, the implementation of AI is already being researched and applied on many other areas, not only education. This research addressed the AI process, from the perspective of implementation of an innovation, to enhance Oral Language Production to Medicine Bachelor students.

Therefore, students of medicine and teachers as well as their change process were the focus of the present study.

Thus, in light of the above discussion the following **research questions** were formulated to direct the investigation:

RQ1.) Can the Appreciative Inquiry approach contribute to upgrade the oral production in English language teaching students?

RQ2.) What improvement can be developed in English language teaching through the implementation of AI as a tool in the language–learning process?

1.5 Research Content and Organization

This thesis consists of five chapters. Chapter 1 has provided an explanation of the rationale behind the choice of Appreciative Inquiry applied in Oral production as a research project. Though this case study is related to a ‘new’ idea of improvement students’ production in a second language, it is hoped that interested readers may gain insights into Appreciative Inquiry and its wide pertinence of use. The improved life choices to be gained from being able to function in a bilingual environment simultaneously in today’s modern, globalized world cannot be ignored.

Furthermore, a general panorama of this research was described, where the significance of the study, the research context, the aims, and objectives were outlined to illustrate the possible contribution in the ELT field. It included individual interests, necessities, and questions, which could be answered through the development and performance of the study.

In the following chapters, a review of key authors in the field of Appreciative Inquiry will be examined, the review attempts to adopt and adapt AI principles and philosophy into looking for the oral production upgrade of English Language Learners.

Every problem has a solution. You just have to be creative enough to find it.

Travis Kalanick, co-founder of Uber

CHAPTER II: LITERATURE REVIEW

2.0 Chapter Introduction

The purpose of this chapter is to provide the theoretical information about oral language production, Instructional Innovation, as well as the Appreciative Inquiry approach all of them applied to foreign language teaching.

The implementation and adoption of the Common European Framework of Reference for Languages (CEFR) as a standard for the measurement of language teaching and learning gave the educational authorities in Mexico a model based on competences that responds to the needs of development of Mexico in the XXI Century, (Secretaria de Educación Pública, 2007:04). Therefore, Mexico requires from students to follow these competences, as well as their awareness of their position in the modern world and its requirements.

2.1 English Language Oral Production

Based on The Common European Framework of Reference for Languages (Council of Europe, 2018) which defines oral production (speaking) as the activities a language user develops in order to be received by one or more listeners (the audience).

For the present investigation, the A2 and B1 descriptors for Speaking from the Common European Framework of Reference for Languages are considered, to set the base where the development of this research must be built. The importance of the descriptors in

this investigation are the ones emphasizing oral presentations. In the table 2.1 below, there are found the descriptors from the CEFR attempted to be covered in each of the *Lengua Extranjera* courses. At the beginning of the table, in the first column, the one on the left, in italics, there are the attributes related to an oral text which is received by an audience of one or more listeners: *Overall Oral Production*, *Sustained Monologue (describing experience)*, and *Sustained Monologue (putting a case (e.g., in a debate))*. Then in the inner column, it can be seen in detail, the type of activities the language user produces at level A2. Finally, in the third column the B1 characteristics are delineated. The reason for choosing and highlighting these levels and descriptors is since the *Lengua Extranjera* courses are designed to reach A2 and B1 levels.

Table 2.1 A2 and B1 Descriptors for Speaking Skill, Provided by the Common European Framework of Reference for Languages

	A2	B1
<i>OVERALL ORAL PRODUCTION</i>	<i>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked to a list.</i>	<i>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/ her field of interest, presenting it as a linear sequence of points.</i>

SUSTAINED MONOLOGUE: Describing experience	<i>Can use simple descriptive language to make brief statements about and compare objects and possessions.</i> <i>Can explain what he/ she likes or dislikes about something.</i> <i>Can describe his/ her family, living conditions, educational background, present or most recent job.</i> <i>Can describe people, places, and possessions in simple terms.</i>	<i>Can relate details of unpredictable occurrences, e.g. an accident.</i> <i>Can relate the plot of a book or film and describe his/ her reactions.</i> <i>Can describe dreams, hopes, and ambitions.</i> <i>Can describe events, real and imagined.</i> <i>Can narrate a story.</i> <i>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/ her environment e.g. people, places, a job or study experience.</i> <i>Can give short basic descriptions of events and activities.</i>
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		<i>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</i>
<i>SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)</i>	No descriptor available.	<i>Can briefly give reasons and explanations for opinions, plans, and actions.</i>
<i>ADDRESSING AUDIENCES</i>	<i>Can give a short, rehearsed, basic presentation on a familiar subject.</i> <i>Can answer straightforward follow up questions if he/ she can ask for repetition and if some help with the formulation of his/ her reply is possible.</i>	<i>Can give a prepared straightforward presentation on a familiar topic within his/ her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</i> <i>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</i> <i>Can give a short, rehearsed presentation on a topic pertinent to his/ her everyday</i>

		<i>life, briefly give reasons and explanations for opinions, plans, and actions.</i> <i>Can cope with a limited number of straightforward follow-up questions.</i>
OVERALL INTERACTION	SPOKEN	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep a conversation going of his/ her own accord. Can exploit a wide range of simple language to deal with most situations likely to arise whilst traveling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on familiar topics, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Can interact with reasonable ease in structured situations and short conversations, provided the other person helps

		if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	Can generally understand clear, standard speech on familiar matters directed at him/ her provided he/ she can ask for repetition or reformulation from time to time. Can understand what is said clearly, slowly and directly to him/ her in simple everyday conversation, can be made to understand if the speaker can take the trouble. Can understand everyday expressions aimed at the	Can follow clearly articulated speech directed at him/ her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can understand enough to manage simple, routine exchanges without undue effort.

	satisfaction of simple needs of a concrete type, delivered directly to him/ her in clear, slow and repeated speech by a sympathetic speaker.	
CONVERSATION	Can handle very short social exchanges but is rarely able to understand enough to keep the conversation going of his/ her own accord, though he/ she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, and apologies. Can say what he/ she likes and dislikes. Can make an introduction and use basic greeting and leave-taking expressions.	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/ she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference. Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/ her, provided he/ she can ask for repetition or

		reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/ she feels in simple terms, and express thanks.
INFORMAL DISCUSSION (WITH FRIENDS)	Can make and respond to suggestions. Can agree and disagree with others. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give and seek personal views and opinions in discussing topics of interest. Can make his/ her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize and event (e.g. an outing).

		Can express a belief, opinion, agreement, and disagreement politely. Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend.
FORMAL DISCUSSION AND MEETINGS	Can exchange relevant information and give his/ her opinion on practical problems when asking directly, provided he/ she receives some help with formulation and can ask for repetition of key points if necessary. Can say what he/ she thinks about things when addressed directly in a formal meeting, provided he/ she can ask for repetition of key points if necessary.	Can take part in a routine formal discussion of familiar subjects which is conducted in a clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. Can generally follow changes of a topic in formal discussions related to his/ her field which is conducted slowly and clearly.

GOAL- ORIENTED CO-OPERATION	Can indicate when he/ she is following and can be made to understand what is necessary if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/ her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed. Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/ she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.
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INFORMATION EXCHANGE	Can give and follow simple directions and instructions, e.g. explain how to get somewhere. Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. Can understand questions and instructions addressed carefully and slowly to him/her and follow short simple directions.	Can summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail. Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.
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		Can ask and answer questions about habits and routines. Can ask and answer questions about past times and past activities.
INTERVIEWING AND BEING INTERVIEWED	Can make him/ herself understood in an interview and communicate ideas and information on familiar topics, provided he/ she can ask for clarification occasionally and is given some help to express what he/ she wants to. Can answer simple questions and respond to simple statements in an interview.	Can take some initiatives in an interview/ consultation (e.g. to bring up a new subject) but is very dependent on the interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.

2.2 Instructional Innovation

The current activities and lifestyle around the world are setting the track to follow. A similar experience is currently taking place in the area of education, to be more precise in the language teaching area. One of the main advances is given in technology. As well as technology, “personalization” (Russell, 2011) is another important approach that sets its

importance in connecting people to all kinds of services. It is also applied to improve language classes. It is very common to see on the net different websites, where you can design clothes or shoes, like on Nike.com, according to your own ideas, patterns, colors, among other features. It is with just a click to have what fits better for your liking. Therefore, that is what in our everyday teaching practice we want to achieve. The word "personalization" in the field of education refers to explore and develop experiences for each student. It is seen as a challenge due to the fact that there are no methods or tools available yet. On the other hand, language teaching and learning provide a wide variety of possibilities to personalize the educative context in everyday teaching practice.

The framework presented and developed by Markee (Markee, 2001) bases its structure on addressing the next questions 'who adopt what, where, when, why and how' (p.118). These questions established in Markee's framework are helpful in order to evaluate the different stages or parts a language teaching innovation is integrating. (Witten et al., 2007, p.48). In table 2.2 below, a brief description of the suggested innovation is provided and based on Markee's questions and what they are focused on responding.

Answering the *who* question describes the actors involved in the implementation of the innovation. Adopters is related to those who have the power to make decisions to institute a change, in this case teachers and students. Implementers are the ones who put an innovation into practice: teachers. Clients receive the benefit and service of the innovation: students. In the case of Suppliers and Change Agents, the first ones provide knowledge and/ or materials and the second ones promote the implementation of an innovation: teachers. Resisters, they struggle against or refuse the implementation.

The ***what*** element provides the proposals for qualitative change in pedagogic materials, approaches and values that are perceived, while the innovation is placed within an institutional context.

The next classification is ***where***; it is about the sociocultural context, not to a geographical location of the implemented innovation itself.

The ***when*** question is about the diffusion rate an implementation takes place, as well as the pace it develops.

The ***why*** is divided into two areas, the first one is about the individual psychological factors, such as the openness to new ideas, education and tolerance to high levels of variability. The second one relates to the attributes to the innovation, especially to the advantage, compatibility, complexity, trialability and observability this innovation offers to be adopted.

The ***how*** presents three different manners to implement an innovation, the Research Development and Diffusion model based on rational, institutional and theory encouraging the adoption. The problem-solving model, it is applied action to identify a problem and diagnose how it is likely to be solved. The social interaction model, emphasizing the social relationships to reach the adoption. And there is a hybrid or linkage model of the three of them, allowing a combination of them when it is thought that only one is not enough to accomplish the adoption.

Table 2.2 Markee's Framework Elements for Innovation Belonging to the Present

Investigation. Adapted from: Witten, et al, 2007, p. 50.

<i>Innovation</i>	Improving productive skills through Appreciative Inquiry
<i>Who</i> <i>Actors/ stakeholders</i>	Adopters: Teacher/ Students Implementers: Teacher. Clients: Students Suppliers and Change Agents: Teachers Resisters: Students/ Teacher
<i>What</i> <i>Area(s) of change</i>	Involved a qualitative change in pedagogical approach, materials, classroom context in working towards students' language proficiency, it is said the improvement of the language oral production.
<i>Where</i> <i>Sociocultural context</i>	No real socio-cultural constraints due to easy access to technology and the willingness of most clients. It is located in institutional, ideological and socio-linguistic contexts.
<i>When</i> <i>Diffusion rate</i>	Innovators /Early adopters: 70% Late majority/ Resisters: 30%

<i>Why</i> <i>Attributes of the innovation</i>	High advantage in promoting students' competitiveness and language proficiency and interaction among clients (students) Highly observable Low complexity
<i>How</i> <i>Implementation model</i>	Hybrid or linkage model: Searching for the successful steps in Oral Language production and social interaction model.
<i>Comments</i>	This is an innovation that is still in progress. It is not institutional at all. This is applied locally (classroom) as it is in the piloting stage. But so far it may be considered successful, for the next reason: it is obligatory for students as it covers a percentage of their final average and the fact of interaction and partnership that has been constructed around students and teachers.

2.3 Appreciative Inquiry as a Tool to Analyze Innovation

To put in simple words: Appreciative Inquiry is about looking for the best in people, in the way they work, live, and behave. By the same token, Appreciative Inquiry is a research method originally used in the organizational area and it was developed in the seventies by David Cooperrider, Suresh Srivastava, Frank Barrett, John Carter and others at Case Western Reserve University in Cleveland Ohio. In 1987, Cooperrider and Srivastava coined the current idea of AI stating that solving problems presented excessive usage in organizational contexts.

AI calls for change of energy (a positive one) looking for mending the old and constructing something new. It concedes to find strengths, recognize the effort of others, and look for innovation (the improvement). Appreciative Inquiry is used to search for changes in processes, mainly highlighting the success factors that have contributed to making those processes work. In other words, it is that in any society, group or organization succeed is guaranteed as it is focused just on the bright side of the existing solutions and strengths. As a rule, in a traditional process, the center of any analysis is looking for the problems it has, for what is broken, or decayed, that is to say, what 'smells awful'. However, AI asks: what is working well around here?

2.3.1 Problem Solving vs Appreciative Inquiry.

In pursuance of contrasting the traditional problem-solving idea and Appreciative Inquiry, it is observed the next:

Problem-solving

- The problem-solving main task is about identifying and defining the problems, conducting an analysis, exploring how problems can be fixed, and then developing an action plan.
- Focus on decay, analysis of causes.
- Analysis and possible solutions.
- Action planning, what is the treatment to fix it.
- Its basic assumption: there is a problem to be solved – if we find problems, we can fix them. Answers the question: *What problems are you having?*

Appreciative Inquiry

-Appreciative Inquiry starts by looking at what's working and why. Searches for solutions that already exist.

-Focus on life-giving forces

-It involves everyone in conversations about how we move forward together providing. Dialogues what should be.

-It ensures action and sustainability. Envisions what might be.

-Its basic assumption: there is potential to be discovered –a group or organization is a set of strengths to be built on and developed. Answers the questions: *What is working well around here?*

Observe the table below, in a simplified set of contrasted words, all of the previous facts put into other words:

Table 2.3 Contrasts between Problem Solving and Appreciative Inquiry Processes

Problem-solving (Traditional Organizational Development (OD))	Appreciative Inquiry
Strong	Be soft
Independent	Need support

Grieving	Find joy
Direct	Be kind
A leader	Need guidance
Understanding	Have boundaries
Creative	Need inspiration
A listener	Have a voice

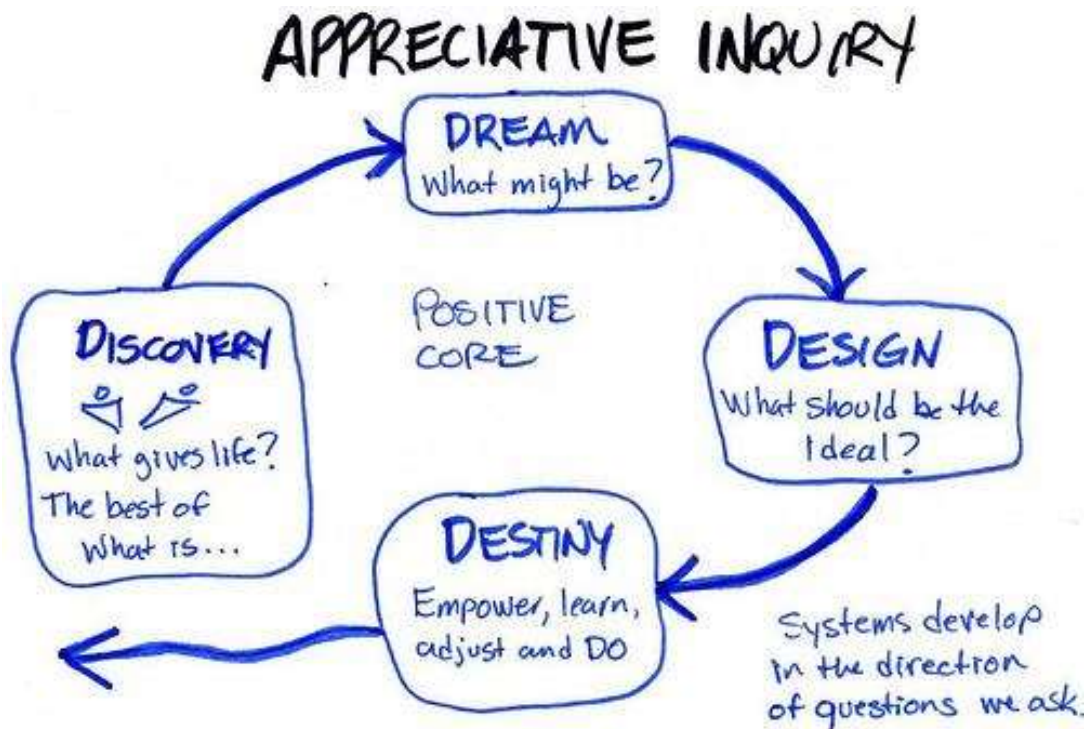
5 Reasons AI works

1. It is an inclusive and co-productive process that fully involves all key collaborators.
2. It starts with discovering individuals' personal experiences of what works, engaging everyone from the beginning.
3. The contributory factors of success are shared providing valuable facts to build on for the future.
4. The process is solution-focused and avoids the blame-game. Participants are willing to be open and issues can be addressed through a positive perspective.
5. Everyone is involved and has ownership of the vision and actions.

2.3.2 Appreciative Inquiry 5D Cycle

There are always two sides of one story, the one that is giving the dark, pessimistic, bad, negative, broken part of that story, one that is considered, one way or another, delightful

and a kind of a guilty pleasure to complain about and not to do anything about it. It is the black part of the coin. Moreover, in opposition, there is the bright, optimistic side, the enhancing part of the story, the chancer. Cooperrider and Whitney (2005) illustrated the AI cycle with four key stages naming them as follows: **Discovery, Dream, Design, and Destiny**. After some time, a fifth key was included as the beginning phase of the cycle: **Definition**.



Source: Cooperrider et.al

Figure 2.1 Appreciative Inquiry 4D Cycle

Appreciative inquiry underpins its changing procedure on the five core processes of AI or **5D cycle**. This cycle leads to positive energy and change; it helps in discovering what

works well, building on the strengths, valuing the power of narrative, the data. The first core process is **Definition**, is a recent addition to the Appreciative Inquiry cycle, and its purpose is to clarify the area, defining the purpose of the project, what needs to be achieved. It helps to define what to study or inquire. Recognizes that a change is necessary. The stage during which the organization gathers data to decide the Affirmative Topic that will be the focus of the inquiry for the change the system seeks to make. It chooses the positive as the focus of inquiry. Here an affirmative topic is defined, what it is expected to improve and achieved successfully with the best working parts.

The second one is **Discover**, is the phase when members inquire into high-point experiences and identify strengths and capabilities related to the Affirmative topic –all of which add up to the Positive Core. It appreciates the best of what it is, inquiries into exceptionally positive moments by sharing the stories among all the members involved.

Then is **Dream**, it is the phase during which the members share images and co-create possibilities of what the desired future might look, sound, and feel when the positive core comes to life. (That could be immediately, or at some time in the future). It imagines what it could be. Conversations and images of possibility and potential are looked for what could be reached.

The fourth stage is **Design**, during this phase the members collaboratively begin to design what projects and investments can (practically) and should (morally) be made to build organizational capacity to bring the Dream to life. It determines what it should be, designs prototypes, reconceives, and redesigns structures and processes, presents the what ifs suggestions.

Finally, the **Deliver or Destiny** stage is the agreed commitments to the continued exploration of learning, innovation, and delivery of the outcomes all the stakeholders care about. It creates what it will be (innovation and improvisation) innovates and improvises ways to create that future. In this final stage, all the pieces of the jigsaw, the good ones, the ones that fit perfectly, are moved strategically to promote the change expected; people can be assigned to new or different roles, responsibilities, connections, and other significant adjustments to the holistic transformation, based on all the previous stages treasured findings. So, then the change with these positive parts converged would lead to the best-expected renewal in the organizational.

2.3.3 The Assumptions of Appreciative Inquiry

First introduced as principles then presented as assumptions in 1990 by Cooperrider and Srivastva, they are taken as the regulations a group of people must follow to decide the path on which they can perform or behave.

The Eight Assumptions of Appreciative Inquiry are: (Hammond, The Thin Book of Appreciative Inquiry, 2013)

1. In every society, organization or group, something works.
2. What we focus on becomes our reality.
3. Reality is created at the moment and there are multiple realities.
4. The act of asking questions of an organization or group influences the group in some way.

5. People have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known).
6. If we carry parts of the past forward, they should be what is best about the past.
7. It is important to value differences.
8. The language we use creates our reality.

Even though this set of rules seems to be simple, understandable, and logical, they might represent a challenge when applying them.

One of the most important parts of this inquiry is questioning as the Assumptions 4 and 5 describe. Questions are of relevant importance as they must be structured using the correct words and ideas to enhance any organization. Graber (2014) and Adams (2015) state that the way questions are presented have an enormous impact in people's attitude and behavior, they can even modify mind and performance. In the chart below, Graber based on Adams study about questions, shows the two perspectives and their consequences on using them.

Table 2.4 shows two columns with constructed question. On the left column, Judge questions suggest or ask about all the negative factors. Meanwhile on the right column, learner questions explore insightful ideas, avoiding the negative side of everything. On the bottom of the table –consequences- indicate and contrast the use on both type of questions.

Table 2.4 Constructed Questions on Judgmental and Appreciative sides

Appreciative Inquiry	
Judger Questions	Learner Questions
What's wrong with me?	What do I want?
Whose fault is it?	What works?
Why are they so stupid?	What are the facts and what can I learn?
How can I prove that I'm right?	What are my choices?
Haven't we been there, done that?	What action steps make sense?
Why bother?	What's possible?
Consequences	
A mood of pessimism, stress, and limitation	A mood of optimism, hope, and possibilities
A mindset that is judgmental, reactive, inflexible	A mindset that is thoughtful, understanding, flexible
Relating with attack or defensive behaviors	Relating that is connected and collaborative

Appreciative Inquiry has demonstrated in more than one field its pertinence in being explored and applied with highly accurate results in different areas all around the globe. There are even clubs, groups (facebook groups: Appreciative Inquiry Community International (<https://www.facebook.com/groups/AICInternational>)) associations, web pages such as: The Center for Appreciative Inquiry

(<https://www.centerforappreciativeinquiry.net/more-on-ai/what-is-appreciative-inquiry-ai/>), or David Cooperrider and Associates (<https://www.davidcooperrider.com/ai-process/>), sharing their experiences to help anyone interested in coping with a different view of the world. AI used in the education field focuses on analysis in the successful solutions instead of the problems, searching to improve the teaching learning process. This fact contributes to having a balanced and positive side of the “story” as it points to how things work better than the ones that make the system fail. On the other hand, the blame-game tends to look for the negative side, for what has not worked properly, as it has been the most common way to see life, it can signify to get into a depressive stage. Meanwhile, AI looks amplify just the positive factors in any process, without paying attention to the problems or negative factors, magnifying only what works. What the AI theory is in charge of is capitalizing human energy focusing on positive thoughts and attitudes, in order to produce a change towards an improved organization or process. It means that only what has been successful is considered and taken to be applied in order to move towards a more accurate stage, invariably on the bright, positive and working side of the process or system to be refined.

Positive actions, combined with positive thinking, results in success.

Shiv Khera, activist.

CHAPTER III: RESEARCH METHODOLOGY

3.0 Chapter Introduction

This chapter will provide specific information about the setting, the participants, and the instruments used in the present investigation. A step-by-step description of the data collecting, and analysis procedures followed to develop this research is also given. First of all, this research was carried out using descriptive methodology of the survey kind, which involves collecting data by means of an e-survey.

The very first idea of this study came out of regarding my personal interest in exploring innovative techniques and methods in an effort to improve EFL students' development in productive skills, mainly in the oral production area. As it was a weakness as a Language learner myself. Currently, the panorama about Instructional Innovation is offering a wide variety of possibilities in the educational field. Besides, Appreciative Inquiry sprung the possibilities of exploring prosperous results, as it basis its philosophy on considering proven and positive factors in successful processes, Moreover, it opened up the opportunity to think about how important it is to create and use effective methods and techniques to make it easier to students improve their productive skills.

The Context of the Study

To understand the context of implementation of this study, a description of the specific context where it took place is needed. A public university in central Mexico conveys

the opportunity to learn and practice English in four semesters, at the freshman and sophomore years of the different majors the aforementioned institution offers. The course which was the scenario for this study started in August 2019 and finished in December during the same year. It was the third level of the four students have to study as mandatory. This context becomes a very important element to consider when describing this study and its different components because it was here where the subjects expressed their most successful experiences in regard to this implementation.

The group that I had for language development in Lengua Extranjera III consisted of 20 students, 11 female and 9 male students. They were all medicine students and have been taking all the rest of their different subjects together since they entered the university. This gave the participants the opportunity to develop a good rapport among themselves as well as with the professor, since it was the second English course, they were together. This rapport made this investigation feasible and created the conditions to ask for the participation of these students in the present research. Not all of them agreed to participate, only 11 decided to take part in this study.

3.1 Subjects

For the purpose of the present investigation, eleven medicine students from a public university in central Mexico (Benemérita Universidad Autónoma de Puebla) participated, three males, and eight females. It is common to have groups of an even number of men and women in this faculty; however, it did not happen through this investigation. This fact matches the idea that female students tend to be more dedicated and participative than male. (See figure 3.1 Gender below).

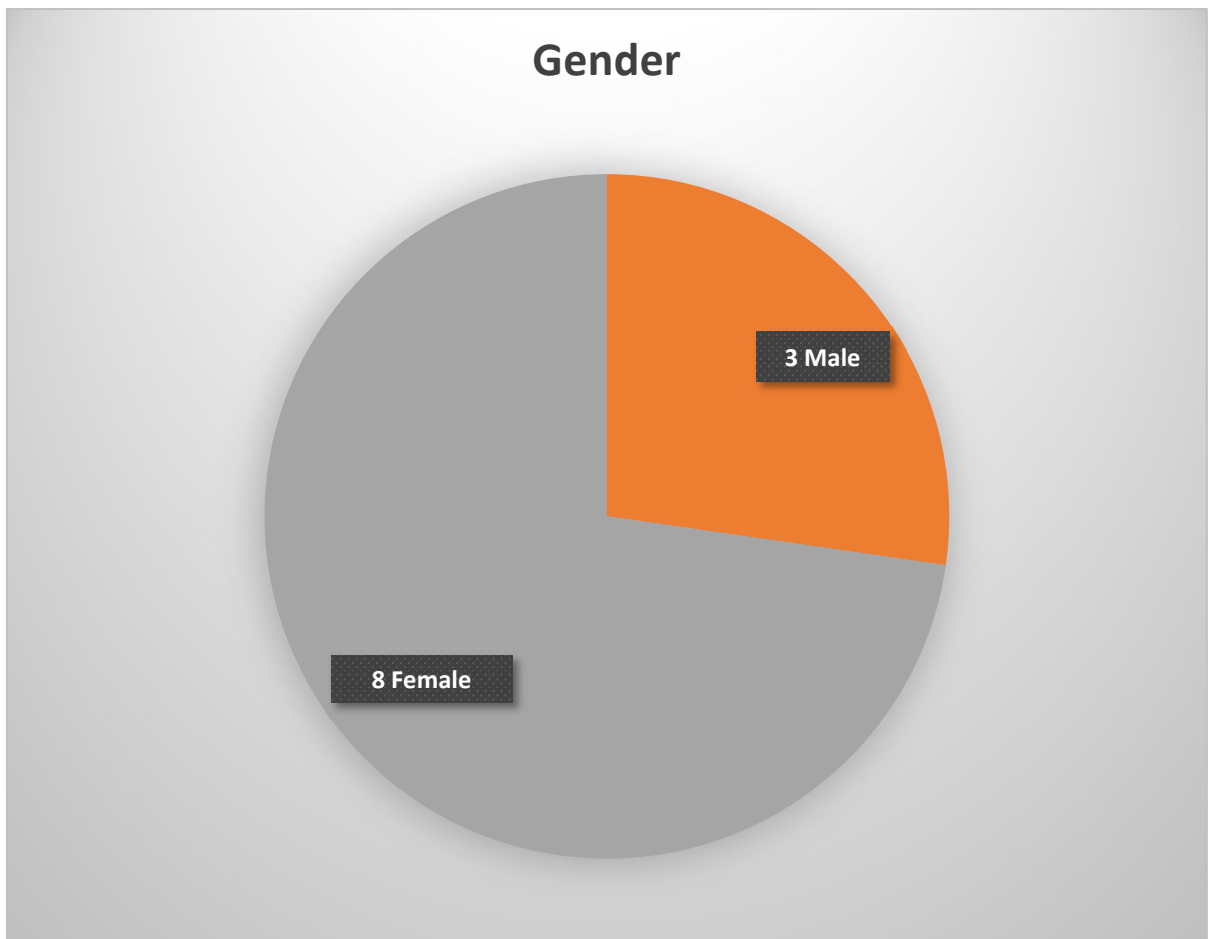


Figure 3.1 Gender

During the development of this investigation, six of the participants were nineteen and the other 5 twenty years old, presenting a balance in age among them. (See **figure 3.2 Age below**).

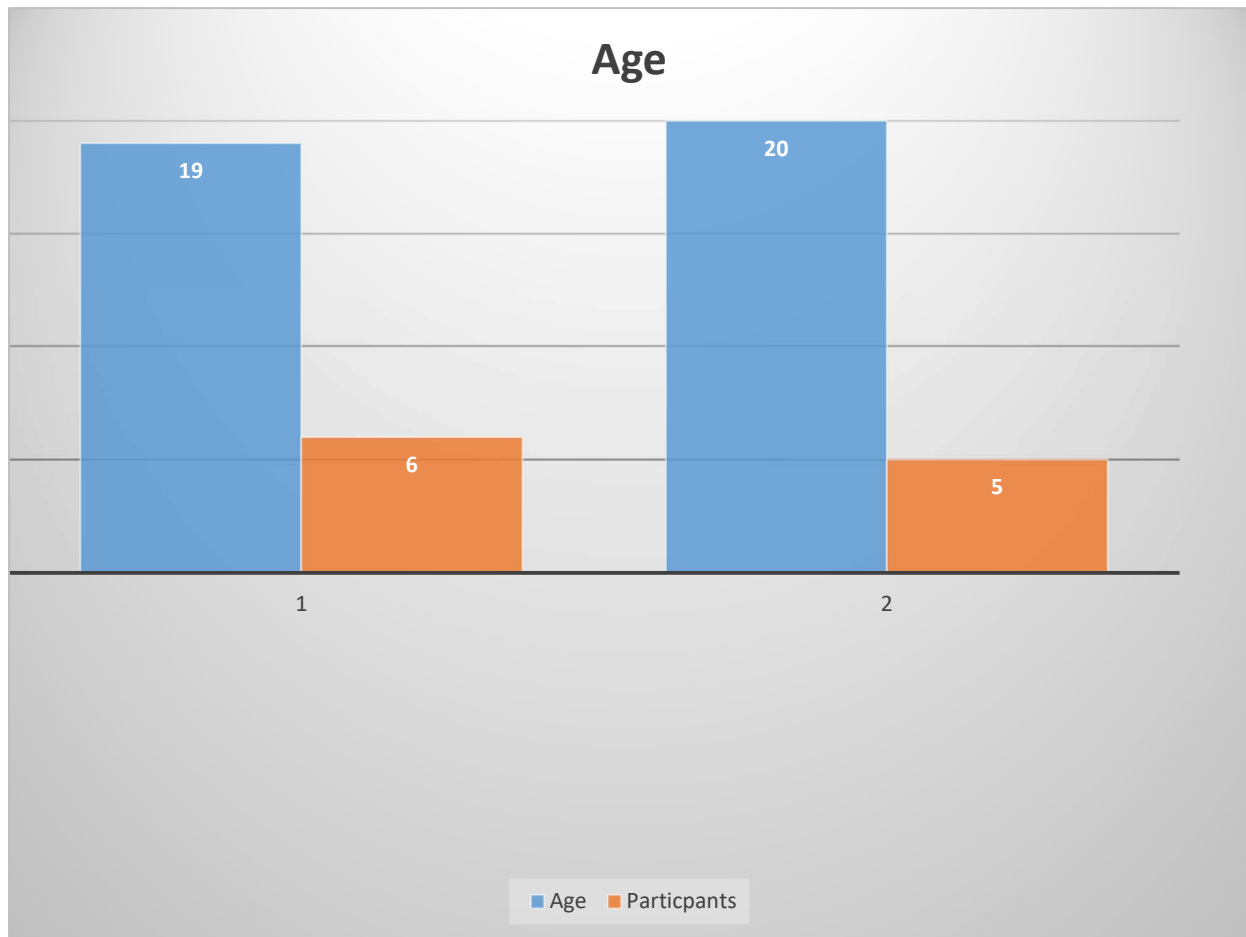


Figure 3.2 Age

The eleven participants' birthplace showed a diversity of areas or regions of origin. Six of them are from Puebla City, one from Teziutlan, Puebla, one from Leon, Guanajuato, one from San Pedro Cholula, one from Mexico City and one from Zihuatanejo Guerrero. (See figure 3.3 Birthplace below).

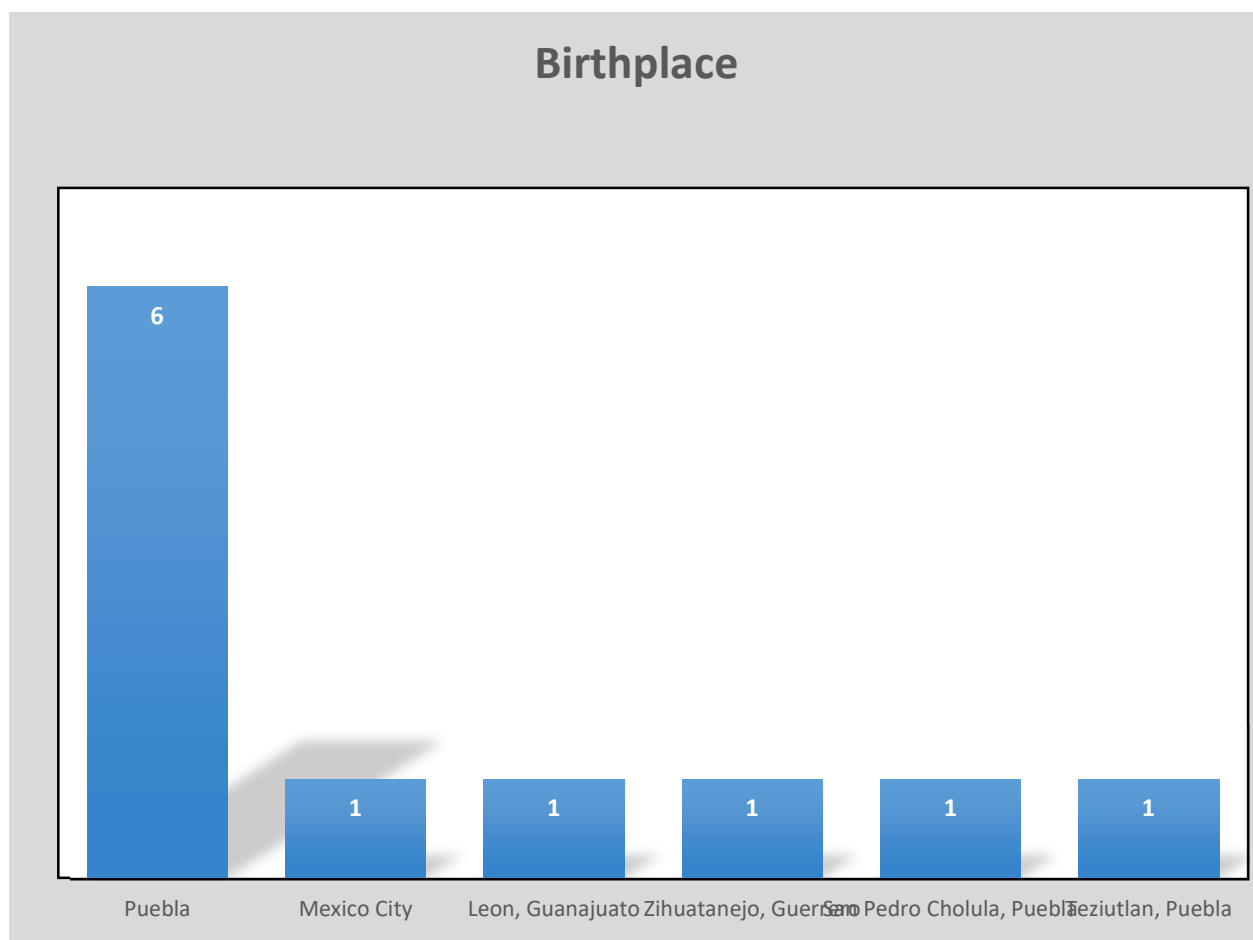


Figure 3.3 Birthplace

All of them were enrolled in a language course set at the lower intermediate level and were currently taking this English course at the time of the investigation. However, only four of them and their data were analyzed to carry this investigation out. Names were given to them at random, just for the effects of identification and the analysis of the data in the following chapter. The participants were previously informed of the study and then they were invited to be part of it. They agreed to participate voluntarily.

The four participants were one male and three females. They were all informed and agreed to participate by submitting their answers to the E-survey. The participants showed a natural willingness to be part of the project.

3.2 Instruments

It was designed a four-statement e-survey through a Google form which was applied at the end of the term. To make the students feel comfortable, the questions as statement type, in this survey were designed in Spanish, so they have the chance to understand clearly what they were asked about and then avoid bias in respect to the objective. This questionnaire containing the data was collected, to sum up the process developed during the fall 2019 term.

In regard to homogenize the evaluative process in this Public University, the central management of ESL provides with rubrics for the oral production parts. There are two types to use in each term, one of them is setting the descriptive points to be covered for Dialogues (role-play, pair discussion) and the other one is named Oral Presentation in a language classroom. This last rubric was the one chosen to be used during the investigation.

In addition to the previous instruments, a guide to the oral presentations containing seven points to be achieved by students was designed in pursuance of offering a clear structure to follow up in each of their task performances. Each of these points describes simply what students were needed to accomplish for their presentations precisely. (See table below)

Table 3.4 Oral Guide

A guide to oral presentations

1. Students will be graded on their use of grammar and vocabulary covered in class as well as fluency, listening/discourse, and voice/pronunciation.
2. In light of the evaluation criteria, students should choose a topic that allows them to use grammar and vocabulary studied in class.
3. No books, papers, or notes of any kind may be used while the oral presentation is in progress
4. The oral presentation task will be conducted in the classroom. If you have the chance it can be recorded.
5. In order to prepare for the oral presentation, students will study and check the topics that have been assigned for this task, considering the possibilities to use grammar and vocabulary studied in class.
6. A few selected phrases, however, (especially ones containing grammatical structures and vocabulary items studied in class) can be memorized so that when they are needed during the oral presentation they can be easily recalled. (Such as idioms, phrasal verbs, etc.)
7. Students are expected to review all grammatical structures and vocabulary items from course content (including those studied in the previous term) and accurately incorporate them into the task whenever appropriate.

Besides this guide, participants were asked to express their experiences through a narrative. In this writing activity, participants, through a set of questions and the answers provided to them, expressed their perception about their own performance as well as their self-evaluation.

3.3 Data Collection Procedure

First, I took advantage of the availability of the subjects as they were my students in this English course. They were given the rubrics and the Oral guide points since the beginning of the term, in favor of digesting the information contained in those documents. The participants involved in this study worked with cultural facts, celebrations in our country (Mexico) as well as English spoken countries. Most of the topics during the course were related to the current moments experienced in everyday life, as well as the official content required for this term. After that, students were asked to organize, prepare, and perform a presentation in front of the class. As the pre-presentation procedure, the topic was assigned; it was given at least two or three weeks before the scheduled date of the presentation. Then the students were asked to organize in teams, to begin with, the appropriate research and organization associated with the theme. After that, the students perform the presentation on the appointed date.

Once the students performed the theme assigned, and as an important part of the presentation project, they were asked to report orally the experience they had through this activity, describing the way it was developed, through the different stages they had experienced to achieve this task. As well as the pros and cons they faced during the preparation and the delivery of the final product.

The students decided about most of the details related to their oral presentations, and this showed a rich variety of attitudes, it allowed seeing facets that they did not even know they have. Students who in appearance are very serious and quiet during classes, when in performing their presentation, they were able to show a positive change in their attitude. During classes, these students were always hiding behind their classmates, avoiding participation, or talking in front of the class, showing a low profile in everyday development. Conversely, when the time for them to participate and express own ideas, their performance resulted to be better than the ones who were always participating during the course.

The emphasis was about at the end of the term, when the participants, conducive to sum up all the activities developed to enhance their Speaking skill, completed the e-survey. Once, they expressed their own performance via the five-statement survey by the end of November 2019. The participants showed a visible introspective in their narrative, attaching the Appreciative Inquiry foundations in their reflections.

3.4 Chapter Conclusion

This study was carried out over a term at the end of the year 2019, in the researcher's classroom with her own students. The environment was considered appropriate as it provided a location where interaction was naturally accessible among the subjects. It also permitted a good observance by the researcher in the process of the investigation.

In the next chapter, I will present the results generated throughout this investigation during the term of Fall 2019. Focusing the attention on the Appreciative Inquiry statements applied in oral production development and practice in the present investigation in the search of the enhancement.

Question everything!

Albert Einstein

CHAPTER IV: RESULTS

4.0 Chapter Introduction

All implementations represent a journey from a starting point to a destination, generally with the idea of improving the status of things at the beginning of this journey.

Implementing Appreciative Inquiry as a vehicle to enhance Oral language Production has raised a necessity for students as well as teachers to modify the way problems are faced. However, this study focuses on the experiences students have coped with during the development of Oral presentations in front of the class. Their voices and their echoes of the experiences that participants raised are representative of a journey started with the curiosity of knowing, exploring, and applying a proven and efficacious inquiry.

In this chapter, the results of the analysis performed to students in this research are presented. The results of such analysis and the conclusions drawn based on them are shown and discussed below.

4.1 Research Questions

The two following research questions were examined in contemplation of defining if the analysis of the data collected through four statements based on the Appreciative Inquiry 5D cycle allowed the possibility of answering all of them:

RQ1.) Can the Appreciative Inquiry approach contribute to better the oral production in English language teaching students?

RQ2.) What improvement can be developed in English language teaching through the implementation of AI as a tool in the language –learning process?

4.2 Results

If we want to improve performance, our default position is to ask what is not working. To begin with, in the traditional blame-game process, it is to identify the problem, analyze possible causes, generate solutions, and implement best solution, so then organizations become problems to be solved. After a while, a deficit-based view saps energy, motivation and good will from people involved in such organization. Consequently, these people and their qualities are needed if the objective is to improve any organization. Appreciative Inquiry gives a change of view. It starts with what is working: inquiries into what works, imagines how good it could be, aspires how good it should be, commits to what it will be, so as a result the organization leads to the best it is waiting to happen. In AI, people are the most important contributors to generate the change. They are the center of the process, they like talking about their successes. They actively engage in discussions that focus on what works. When sharing positive stories with colleagues, people can gain confidence in their ability to deliver, it is their experiences not someone else's best practice. Involving people (the ones who belong to the organization) in these positive conversations raises participation in making positive change come about. Generating a positive image of the future influences our behavior in the present, and that acts to bring about the anticipated positive results.

The results were presented analyzing the answers the participants provided through the e-survey they completed. To accomplish this analysis, the Appreciative Inquiry 5D cycle stages were used. It is significant to mention that in the presentation of the analysis of the answers there are quotations illustrating portions of them in order to refer to the particular lines where words or expressions fit into any of the five stages in the cycle. In addition, from the universe of eleven participants involved in this investigation, four of them were selected as their answers showed a higher attachment to what Appreciative Inquiry states as its philosophical process of improvement.

In the table 4.1 presented below, Lehner and L. Hight (2006) summarized the AI process, showing clearly how the five stages work, as being put into action. In the first column are set the five steps of Appreciative Inquiry. Then in the second column, the questions associated to reach each step. On the last column, the answers or actions taken to reach each of the AI steps.

Table 4.1 An Illustration of Appreciative Inquiry Organizational Development, taken from Lenher & L. Hight (2006:147)

Steps of Appreciative Inquiry	Questions to ask	From the case study
Define	What is the presenting issue? Framed positively	To create a healthy work culture

Discovery	What are the positive stories that frame who we are? What are the common themes in these stories?	Interviews in pairs to determine what they desire in a work culture (themes)
Dream	What might we be or become? Our provocative proposition	Our work culture is vibrant, innovative, synergistic, flexible, and ambitious. We are a group of professionals who work to create a challenging and supportive climate where all points of view are considered. As we move toward our vision, we will appreciate each individual's difference and contributions.
Design	How would our organization look if we achieved our dream?	Individuals determine what they each can do to support the provocative proposition above
Destiny	What is our action plan for achieving this?	Two yearly retreats Posted copies of provocative proposition

		Sharing of provocative proposition with new hires
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4.2.1 The Five Ds in the Appreciative Inquiry Cycle

Through these core parts in the Appreciative Inquiry Cycle: *Definition, Discover, Dream, Design, and Destiny or Delivery phases*, the transformation in oral production was framed. An Appreciative Inquiry was instrumented to explore the underlying experiences, values and practices that underpin this language-learning environment, above described. Looking for softening out the process of gathering the data for the participants, AI provided a sociable, factual interaction among them and their professor. People's values and experiences about acceptable behaviors represent sensitive issues, producing uncomfortable feelings when asking people to express their views and deeper feelings in this regard.

In the table 4.2 below shows the manner the phases' purposes of AI match the statements in the instrument applied to the participants.

Table 4.2 A general illustration of the framework of this study.

Phase of Appreciative Inquiry	Purpose of this phase of AI	Statements
<i>Definition</i>	Presents what needs to be studied and achieved	Improve Oral Language Production.

<i>Discovery</i>	Participants realize and identify their strengths in speaking.	Statement number 1: Lo mejor de mi producción oral en inglés en este semestre fue... Statement number 2: Mi producción oral en inglés ha mejorado y lo he podido notar en...
<i>Dream</i>	Participants visualized the dreamed future, the way it might be.	Statement number 4: Mi objetivo en cuanto a mejorar mi producción oral en inglés para el siguiente semestre será...
<i>Design</i>	Participants work together designing the project to be applied to reach the best of the best.	Statement number 3: Siguiendo estas estrategias/ situaciones/ hábitos/ técnicas de manera constante me han conducido a mejorar mi producción oral en inglés: (describe una o dos de manera breve)

<i>Destiny or Delivery</i>	The final step, the summary of all the previous phases applied consciously to get the collective aim	Statements 1, 2 3 and 4.
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As an important part of the Appreciative Inquiry cycle, the Positive Core represents the strengths, capabilities, the collective assets of the members and the organization that are surfaced and talked about during the Discovery interviews. The Positive Core is what informs the Dream step in the process. Members built on collective strengths.

Concisely, Appreciative Inquiry is the art of asking positive questions to obtain substantial information. Below these words, a brief description as well as examples of questions attached to AI philosophy and its four foundational interview questions are given. The four foundational AI interview questions for a business situation can be suitable for any context in need to be changed for the better, it is possible when some important words or topics are interchangeable, for instance organization with relationship, or career, or wellness regime.

1. What has been a point a high-point experience in your organization/ division/ life when you felt most alive, successful, and effective?
2. Without being humble, what do you value most about yourself, your work, and your organization?

3. What are the core factors that make this organization function at its best, when it feels a great place to be, and without which it would cease to exist?

4. Imagine, it is three years into the future and the organization is just as you would want it to be. What's happening that makes it vibrant and successful? What has changed? What has stayed the same, and how have you contributed to this future?

-What can you continue doing to keep amplifying the good?

-What can you begin to do to move the organization in the direction of our greatest desires?

-What can you stop doing because it no longer serves or gets in the way?

-What are some transitions you'll need to make to because you have existing responsibilities and constraints, and can't just drop everything immediately?

For the purpose of this investigation, four open-ended evaluative questions were distributed to the participants by an e-survey. Evaluative questions as statements are the type of question where personal opinion can be stated. The questions/ statements fit in one or more than one AI foundation described previously as well as the AI 5D phases. It was decided to allow people to reflect on the questions by means of short narratives, at their own time, privacy, and native language (Spanish). The questions/ statements were based and formulated to embody the Definition, Discovery, Dream, Design, and Delivery or Destiny phases of the method of inquiry.

In the table 4.3 below, it is showed the way, the statements contained in the instrument used for this research, have an equivalence with the AI Foundations and its 5D phases.

Table 4.3 The Four Evaluative Questions Crafted in the E-survey, AI Foundations and 5D Cycle

E-survey statements	AI Foundations (1, 2, 3, 4)				Appreciative Inquiry 5D phases				
	1	2	3	4	<i>Definition</i>	<i>Discovery</i>	<i>Dream</i>	<i>Design</i>	<i>Delivery</i>
1. Lo mejor en mi producción oral en inglés en este semestre fue...	√				√				
2. Mi producción oral en inglés ha mejorado y lo he podido notar en...		√		√		√			
3. Siguiendo estas estrategias/ situaciones/ hábitos/ técnicas de manera constante me			√					√	

han conducido a mejorar mi producción oral en inglés: (describe una o dos de manera breve)									
4. Mi objetivo en cuanto a mejorar mi producción oral en inglés para el siguiente semestre será...				√			√		√

4.2.1.1 *Defining the Necessary Change*

By default, the purpose of this investigation (the Definition stage), the search of improving and promoting a change in Speaking in a language classroom, was clearly stated since the beginning of this investigation, and as a matter of fact, it was confirmed through the development of the research. The definition phase set the main objective of this research, that pointed to look for the enhancement, participants expressed to aim in their speaking skill, representing the necessity to modify the process in teaching and learning this productive skill.

4.2.1.2 *Discovering What the Participants Have Become Aware of Themselves.*

In the Discovery stage, the feedback offered by the participants was relevant. They identified and described their strengths easily. There were pertinent references as they became aware about their most valuable used, experienced, and proven techniques in

speaking skill. The participants referred to pronunciation, practice in the English laboratory and the use of the textbook platform exercises, as follows:

Arturo: *“Repetición orientada en el uso de palabras de mayor uso en el idioma inglés.”*

Alexa: *“Asistiendo al centro de auto acceso y con la pronunciación de la profesora.”*

Alexa: *“Mejorar mi pronunciación al hacer uso de los audios en la plataforma.”*

María: *“La plataforma que manejamos fue de ayuda en las secciones de pronunciación y audio.”*

In addition, they also mentioned that their performance inside the classroom, through the activities and their interaction with the teacher were part of their success:

Alexa: *“La exposición que hice como trabajo de clase.”*

María: *“Poner en práctica lo que sabía y me sentí en confianza de participar.”*

María: *“Durante el curso fui participativa [...] me desenvolví mejor que en otros cursos.”*

María: *“Gracias al vocabulario adquirido me facilito la improvisación de respuestas a las preguntas que hacia la maestra.”*

Vianey: *“Clase, debido a la interacción y actividades con nuestros compañeros promovidos por la profesora de inglés.!”*

Some of them declared an increase in their vocabulary, fluency and properly use in the different contexts they were involved during the term or their everyday life:

Vianey: *“Pude entender diversidad de vocabulario.”*

Vianey: *“Aprendí a diferenciar sonidos de diferentes palabras, así como de ampliar mi léxico y fluidez ante conversaciones en inglés.”*

They also felt that it was visible ensuring that when having conversations with other people, or facing any contact using English does not represent any kind of difficulty.

Vianey: *“Ahora al oír hablar a personas en inglés me es más fácil entender lo que quieren decir.”*

Vianey: *“Conversaciones con familiares que saben este idioma.”*

Arturo: *“...emplear mi conocimiento al entablar una conversación con persona nativas del idioma inglés.”*

Arturo: *“Emplear mi conocimiento en situaciones del día a día.”*

4.2.1.3 Dreaming Costs Nothing.

Through this phase, the creation of a new view is proposed. It states the bases to work with in the Design stage. It asks the participants to imagine what the future could be, going beyond of what have been their current reality or history. The dreams of the participants are clearly focused on enhancing their oral production in English. They reflect their desire on increasing vocabulary on these statements:

Arturo: “Emplear palabras de uso menos coloquial [...]emplear palabras de carácter más formal y científico para poder incrementar mi vocabulario y conocimiento en el idioma inglés.”

Furthermore, they imagine coping with fluent, accurate conversations, facing native speakers interaction, improving pronunciation, as well as listening comprehension (the other side of the productive skills).

Alexa: “[...] mejorando mi pronunciación [...] intentar establecer conversaciones fluidas.”

María: “[...] el laboratorio de conversación en línea con un extranjero, [...] laboratorio y escuché las conversaciones que tenían y creo que sería útil para mí participar en esas sesiones ya que también mejoraría mi comprensión auditiva.”

Vianey: “Aprender nuevos sonidos así como de mejorar la pronunciación de manera más fluida y rápida, establecer más conversaciones y poder responder de manera adecuada con el mínimo de errores.”

These students’ contributions stated the ideas they have about their **Dream** in upgrading their speaking skill, in a real and possible action to be accomplish. It is clearly explained by the participants’ objective as well as pre-visualizing their goal in a short-term time.

4.2.1.4 *Designing a New Future*

During the Design phase, the propositions the participants expressed are examined in order to develop the strategies necessary to get to the transformation the participants dream about. Keeping in mind the success areas, focusing on the areas that need to become transformed into the new reality. It is the re-design of the organization, using the effective parts.

The participants' dreams represent the core of the designing stage as they help in the construction of the ideal, being the positive past, the useful aspects re-taken into the re-creation of the new improved future. The individuals quoted them as follow:

Arturo: “1. Emplear medios audiovisuales con los cuales busco primero escuchar la pronunciación correcta y posterior el uso de la repetición”

Arturo: “2. Buscar poner en práctica mi conocimiento con personas nativas de Estados Unidos. Buscando de esta forma poner en práctica el conocimiento en situaciones comunes”

*María: * “Aprender las canciones de rap en inglés e intentar pronunciarlas.”*

Vianey: “Viendo vídeos en YouTube acerca de cómo tener una buena pronunciación, así como el repaso de vocabulario y su pronunciación con ayuda de la profesora que imparte la materia de inglés”

The individuals described additional activities they used successfully outside the classroom applied in the same objective with others, to learn and improve the second language.

María: * *“Ayudar a mi hermana con el inglés básico que lleva en la primaria.”*

Alexa: *“Las pláticas que intento establecer con mis amigas de manera fluida en horas no escolares hablando de un tema espontáneo con relación o no a mi carrera.”*

Vianey: *“[...] también he mejorado con ayuda de música pues al cantarlas puedo aprender la manera correcta de pronunciar las palabras.”*

4.2.1.5 Destiny Is in Our Own Hands.

As this phase closes or represents the end of the Appreciative Inquiry cycle, an insightful work developed on both ways: individually and as a collaboratively. It is the final step, the sum up of all the previous stages underpinning the final project. At the moment this investigation was carried out, the four previous stages helped to enable what would it take to reach the later phase in order to get the collective aim.

4.3 Chapter Conclusion

After all this insightful analysis performed and shared by the subjects of study, aiming to look for a valid and relevant framework to settle the new culture in transforming the way Oral Language Production is taught in this university. Appreciative Inquiry functions as the

main tool in exploring students' positive experiences and practices that underlie this academic and intellectual higher education learning environment.

In the following chapter, I will discuss the conclusions of the study that the analysis of the data brought about. I will be able to define the answerability of the research questions, which define the necessity of exploring Appreciative Inquiry improving philosophy. That will lead to the possibility of defining meaningful areas of knowledge to be explored with this approach, defining the significance, implications and limitations of the study, and proposing new possibilities for carrying out further research. Beyond that, it will also be possible to perform a reflection and offer a final commentary as result of the whole process of research.

People typically are not aware of their internal questions or of the profound power they exert in shaping and directing their experiences and lives. By changing those questions, one can set in motion a different process leading to a different result.

David Rock and Linda J. Paige.

CHAPTER V: CONCLUSIONS

5.0 Chapter Introduction

This section presents the conclusion of the whole thesis, the answers to the research questions posed at the beginning of the work and the implications for the implementation of this innovation through the Appreciative Inquiry suggested as the conductor in the analysis of the implementing stage.

5.1 Findings Significance

As discussed in Chapter IV, crafting questions into the Appreciative Inquiry approach, widens the path when defining a research methodology at the moment of designing a qualitative research study, particularly for those studies that lead to innovate and improve students learning and practicability in English language.

This study emphasizes the importance people have when sharing their knowledge and experiences in a common objective, which leads to collaborate closely with their peers looking for the best options in upgrading their organization. Appreciative Inquiry's relevance and functionality has demonstrated its suitability in this study and any other context. AI approach provides a bottom-up research and evaluative method where different proven ideas and experiences meet together in order to define and comprehend an organization structure.

All in all, the whole process of this study emphasized the scope that a close analysis may achieve.

5.2 Answers to the Research Questions

I will refer back to the questions that originated and directed this study. The information from the instruments attempted to answer the research questions:

RQ1.) Can the Appreciative Inquiry approach contribute to better the oral production in English language teaching students?

What the participants expressed in their answers revealed that they want to know their strengths as well as what they would like to achieve in oral language production. What the ideal academic and intellectual higher education learning environment would be. Appreciative Inquiry served as the clarifying tool in searching the successful steps in the path to get the positive, improved, dreamy and enhanced top land of fluency in English.

RQ2.) What improvement can be developed in English language teaching through the implementation of AI as a tool in the language –learning process?

One of the main Appreciative Inquiry premises, put into simple words, that *there is nothing new under the sun*, it brought a powerful aim to the participants, as they felt confident when they shared their own experiences as learners of a second language. The experience made them feel an important part of the transformation. They knew that they were facing a new environmental change and that they needed to inform about their successes. The data showed enough evidence to say that participants were going through a transformation process that might lead them to a better professional development. To acknowledge and respect

students' feelings was another aspect to understand under the data from this study, innovation and change might trigger emotions in people going through these processes.

Expectation and reality can be very different sides of the same coin, and the participants in this research could experience both. Their expectations about a different language classroom climate, could be seen through the Dream and Design phases of AI. As Mezirow states (1990:14) "Perspective transformation is the process of becoming critically aware of how and why [...] we perceive, understand, and feel about our world [...] of making decisions or otherwise acting on these new understandings."

5.3 Limitations of the Study

This study took place in a specific context that is not a general one. Therefore, the outcomes of the study might be true and valid, just for the context where it took place. However, Appreciative inquiry has been applied in numerous fields and contexts, not only in education, and around the world, so then the results could show some differences, but more importantly, a great assortment of similarities.

The fact that the main sources of data, or the voices of the study were just a sample of medicine students in Puebla, Mexico, and that they are studying English as a mandatory subject, made the participants a very unique group, with special characteristics and perspectives which might not be the same for all the rest of the different bachelor's degrees in this university.

Nevertheless. the data collected has given valuable insights on the state of the innovation happening at the moment of studying. This study was carried out using descriptive

methodology of the survey kind. As such, it only helped to determine students' perceptions and opinions about the different components oral production is composed of. Thus, the results of the investigation may be somewhat limited and subjective. However, the sample taken was large enough to prevent any biasing of opinions, and it is believed to represent the view and true opinions of the whole population. A second limitation of this research is related to its narrowness of focus. The study is an oral production suggested manner to practice it, in the hope of upgrading students' performance and level by applying Appreciative Inquiry.

5.4 Recommendations for Further Research

Highly convinced of the possible implications this methodological study has for ELT area, I would like to suggest some possibilities for further research for the study. This investigation explores the implications AI in only one of the language skills. To this extent, there is an assortment of possibilities to apply AI in more than one area in language teaching. Fullan (1991:132) states, "Significant educational change consists of changes in beliefs, teaching style, and materials which can come about only through a process of personal development in a social context". Complementing Fullan's idea of change, AI philosophy provides the steps to achieve this change. I consider as the most important AI focus is on people's contribution to the construction of a better organization development, not only would I recommend English Language Teachers to explore it in the productive skills, as it was the case in speaking, but to apply it in many other areas of teaching, but especially in English Language Teaching.

5.5 Final Reflection

Writing the final reflection of this research is the culminating moment of such a meaningful time in my life, what I have learned and what I have been through, have definitely marked me forever.

It represents the end of a stage and the beginning of other or others. Thinking about it deeply, it has been a long, hard, overwhelming, never-ending, and confusing task, and a lot more adjectives with similar meaning to describe this thesis work. I owed this work to get to an end and close this cycle in my academic life.

I like doing research, as the task of growing curiosity, the search for answers to be applied in pursuance of improving any area of interest and necessity, one way or another to make a better world. That is a fine, enriching, necessary, motivating, and changing activity. What I despise the most is the one that is not investigation in essence, the one that does not offer applicability, transformation, and change. The one that only looks for an economical benefit, an increase of the ego, useless and many more negative qualifying terms could fit into this idea, I mean this fact; I have to say, sadly, more than common in these days.

I know I am not done; learning is a never stopping activity for a human being, and for a teacher it is an everyday goal. This study is simple, but honest. Learning and evolving represents to be always in the middle of storms and lightning.

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APPENDICES

Appendix 1

E-survey: Participants' answers

	Statement 1	Statement 2	Statement 3	Statement 4
Participant	Lo mejor en mi producción oral en inglés en este semestre fue	Mi producción oral en inglés ha mejorado y lo he podido notar en	Seguindo estas estrategias/ situaciones/ hábitos/ técnicas de manera constante me han conducido a mejorar mi producción oral en inglés: (describe una o dos de manera breve)	Mi objetivo en cuanto a mejorar mi producción oral en inglés para el siguiente semestre será
1 Arturo	<u>La explicación con uso de recursos visuales, el empleo de la repetición orientada en el uso de palabras de mayor uso en el idioma Inglés</u>	<u>Me ha sido posible emplear mi conocimiento al en tablar una conversación con personas nativas del idioma Inglés. me ha sido posible emplear mi conocimiento en situaciones del día a día</u>	<u>1. Emplear medios audiovisuales con los cuales busco primero escuchar la pronunciación correcta y posterior el uso de la repetición 2. Buscar poner en práctica mi conocimiento con personas nativas de Estados Unidos. Buscando de esta forma poner en práctica el conocimiento en situaciones comunes</u>	<u>Emplear palabras de uso menos coloquial, al igual emplear palabras de carácter más formal y científico para poder incrementar mi vocabulario y conocimiento en el idioma Inglés</u>
2 Kevin	Aprendí a dominar algunas técnicas de pronunciado, así como a seguir bien las estructuras para una mejor conversación	Al momento que veo películas y le entiendo más, y en mejor la pronunciación de las palabras al aprender canciones en inglés	La estrategia que a mí me funcionó es la práctica constante de los diferentes métodos de aprendizaje, todos somos distintos y cada quién debe buscar el que le funcione, cada método es posible mientras tú cómo alumno tengas la dedicación de aprender, ya que el idioma ahora en la actualidad es básico y te puede abrir	Hablar y tener una expresión de manera fluida sin ninguna traba y no perder el sentido de la conversación, y lograr tener una exposición en inglés para continuar con mi carrera y tener un impacto bueno.

			muchas puertas laborales.	
3 Ivan	Que ya logró combinar los diferentes tiempos de forma fluida y clara.	Conversaciones con profesores, en clase y con amigos que dominan esta lengua.	Ver películas en inglés, para aprender la pronunciación en un contexto de conversación. Y cantar canciones en inglés de diferentes dificultades para el dominio del habla.	Poder aplicarlo con nativos del inglés, así como desenvolverme fácilmente sin importar el tema. Igualmente, me gustaría tener el dominio de vocabulario médico para un futuro intercambio.
4 Carolina	La presentación realizada acerca de halloween específicamente sobre las brujas de Salem apoyándonos en recursos didácticos incluido disfraces para hacer más dinámica la exposición	Tener una conversación más fluida dentro y fuera de la escuela en inglés	Practicar escuchando canciones, asistiendo al centro de auto acceso, intentar evitar hablar en español con mis amigas	Tener conversaciones fluidas, sin muletillas, sin detenerme a analizar tanto lo que voy a decir y que pueda responder rápida y correctamente empleando un amplio vocabulario
5 Pamela	En las diversas exposiciones que tuvimos al largo de curso dónde pudimos hablar y conocer de distintos temas culturales, de la vida silvestre, del calentamiento global.	El momento en que trato de entablar una conversación con mis amistades y compañeros, al momento de leer algún artículo científico (lo cual me ha ayudado para diversas materias en la universidad) o al momento de escuchar alguna canción.	Hablar en inglés con mi hermano. Escuchar canciones en inglés.	Seguir practicando mi vocabulario, al igual que mi dicción al momento de hablar en inglés. De forma que el próximo semestre hablé el inglés de forma más fluida.
6 Alondra	Las palabras se entendían más, o sea, afine la pronunciación y me es más fluido el hablar	Cuando expuse me sentí más confiada y no me trabe mucho al hablar	Conversación con la profesora cuando hace alguna pregunta Cuando voy de misionera hay chavos estadounidenses y me hace más sencillo comunicarme con ellos	Tener más presente los tiempos verbales ya que a veces los mezclo y así poder hablar fluidamente

7 Jazmin	Fue que gracias a que retomé Ingles recordé como estructurar adecuadamente algunas frases basado en el tiempo o en situaciones específicas al igual que conocí más vocabulario	Principalmente pronunciación porque cuando alguien pregunta la pronunciación correcta mi pronunciación con cuerda con la de la miss	Creo mi principal manera de ayudar a mi producción oral es viendo películas, series en inglés o el simple hecho de que si escucho a alguien hablando ingles repito frases que ellos dicen y como ellos las dicen. Otra cuando encuentro una palabra desconocida no sólo leo su significado si no por igual escucho su pronunciación primero intento según a mis conocimientos de ahí reviso que corregir	Estructurar mejor mis oraciones, para darme a entender de forma correcta. Y dar seguimiento a una idea con la otra
8 Alexa	<u>Mejorar mi pronunciación al hacer uso de los audios en la plataforma del libro trabajada durante el semestre, asistiendo al centro de auto acceso y con la pronunciación de la maestra.</u>	<u>La exposición que hice como trabajo de clase y cuando mis compañeros preguntaron cómo es la pronunciación de determinada palabra.</u>	<u>Las pláticas que intento establecer con mis amigas de manera fluida en horas no escolares hablando de un tema espontáneo con relación o no a mi carrera.</u>	<u>Continuar mejorando mi pronunciación asistiendo al centro de auto acceso, intentar establecer conversaciones fluidas.</u>
9 Maria	<u>Que retomé el inglés ya que lo dejé por un año y volver a estar en el grupo y escuchar la clase, hizo que volviera a poner en práctica lo que sabía y me sentí con la confianza de participar. Otra cosa que me ayudó fue que aprendí vocabulario nuevo y la verdad la plataforma que manejamos fue</u>	<u>En qué durante el curso fui participativa y aunque no sentí que fuera excelente sentí que me desarrollé mejor que en otros cursos. Y gracias al vocabulario adquirido se me facilitó la improvisación de respuestas a las preguntas que hacía la maestra.</u>	<u>*Aprender las canciones de rap en inglés e intentar pronunciarlas. *Ayudar a mi hermana con el inglés básico que lleva en la primaria.</u>	<u>Pedir informes en el CAALE para la inscripción de el laboratorio de conversación en línea con un extranjero, yendo a hacer laboratorio me percaté de la existencia de ese laboratorio y escuché las conversaciones que tenían y creo que sería útil para mí participar en esas sesiones ya que también mejoraría mi</u>

	<u>de ayuda en las secciones de pronunciación y audio.</u>			<u>comprensión auditiva.</u>
10 Diana	Mi confianza para hablar en inglés ha aumentado, en cuanto a la pronunciación voy mejorando aunque aún me falta pero si he notado cambios y siento que en cuanto a estructurar las oraciones al momento de hablar he mejorado	Al momento de hablar siento que mi vocabulario incrementó lo que me permite expresarme mejor y poder estructurar bien lo que quiero decir	Algunas estrategias han sido escuchar música en inglés y poner atención en la pronunciación y la letra, y también me ha funcionado ver series o películas subtituladas porque así puedo ver y escuchar el idioma.	Poder hablar fluido, con buena pronunciación y aumentar mi vocabulario para así poder entablar una conversación con alguien.
11 Vianey	<u>Que pude entender diversidad de vocabulario, así como del linking, aprendí a diferenciar sonidos de diferentes palabras y pronunciarlas de acuerdo al acento requerido, así como de ampliar mi léxico y fluidez ante conversaciones en inglés, ahora al oír hablar a personas en inglés me es más fácil entender lo que quieren decir</u>	<u>Clase, debido a la interacción y actividades con nuestros compañeros promovidos por la profesora de inglés, así como en conversaciones con familiares que saben este idioma.</u>	<u>Viendo videos en YouTube acerca de cómo tener una buena pronunciación, así como el repaso de vocabulario y su pronunciación con ayuda de la profesora que imparte la materia de inglés, también he mejorado con ayuda de música pues al cantarlas puedo aprender la manera correcta de pronunciar las palabras.</u>	<u>Aprender nuevos sonidos así como de mejorar la pronunciación de manera más fluida y rápida, establecer más conversaciones y poder responder de manera adecuada con el mínimo de errores.</u>

Appendix 2

Chosen participants' answers

1 Arturo	<u>La explicación con uso de recursos visuales, el empleo de la repetición orientada en el uso de palabras de mayor uso en el idioma Inglés</u>	<u>Me ha sido posible emplear mi conocimiento al entablar una conversación con personas nativas del idioma Inglés. me ha sido posible emplear mi conocimiento en situaciones del día a día</u>	<u>1. Emplear medios audiovisuales con los cuales busco primero escuchar la pronunciación correcta y posterior el uso de la repetición 2. Buscar poner en práctica mi conocimiento con personas nativas de Estados Unidos. Buscando de esta forma poner en práctica el conocimiento en situaciones comunes</u>	<u>Emplear palabras de uso menos coloquial, al igual emplear palabras de carácter más formal y científico para poder incrementar mi vocabulario y conocimiento en el idioma Inglés</u>
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8 Alexa	<u>Mejorar mi pronunciación al hacer uso de los audios en la plataforma del libro trabajada durante el semestre, asistiendo al centro de auto acceso y con la pronunciación de la maestra.</u>	<u>La exposición que hice como trabajo de clase y cuando mis compañeros preguntaron cómo es la pronunciación de determinada palabra.</u>	<u>Las pláticas que intento establecer con mis amigas de manera fluida en horas no escolares hablando de un tema espontáneo con relación o no a mi carrera.</u>	<u>Continuar mejorando mi pronunciación asistiendo al centro de auto acceso, intentar establecer conversaciones fluidas.</u>
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9 Maria	<u>Que retomé el inglés ya que lo dejé por un año y volver a estar en el grupo y escuchar la clase, hizo que volviera a poner en práctica lo</u>	<u>En qué durante el curso fui participativa y aunque no sentí que fuera excelente sentí que me desenvolví mejor que en otros</u>	<u>*Aprender las canciones de rap en inglés e intentar pronunciarlas. *Ayudar a mi hermana con el inglés básico que lleva en la primaria.</u>	<u>Pedir informes en el CAALE para la inscripción del laboratorio de conversación en línea con un extranjero, yendo a hacer laboratorio me percaté de la</u>
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	<u>que sabía y me sentí con la confianza de participar. Otra cosa que me ayudó fue que aprendí vocabulario nuevo y la verdad la plataforma que manejamos fue de ayuda en las secciones de pronunciación y audio.</u>	<u>cursos. Y gracias al vocabulario adquirido se me facilitó la improvisación de respuestas a las preguntas que hacía la maestra.</u>		<u>existencia de ese laboratorio y escuché las conversaciones que tenían y creo que sería útil para mí participar en esas sesiones ya que también mejoraría mi comprensión auditiva.</u>
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11 Vianey	<u>Que pude entender diversidad de vocabulario, así como del linking, aprendí a diferenciar sonidos de diferentes palabras y pronunciarlas de acuerdo al acento requerido, así como de ampliar mi léxico y fluidez ante conversaciones en inglés, ahora al oír hablar a personas en inglés me es más fácil entender lo que quieren decir</u>	<u>Clase, debido a la interacción y actividades con nuestros compañeros promovidos por la profesora de inglés, así como en conversaciones con familiares que saben este idioma.</u>	<u>Viendo vídeos en YouTube acerca de cómo tener una buena pronunciación, así como el repaso de vocabulario y su pronunciación con ayuda de la profesora que imparte la materia de inglés, también he mejorado con ayuda de música pues al cantarlas puedo aprender la manera correcta de pronunciar las palabras.</u>	<u>Aprender nuevos sonidos así como de mejorar la pronunciación de manera más fluida y rápida, establecer más conversaciones y poder responder de manera adecuada con el mínimo de errores.</u>
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Appendix 3

A guide to oral presentations

A guide to oral presentations

1. Students will be graded on their use of grammar and vocabulary covered in class as well as fluency, listening/discourse, and voice/pronunciation.
2. In light of the evaluation criteria, students should choose a topic that allows them to use grammar and vocabulary studied in class.
3. No books, papers, or notes of any kind may be used while the oral presentation is in progress
4. The oral presentation task will be conducted in the classroom. If you have the chance it can be recorded.
5. In order to prepare for the oral presentation, students will study and check the topics that have been assigned for this task, considering the possibilities to use grammar and vocabulary studied in class.
6. A few selected phrases, however, (especially ones containing grammatical structures and vocabulary items studied in class) can be memorized so that when they are needed during the oral presentation they can be easily recalled. (Such as idioms, phrasal verbs, etc.)
7. Students are expected to review all grammatical structures and vocabulary items from course content (including those studied in the previous term) and accurately incorporate them into the task whenever appropriate.

Appendix 4

Grading Rubric for Oral Exams

Oral presentation in a language classroom Rubric **Total: 20 points (20/2 = 10)**

Abajo se adjuntan rúbricas. USTED PUEDE UTILIZAR ESTAS RÚBRICAS U OTRA RÚBRICA que USTED HAYA MOSTRADO PREVIAMENTE A SUS ALUMNOS para explicarles lo que les habrá de evaluar.

ESTA RÚBRICA ES PERFECTIBLE.

Si usted considera que debe ser modificada, acudir con presidentes de academia para auto-proponerse para trabajar en una comisión que se encargue de la re-elaboración de rúbricas para FGUM/FGUS/TCU inglés.

Se proporcionan los nombres y datos de contacto de los Presidentes de Academia en Coordinación FGUM/FGUS/TCU inglés-francés.

Indicaciones para profesores(as):

Dé a conocer a los alumnos las tareas orales a realizar desde el principio de curso. Puede utilizar las tareas que le hemos compartido en semestres anteriores o diseñar sus propias tareas.

Use la rúbrica para la evaluación de la producción escrita que se acompaña a las opciones.

Procure conservar alguna evidencia de Producción Oral para mostrar a sus alumnos en la revisión de calificaciones.

Para obtener la calificación de producción oral:

1. Sumar los puntos obtenidos por el alumno en cada uno de los 5 rubros.
2. Dividir entre 2. Ejemplos:

PRODUCCIÓN ORAL

Tarea	Organización	Visuales	Producción	Habilidades presentador	Suma	Calificación de 10 puntos
4	3	3	3	3	16	8

Oral presentation in a language classroom Rubric **Total: 20 points (20/2 = 10)**

Utilice esta r brica *para evaluar* la producci n oral **en su Modalidad de Presentaciones individuales** de los ex menes *Mid-Term, Final y Extraordinario*.

	EXCELLENT TO VERY GOOD 4 points	GOOD TO AVERAGE 3 points	FAIR TO POOR 2 points	VERY POOR 1 point
Task	Fulfills task in a 100%. Accomplishes 4 points out of 4.	Fulfills task in a 99-75%. Accomplishes 3 points out of 4.	Fulfills task in a 74%-50%. Accomplishes 2 points out of 4	Fulfills task in a 49%-25 Accomplishes 1 point out of 4
Organization	Information is presented in a logical interesting sequence that is easy for the audience to follow.	Information is presented in a logical sequence that is easy for the audience to follow but a bit dull.	Presentation jumps around a lot and is not easy to follow although it is possible.	Audience cannot follow presentation because it follows no logical sequence.
Visual aids	Visual aids explain and reinforce the presentation. Minimal text with no misspelled words or grammatical errors. Presentation flows well and logically. It reflects extensive and effortless use of tools.	Visual aids reinforce the presentation. Enough text with no more than two misspelled words or grammatical errors. Presentation flows well. Tools used effortlessly.	Visual aids are too few or not sufficiently related to the presentation. More than enough text with three or more misspelled words or grammatical errors. Presentation flows well. Acceptable use of some tools.	Visual aids are either not used or are superfluous. A lot of text with four or more misspelled words or grammatical errors. Presentation has no flow. No tools used.
Elocution	Pronounces words correctly and carefully, loud enough for the audience to hear and slowly enough for easy understanding.	Pronounces most words correctly, although not too carefully. Loud enough to be easily heard, and slow enough to be easily understood	Mumbles from time to time. Mispronounces many major terms and speaks too softly or rapidly to be easily understood.	Mumbles, mispronounces most important terms and speaks too softly or rapidly to be understood at all.

Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Minimal or no reading of notes.	Stands up straight and establishes eye contact with everyone in the room, except when consulting notes, which is too often.	Sometimes stands up straight and establishes eye contact, but mostly reading from notes.	Slouches and/or does not look at people during the presentation; reads from notes exclusively.
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Appendix 5

E-survey <https://docs.google.com/forms/d/119buPIKdltVA-vIE665vDmQbCwBl-elzgKO6IMTWKyk/edit>

← → ↻ docs.google.com/forms/d/119buPIKdltVA-vIE665vDmQbCwBl-elzgKO6IMTWKyk/edit

Copy of Untitled form

Questions Responses



APPRECIATIVE INQUIRY/ Indagación Apreciativa

Gracias por colaborar en la presente investigación. Tu información sera de suma importancia para este estudio. El interés de la presente encuesta se basa solo en tomar en consideración los pasos que de manera comprobada han sido exitosos en tu mejoramiento al comunicarte de manera oral en inglés. Contesta de manera breve pero precisa a las siguientes preguntas.

Email address *

← → ↻ docs.google.com/forms/d/119buPIKdItVA-vlE665vDmQbCwBl-elzgKO6IMTWKyk/edit

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

Nombre *

Short answer text

Sexo *

☐ hombre

☐ mujer

Edad *

+
📄
Tt
🖼️
▶
☰

← → ↻ docs.google.com/forms/d/119buPIKdltVA-vIE665vDmQbCwBI-elzgKO6IMTWKyk/edit

Edad *

Short answer text

Lugar de nacimiento *

Short answer text

Lo mejor en mi producción oral en inglés en este semestre fue: *

Long answer text

Mi producción oral en inglés ha mejorado y lo he podido notar en: *

Long answer text

+

→

Tt

🖼️

▶

☰

Mi producción oral en inglés ha mejorado y lo he podido notar en: *

Long answer text

Siguiendo estas estrategias/ situaciones/ hábitos/ técnicas de manera constante me han conducido a mejorar mi producción oral en inglés: (describe una o dos de manera breve) *

Long answer text

Mi objetivo en cuanto a mejorar mi producción oral en inglés para el siguiente semestre sera: *

Long answer text



