

Appreciative Inquiry Approach and its Effects on English Oral Communication Skills of Teacher Education Students¹

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Abstract

Good oral communication skills are necessary to help people understand and process information in a clear manner. Aspiring language teachers must be able to exemplify good verbal ability to become competent in their fields. Therefore, it is important to develop a future teacher's ability to communicate in English. This study investigated the effects of the Appreciative Inquiry (AI) approach on the oral communication skills of teacher education students in a local college in Laguna, Philippines. Appreciative Inquiry is defined as the art and practice of asking questions that strengthen a system's capacity to heighten positive potential; it focuses on doing more of what is already working, rather than focusing on fixing problems (Whitney & Cooperrider, 2011). A group of 11 student participants were given treatment in the form of an intervention workshop that followed the 4D cycle model of Appreciative Inquiry. Results revealed a significant impact in the students' motivation to improve their oral communication skills. The intervention sessions had a positive effect on their self-confidence and eagerness to proceed with specializing in English language education. Their notion of their own personality that reflected negative self-talk was observed to have been significantly transformed into high self-esteem and determination. Feedback from the post-intervention interview suggested that the AI approach is a viable method that can be used in the classroom setting to build a safe learning space for students who engage in second language acquisition because the sessions give out a sense of fulfilment, positive reinforcement, and self-paced success. It is recommended that teachers employ AI techniques in their teaching-learning plans to sustain their students' motivation in pursuing Teacher Education and to support their varying needs and preferences based on the strengths they already possess.

Resumen

Las buenas habilidades de comunicación oral son necesarias para ayudar a las personas a comprender y procesar información de manera clara. Los aspirantes a profesores de idiomas deben ser capaces de ejemplificar una buena habilidad verbal para volverse competentes en sus campos. Por lo tanto, es importante desarrollar la capacidad de un futuro maestro para comunicarse en inglés. Este estudio investigó los efectos del enfoque de Indagación Apreciativa (AI) en las habilidades de comunicación oral de los estudiantes de formación docente en una universidad local en Laguna, Filipinas. La Indagación Apreciativa se define como el arte y la práctica de hacer preguntas que fortalecen la capacidad de un sistema para aumentar el potencial positivo; se centra en hacer más de lo que ya funciona, en lugar de centrarse en solucionar problemas (Whitney & Cooperrider, 2011). Un grupo de 11 estudiantes participantes recibió tratamiento en forma de un taller de intervención que siguió el modelo de ciclo 4D de Indagación Apreciativa. Los resultados revelaron un impacto significativo en la motivación de los estudiantes para mejorar sus habilidades de comunicación oral. Las sesiones de intervención tuvieron un efecto positivo en la confianza en sí mismos y el entusiasmo por continuar con la especialización en la enseñanza del idioma inglés. Se observó que la noción de su propia personalidad que reflejaba un diálogo interno negativo se había transformado significativamente en una alta autoestima y determinación. Los comentarios de la entrevista posterior a la intervención sugirieron que el enfoque de IA es un método viable que se puede usar en el salón de clases para crear un espacio de aprendizaje seguro para los estudiantes que participan en la adquisición de un segundo idioma porque las sesiones brindan una sensación de satisfacción y refuerzo positivo, y el éxito a su propio ritmo. Se recomienda que los docentes empleen técnicas de IA en sus planes de enseñanza y aprendizaje para mantener la motivación de sus alumnos en la búsqueda de la formación docente y para respaldar sus diversas necesidades y preferencias en función de las fortalezas que ya poseen.

Introduction

Filipino students are well exposed to studying the English language during their first ten years of education (Alieto, 2018). By the time they enter college, they are expected to have not only a familiarity with the language, but also confidence in applying it in real-life communication settings. However, when asked to do performance-based tasks such as oral presentations in class, the students still find it difficult and uncomfortable to speak in English. To address their learning needs, their perception of their own communication skills still needs to be measured and analysed (Separa et al., 2015).

Oral communication skills, generally defined as the ability to engage in verbal discussions and exchange of information through presentations, are one of the skills necessary for effective teaching (Jaca & Javines, 2020). Especially in the field of second language acquisition, the job involves a verbal process in which

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teachers are expected to meet the needs of the students in terms of comprehension, information retention, and practical application (Andrew et al., 2005). Pre-service English teachers need to exhibit competence in delivery of instruction especially because the Filipino education system is gearing towards globalization. However, teacher education students who have chosen English as their field of specialization are falling short on the performance tasks assigned in their major subjects, and this can be attributed to personal factors that hinder them to talk confidently. According to Lestari (2018), these aspects include affective factors such as support from the people around the learning environment.

The danger is that the students' low motivation and poor perception of the idea of mastering the core skills of English can develop an inability to communicate effectively altogether (Separa et al., 2015). Consequently, teachers of future teachers are expected to come up with innovative strategies to cater to the various learning styles of the students and give credit to their special skills and talents so that they are inspired to deliver more. The influential factors to the analysis of the academic performance of limited English proficient students are teacher aspects too—their teaching strategies, assessment practices and linguistic demands (Martirosyan et al., 2015). Moreover, these demands involve the ability of the students to adapt to varying learning environments—those that utilize traditional teaching methods, and those that utilize relatively newer methods such as online learning. However, because online learning alters face-to-face classes, the students tend to feel on edge and alone because of the decreased social interaction (Widjaja and Chen, 2017). The adaptability to a big change, such as a worldwide pandemic, is now factored in. According to a study by Meeter et al. (2020), college student's motivation after stay-at-home orders, deteriorated together with the rising number of COVID-19 cases. College students rated their motivation as having decreased as they found online education less satisfactory than campus-based education (Meeter et al., 2020). The students found it difficult to find inspiration with everyone cramped up with the changes, danger, and uncertainties outside their homes. Because the world was not prepared to tackle the new normal, both physical and psychological well-being were tested and questioned. According to a recent study by Armstrong et al. (2020), "our sense of self, mastery, competence, meaning, survival and connections" (p.1) were being fed by all these uncertainties.

The 4D-model of Appreciative Inquiry (AI) is a specialized framework that is designed to highlight the strengths-based approach as a means for creating positive change. In this model, giving constructive feedback and elaborating everyone's competencies are put first. The first stage is *Discovery* which focuses on the best of what is. This includes recognizing the strengths that the individual has already shown or is showing—the positive core (Whitney & Cooperrider, 2011). The second stage is called *Dream* which focuses on what might be. On this stage, everyone involved seeks for the possibilities of improvement in the foreseeable future and plans about it. The third stage is called *Design*, where the actual steps that have been formulated in the *Dream* stage are taken. Last is the *Destiny* stage where the actualization of the desired state is made to happen (Herbert, 2012).

According to Cooperrider and Whitney (2005), AI in education is used as a teaching and learning approach to counter negative self-talk that can damage students' beliefs in their ability to do well in school. This is not only to encourage the students to have a positive outlook in learning, but to be accountable of their own advancement. In this approach, students are asked to build on their strengths to address a special need, instead of just identifying their problems. Exercises that involve opening to peers, discovering oneself and sharing personalized feedback are given primary concern, instead of merely assessing the glitches already present (Cooperrider et al., 2008).

For instance, according to the lecturers who have given English courses in the participating local college, Filipino students who are not that fluent and comfortable speaking the language can be easily deemed as academically poor and can be deprived of the opportunity to communicate effectively. There is a need to implement a series of strength-based intervention sessions to empower students who have varied learning styles and pace in mastering English language communication. According to Helens-Hart (2018), the AI approach is seen as an effective tool to help teacher education students empower themselves and their oral communication skills amidst the difficulties they face in terms of self-confidence and capacity-building. When the teaching-learning process became challenging for both teachers and students due to a sudden shift from residential or classroom teaching to online and remote learning, this was seen as an opportunity to aid the local college teachers so they could keep their communication lines with the students open during the pandemic.

This research sought to explore the connection between the current oral communication skills of teacher education students at a local college in Laguna and the instructional approach and strategies applied to

improve their speech preparation and delivery practices. The effects of the use of the AI approach in a series of skills enhancement workshops and assessment of the possibility of integrating it in the teaching-learning plans for the English courses has been described. It was carried out in response to the institution's goal of developing the necessary life skills for the students by providing a more holistic learning environment.

This study sought to answer the following questions:

1. *What are the qualities of the oral communication skills level of teacher education students in Laguna, Philippines?*
2. *What are the effects of the Appreciative Inquiry (AI) workshop sessions on the oral communication skills of the teacher education students?*

This study aimed to evaluate the effects of AI approach to the oral communication skills of teacher education students at a local college in Laguna, Philippines. Specifically, it: (i) described the level of oral communication skills of the students; (ii) implemented the AI workshop sessions using an online interaction scheme; and (iii) analysed the effects of the AI workshop series on the oral communication skills of the students.

Materials and Methods

Research design

This study utilized a case study design with a combination of qualitative and quantitative methods. The qualitative method involved a semi-structured interview and a thematic analysis, in which meanings were identified in patterns. More specifically, reflexive thematic analysis was adapted as it aims to analyze experiential and critical data, those that are contextualized and relative, and to interpret them based on identified patterns of shared meaning (Braun & Clarke, 2021). A one-shot case study is a pre-experimental design where a single group is observed after a treatment that is presumed to cause change has been made (Research Connections, 2021). In this study, the sample population was the group of teacher education students who had the means to connect to the internet and were available to join the intervention sessions. The design was used to assess a single group of 11 students after a series of AI workshop sessions was conducted. The researcher chose this method with the limitations of the COVID-19 pandemic in mind.

To enrich the discussion of findings, the study also incorporated a qualitative method such as a semi-structured in-depth interview that used a list of questions following the AI approach. The interviews help get a deeper understanding of student participants about their perception on their and their school's strengths and, later, about the effects of AI as an intervention strategy.

Participants of the study

Considering that the research was conducted through a video conferencing software, the informed consent was obtained through a verbal agreement via the virtual platform Zoom Meetings. Purposive sampling is a non-probability method used to produce a sample that is logically assumed to represent a certain population (Lavrakas, 2008). This method was used in this study based on the following criteria: the students' year level and major, their ability to access the internet, and their availability given the modular distance learning set up adopted by the local college. For instance, in one section of 30 third-year students majoring in English Language Education, only students #3 and #5 said they had a stable internet connection and agreed to devote the weekends to the workshop sessions. Due to these limitations, only a total of 11 students participated.

Instrumentation

Pre-intervention Assessment Instrument: The NCA Competent Speaker Holistic Speech Evaluation Form (2018)

To describe the English oral communication skills level of the student participants of this study and to reiterate the necessity for an intervention, a needs assessment was conducted prior to the AI intervention. The skills presented were scored based on the eight competencies under two key areas of the evaluation form: speech preparation and speech delivery (See Appendix A).

The Competent Speaker Holistic Speech Evaluation Form formulated by the National Communication Association is a statistically valid and reliable tool for evaluating oral communication competencies for higher education levels. This in-class evaluation tool measures public speaking skills, both the verbal and non-verbal, and not only the knowledge and motivation of the speaker. There are eight competencies measured in this rubric—four for speech preparation and four for speech delivery. These competencies are as follows:

Speech Preparation Competencies	Speech Delivery Competencies
Chooses and narrows a topic appropriately for the audience and occasion	Uses language appropriate to the audience and occasion
Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion	Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest appropriate to the audience and occasion
Provides supporting material appropriate for the audience and occasion	Uses pronunciation, grammar, and articulation appropriate to the audience and occasion
Uses an organizational pattern to the topic, audience, occasion, and purpose	Uses physical behaviors that support the verbal message

Table 1. The Competent Speaker Holistic Speech Evaluation Form Competencies

For each of the criteria given in the competencies, three levels of performance are provided: excellent, satisfactory, and unsatisfactory (See Appendix 1).

Guidelines for proper use and the descriptors for each level of assessment of The Competent Speaker rubric are provided in the manual used. However, because the manual allows the evaluator to use a scale system that is deemed appropriate for the context of the performance, the researcher chose not to assign numerical values, but simply checked off the level of performance applicable per competency instead. The use of the assessment results was guaranteed to be solely for the purpose of diagnosing the student participants' strengths and weaknesses in oral communication prior to the intervention. The results of the evaluation led to the description of the oral communication skills of the student participants based on the level of performance (unsatisfactory, satisfactory, or excellent) where the greatest number of checks were given.

From the number of checks given, the students were divided into three groups: low-performing, average-performing, and high-performing. The students who got most of their checks under unsatisfactory were recorded under low-performing; those who got most under satisfactory were recorded under average-performing; and those who got most under excellent were recorded under high-performing. This grouping system was formulated based on the levels of performance categories under the instructional functions performance standards (Hansche, 1998) and the Student Performance Level Descriptors for Oral Communication used for non-native English speakers (Grognet, 1997). According to Hansche (1994), to identify various levels of student attainment, categories such as below standard, at standard, and above standard are being used. The elements of performance standards are based on the collection of the performance tasks done by the students which include those that measure proficiency. These standards are later used to improve teaching strategies used in the classroom. Meanwhile, the Student Performance Level (SPL) descriptors were designed for teachers so that they can communicate their adult learners' English skills effectively. There are ten SPLs in total. But because only three levels are indicated in the scoring rubric to evaluate the teaching demo, the researcher used the lowest, the middle and the highest levels as a basis.

The SPL's used as a basis are as follows:

Student Performance Level	Descriptor
1	For those who have limited vocabulary and no control of grammar
5	For those who function independently but still needs help, and still rely on some learned phrases but also use new ones
10	For those who can be equated to a native English speaker

Table 2. Student performance level

It should be noted that these were only used as guide in the categorization of the students and were not the exact scoring criteria used to evaluate their demo.

Semi-structured interview

A semi-structured interview was conducted with the participants during the post-intervention or evaluation phase, to further probe their thoughts on their AI intervention experience. The highlights among the participants' answers were used to describe the effects of the AI approach as stated in the research objectives. The semi-structured questionnaire was given to the students via real-time chat through Facebook messenger. (See Appendix 6)

Needs assessment analysis summary

The assessment was targeted on the ability to employ the basics of public speaking in English of teacher education students majoring in English Language Education. The students were asked to deliver a teaching demo spiel that they formulated based on a topic in Education Technology. The following criteria indicated in the speech preparation section of the Competent Speaker Holistic Evaluation Form was measured: the ability to communicate the purpose of the speech, the use of appropriate supporting materials, and the effective organizational pattern of ideas. Meanwhile, for the speech delivery section of the form, the following were measured: vocal production in rate, pitch, and intensity; pronunciation, grammar, articulation; and non-verbal behaviours.

During the demonstration, an observation guide was designed and utilized to account for the student participants' verbal and non-verbal cues (See Appendix 5) The cues mentioned in the guide consist of content, delivery, language, posture, movements, eye contact, and facial expressions. For each of the cues, a list of specific behaviours to be observed is indicated in the form of questions. The cues identified were based on the expected outcomes of the teaching demo and on the eight competencies of the same scoring rubric used in the assessment proper.

Data analysis

The student participants' answers were collected from the semi-structured interview. The data was grouped into two phases— the responses made during the intervention phase (the AI workshop sessions), and the responses made during the post-intervention phase. The grouping was intended to clearly identify the real-time effects of the AI session based on the observation and discussion notes, and the student participants' over-all notion of the whole experience after the sessions.

Data analysis was done in reference to the research questions that tackled the measurement of the students' oral communication skills and their perception thereof, and the application of AI approach in response to the need to improve such skills.

Qualitative descriptive analysis methods such as the semi-structured interview and the reflexive thematic analysis were utilized to explain the students' responses in relation to the research questions and objectives. Mainly, thematic analysis was used to analyse qualitative data by identifying patterns in the meanings of the data. More specifically, reflexive thematic analysis was adapted as it aims to analyze experiential and critical data, those that are contextualized and relative, and to interpret them based on identified patterns of shared meaning (Braun & Clarke 2021). Considering the high volume of response and reactions from the student participants, the researcher used the deductive way of reflexive thematic analysis to develop themes that are directed by existing ideas and concepts. In this study, these ideas and concepts include: the student's feeling towards using a new approach, the lessons gained from the AI approach, the plausibility of AI as a tool to improve oral communication skills, and the rooms for improvement of the workshop series. These ideas were chosen as these were the highlighted responses that came about during the post-intervention interview.

Results and Discussion

Students' oral communication skills: Results of the pre-intervention needs assessment

Based on the observation, the following was identified: 1) The students had poor eye contact; 2) There were no variations in facial expressions; 3) The hand gestures were either very limited or repetitive; 4) Their pronunciation, grammar, and vocabulary need improvement for better content delivery; 5) The students looked under-rehearsed and were evidently nervous; 6) They showed very few signs of self-confidence and self-esteem as shown in their low scores in the speech evaluation rubric and the researcher's observation. In this study, self-confidence and self-esteem are characterized as having the ability to demonstrate verbal cues without hesitation and without much nervousness being apparent, as indicated in the Delivery criterion in the observation guide (Appendix 5); 7) Stage fright was very apparent; and 8) A unique communication and presentation style of each student was not observed.

Upon using the observation guide and The Competent Speaker Holistic Evaluation Form in the pre-intervention assessment, the researcher concluded that ten of the eleven students exhibited low performance in the oral English communication skills evaluation. Based on the rubric, the ten students scored unsatisfactory in five of the eight competencies and satisfactory in three out of eight competencies. Meanwhile, only one student exhibited average performance by scoring satisfactory in all eight competencies. This is displayed in the Table below.

Assessment Classification	Number of student participants
High-Performing (majority or more than 50% of checks were put under Excellent)	0
Average-Performing (majority or more than 50% of checks were put under Satisfactory)	1
Low-Performing (majority or more than 50% of checks were put under Unsatisfactory)	10

Table 3. Summary of Needs Assessment Test results

Following these results, a strong need to further improve the students' English oral communication skills was identified, especially in the areas of pronunciation, articulation, grammar, and vocal variety. This need was supported by the fact that pre-service teachers are expected to employ good communication skills to effectively transmit information and provide motivation to their future students, especially in terms of the concepts in an application of the English language. An English teacher must be able to communicate in a clear and understandable manner (Khan et al., 2017). Moreover, the resources in responding to the needs must include measures to improve their self-confidence and motivation as well.

The students' self-assessment on their oral communication skills

In Separa et al.'s study (2015) on Filipino college students' self-assessment in English oral communication, they noted that students show zero positivity towards learning and using the second language. This was attributed to several factors including the students' low exposure to an English-speaking environment and their general reluctance to use the language in fear of committing grammar and pronunciation errors. Consequently, they were uncomfortable when the need to speak in English arose.

In this study, the students' perception of their own performance during the pre-intervention needs assessment was also considered. This was reflected during brief interviews where they were asked how they felt about their presentation skills.

Based on the self-assessment of the students, the themes identified were a) The students were not confident about their English pronunciation and grammar, b) They were afraid to make mistakes in translating Filipino to English, c) They worried about not getting their thoughts and message across, d) They wanted to master speaking in English fluently but did not know where to start, e) The motivation to communicate well was present, but the students felt they were not good enough to begin with, f) They students thought it is time for new classroom approaches to improve methods in teaching and learning oral communication.

These themes show that the students had inhibitions while presenting themselves in front of a group regardless of their ability to communicate. They were hindered by their pre-conceived notion that they are not good at English and by being intimidated by the difficulty of the language. According to Separa et al. (2015), students' lack of confidence in speaking can be attributed to Leon Festinger's Cognitive Dissonance Theory which states that a person tends to be dissonant when there is forced compliant behaviour. This means that when individuals are forced to do a task they do not want to do, their attitude towards the activity and all other similar activities may change because of the mental discomfort they have experienced (Festinger, 1962). If the students are compelled to do speaking exercises in a language that they are not comfortable speaking and are afraid of using, they are deprived of the most humanizing activity of engaging in a conversation (Separa et al., 2015). Likewise, they are not confident about their technical knowledge in English grammar, pronunciation, and vocabulary and they worry about their audience identifying their weaknesses while they are exposed in front of the class. These responses can be attributed to the oral communication problems concerning the linguistic approach and the interactional approach in learning a foreign language (Kavanoz & Yuksel, 2017). The motivation of the students towards speaking in English decreases when their desire and attitude to practice the language is low (Ihsan, 2016). Likewise, the following are also considered as contributory to the high level of anxiety that the students experience in class: fear of committing mistakes, fear of the teachers, negative self-perception of language competence, and the teachers' negative demeanour in class. This means that the teacher might be a key factor in building motivation support for the students (Dincer & Yensilyurt, 2017).

Because good oral communication skills depend on the ability to use language properly in social contexts, it becomes problematic when students hesitate or pause while expressing their thoughts on account of their fears. Effective techniques must then be developed to improve such skills (Hussein et al., 2019). If the students are not given any variation in their English communication activities, they are not given the opportunity to use the language in expressing their ideas. So, there is a need to create a more favourable

environment for them in class (Dincer & Yensilyurt, 2017). In this study, the favourable environment identified is a classroom that welcomes an exchange of positive feedback and reinforcement among all students.

However, measuring an individual's language competence based on a communicative task such as a teaching demo or an oral performance task alone can be insufficient. This is because a pre-service language teacher's motivation and understanding of their teacher identity is formed through a dynamic process that must be integrated throughout the Teacher Education program they are taking, and programs vary from one educational institution to another (Kavanoz & Yuksel, 2017). This is where the implementation for new teaching strategies come in.

AI workshop session

With the learning objectives and outcomes in place, a workshop session guide was designed to put the AI into practice in an educational setting. (See Appendix 4) The first session was devoted to the needs assessment or the teaching demonstration and a brief orientation to AI and its purpose. The second session was devoted to the *Discovery* and *Dream* stages of the AI workshop. In the *Discovery* stage, the students were asked to share an experience, preferably an oral presentation or performance, where they felt most alive, most excited, and most competent. A strength-building exercise was also done, where they were asked to share the aspects of oral communication that they are good at and the positive values they think they have that made them good at such aspects. In the *Dream* stage, the students were asked to envision what they would be doing within the year to improve their oral communication skills more and what positive results they believed would come out of the experience by the end of 2021.

The third session was devoted for the *Design* stage where the students were asked to fill out an AI Action Plan. This is where they detailed specific goals that they want to attain oral communication-wise and their strongest skills that could be used to ensure the achievement of these goals.

Lastly, the fourth and fifth sessions were devoted for the *Destiny* stage which was done over two weeks after the third session. This was when the students' progress was monitored based on the AI action plan they devised. They were asked to re-perform the teaching demonstration they had presented during the first session. The researcher recorded the improvements shown by the students. Following this, all eleven students underwent the post-intervention interview where they were asked to answer a structured set of questions.

During the strength building exercise in Session 1, the student participants were asked to describe an event in their student life when they felt most involved and excited to present something orally in class. The students' responses to the exercise consisted of the following themes: 1) The students felt stronger when they were given a group task; 2) Their unforgettable moment in a performance had something to do with leading a group; 3) When they felt more alive on being given responsibilities that they were passionate in fulfilling; 4) When they felt more involved when they worked on a creative output; 5) When they felt more confident on having prepared for and mastered every detail of their presentation.

During the exercise, some of the student participants mentioned their weaknesses and the problems they have encountered in their story. One participant ended up saying he was disappointed about how the whole event turned out even when he was so excited in the beginning. However, following the nature of AI, the researchers chose not to follow up on this negative self-talk and instead focused on the participant's sense of self-fulfilment despite what happened. A resolve approach was used, so that all student participants felt that the session was a safe place for sharing only the best of what is. The students were led to the idea of appreciating the best of themselves and the environment they were in on the events they mentioned—that instead of focusing on the mishaps along the way, it would be better to capitalize on the talents they already possess, the things they already know, the skills they have already acquired, and how they will be able to share all these in a participatory learning set up.

Meanwhile, the following ideas were reiterated upon hearing the responses: 1) Students must learn how to set their weaknesses aside by focusing on what they are good at; 2) They must treat their problems as opportunities to be stronger than they already are; 3) They should see themselves differently in a positive way. This feedback exchange was the jumping-off point for introducing another strength-building exercise that allowed the students to dig deeper into their character and abilities. The researcher asked them to list what they thought was their best quality and the things that they strongly believed they were good at both in terms of speech and oral communication and in their personal life.

The students' responses to this exercise consisted of the following themes in terms of the academics (oral communication): 1) Some of the students believed they were good at written communication including planning and organizing report outlines, visual aids, and other instructional materials; 2) Some expressed their strength in posture, eye contact and other non-verbal communication skills during speech delivery; 3) Some said they were good at pronunciation and diction; 4) Others mentioned they are good at creating impactful introductions and impromptu speeches. Meanwhile, for the non-academics, the themes of the responses were as follows: 1) The students' strengths were inclined to their ability to keep and maintain healthy relationships; 2) The students were good at facing daily adversities.

Each of the eleven students was given a chance to speak up and share their best asset, and all these responses were supported and agreed upon by the researcher and their co-student participants. However, it was observed that there was lack of confidence, even when they were talking about their specialties, which was supposedly a moment of glory for them. They felt more awkward than self-assured even when they were certain of their answers. This was noted as a natural-occurring behaviour for students who are used to being scrutinized for their speech performance (Aquino et al., 2016). As treatment, the researcher discussed the importance of acknowledging one's self-worth in dealing with communication skills. Pointers were given to teach the students how to capitalize on the strengths they have already identified in the *Discover* stage and how they can use them to turn their fears and inhibitions into strengths.

In the *Dream* stage of the intervention, the students were asked to reflect on the strengths they had identified and to use it to co-construct what should be. Part of the *Dream* stage of AI is looking into the community where an individual belongs to and the community's worth to his or her well-being. In this study, we refer to this environment or community as the school. Following this, the students were asked to name their and their school's core life-giving values, which involve the factors that keep them motivated to continue majoring in English. Also, the researcher asked what the students valued deeply about themselves, their friends, and their families and what made their school a great place to work in. The themes identified from the analysis were: 1) The students considered their school a safe space for honing their communication skills because it provided an avenue for interactive and performance-based lessons; 2) The people in their community—their teachers and classmates—made their stay in school worthwhile; 3) Their school gave them a sense of purpose that their dream of becoming an English teacher would be realized because the school was able to provide a space for it.

In this stage, a shift in the student participants' tone was observed—from being meek and lacking confidence to being more open and enthusiastic. It was notable that when the session started, the students were ready to open up since they had already grown accustomed to sharing. Excitement was apparent in their facial reactions and gestures. Because their strengths were built and maintained in the last two stages, their sense of self-worth had started to bloom when they talked about their core life-giving values. They were happy talking about their student life and how they rose to the challenges along the way. What was even more prominent in the discussion was their notion of challenge. When they mentioned their struggles, they no longer regarded those as hindrances but as success stories that inspired them to become better. As compared to the negative self-talk where two of the respondents uttered, "*Kaya lang po, hindi ko kaya* (I really cannot do it)," and "*Wala po talaga akong lakas ng loob* (I'm not brave enough)," they have now moved to, "*Yung kakayahan ko po hindi ko lang na-realize* (I just didn't realize I had these skills)," and "*Hindi pala 'yun parusa. Kaya pala namin 'yun i-overcome* (I realized it was not a punishment and that I can overcome it)."

A change was also seen in the comments they gave each other throughout the session. They were lighter, more uplifting, and more validating. Comments such as, "*Oo nga! That's your strength. Naiinspire mo kami maging kagaya mo* (I agree! That's your strength. You inspire us to become more like you)," and "*Idol ka nga namin. Hindi mo lang napapansin* (We do admire you. You just don't notice)," were exchanged.

After identifying their core life-giving values, the students underwent an imagination exercise called, "A Journey to the Future". Their creative minds were tapped by allowing them to envision themselves and their school in the next three to five years, supposing that their dreams for themselves and their school have already been realized. From this exercise, responses that only circled on positive reinforcement were elicited and encouraged. The themes identified from the analysis were: 1) The students were inspired to be better with the intricacies of the English language; 2) In three more years, they were hopeful that their oral communication skills would have already improved; 3) They saw themselves going back to their school and winning their teachers' approval.

Based on the observation, this exercise and the entire *Dream* stage ignited a fire in the students. They repeatedly mentioned the words "motivated," "inspired," and "abilities" when asked how they felt when they were exchanging stories. The facilitator watched for any remaining negative self-talk that could have stirred them away from the appreciation method, but none was found notable. The end of the *Dream* stage initiated the students' goal setting. They were given an assignment—to list a set of goals they wanted to achieve to improve their oral communication skills by the end of the year.

In the *Design* stage, the students were asked to draft an action plan that could guide them in realizing the goals they had set. This involved listing the SMART goals, identifying the actions to be performed, writing the materials and resources needed, and recognizing the capacity and skills needed to achieve such goals. Afterwards, the students were asked to share parts of their action plan to the workshop group, where everyone was encouraged to give constructive feedback and positive reinforcement to one another. (See Appendix 7)

The themes identified from the analysis were: 1) The students saw themselves improving in the areas of grammar and vocabulary by the end of the year; 2) The students' goals included increasing their English fluency level and enriching their English vocabulary; 3) They wanted to proceed by taking refresher courses in English grammar; 4) Their strategy included reading more books in English and making this a habit; 5) They planned to keep track of their progress using the action plans they created.

In the duration of the *Design* session, the researcher observed that the students were eager to see through the end of their goals instead of holding back. This was notably different from the image they portrayed at the beginning of the AI intervention where they talked about their fears a lot more than they talked about their strengths.

The final stage in the 4D Appreciative Inquiry model is the most crucial part of the study as it determines whether the students show any significant changes with the consistent use of the AI approach. This is where the students' progress was closely monitored. It was one thing to set the goals, but it was entirely different to keep their motivation intact and help them not get lost along the way, with all limitations considered. It took weeks to monitor the students' progress. Their daily habits were tracked down via virtual consultations with the facilitator, and it was found that most of them stayed true to the list of actions to be taken indicated on their action plan—reading at least one to three chapters of an English book a day, listing newly discovered English words, practicing their demonstrations at least twice a week, doing self-practice in front of a mirror, watching videos on improving self-confidence and public speaking, and reviewing grammar lessons at least twice a week.

Effects of the AI Workshop on the oral communication skills of the students

Before completely evaluating the effects of the AI intervention, the students were asked to repeat the teaching demonstration they presented at the beginning of the study. The observation guide used during the pre-intervention assessment was re-used for the post-intervention assessment to check for progress and improvements in the students' oral communication skills.

To check whether there was a significant difference between the pre-intervention teaching demonstration and the post-intervention teaching demonstration, the Competent Speaker Holistic Evaluation Form in the pre-intervention assessment was re-used to re-assess the students. It was then concluded that nine of the eleven respondents exhibited low performance in the oral English communication skills evaluation. Based on the rubric, the nine students scored unsatisfactory in five of the eight competencies and satisfactory in three out of eight competencies. Meanwhile, two students exhibited average performance – one scored satisfactory in seven out of eight competencies, and the other scored satisfactory in six out of eight competencies. This is displayed in Table 4.

Assessment Classification	Number of student participants
High-Performing (majority or more than 50% of checks were put under Excellent)	0
Average-Performing (majority or more than 50% of checks were put under Satisfactory)	2
Low-Performing (majority or more than 50% of checks were put under Unsatisfactory)	9

Table 4. Summary of post intervention test results

Compared to the pre-intervention results, the data above shows that there was a difference in the performance of one out of eleven students. The specific improvement noted on this student was the

improvement in self-confidence which had evidently changed from the first session. Nevertheless, the student participants showed improvements during the second demonstration. Generally, the following were observed: 1) The students showed significant improvements in eye contact, facial expression, and hand gestures, which were all noted with the basis of the observation guide (See Appendix 5); 2) There was still much more to improve in their pronunciation and grammar; 3) They all showed improvement in the speech preparation because they looked well-rehearsed. This was measured when the observations from the initial and the final demonstration were compared and analysed and when the findings from the initial one were no longer repeated in the final one; 4) The most significant improvement was evidently in the aspect of self-confidence—that despite mispronunciation, grammar errors, and incorrect word usage, the students showed fewer signs of presentation fright.

More specifically, the following were noted as the effects of AI on the eight speaking competencies that were measured using the evaluation rubric:

Competencies One and Two – On narrowing down the topic and communicating the thesis/specific purpose

Based on the observation notes and the scores, 80% of the students were evidently more comfortable during their demo introduction in the post-intervention than in their first teaching demo. They introduced their topics more clearly, discussed the purpose of their demo more effectively and explained the supporting details with more ease. During the interview, the student participants attributed this improvement to the AI intervention, specifically referring to the idea that AI has opened a venue for them to speak their minds; because they were encouraged to share multiple times to their peers, they grew more and more comfortable of public speaking. They referred to this as one of the positive effects of AI.

Competencies Three and Four – Supporting materials and organizational pattern

It was evident that the students were more prepared in the second demo in terms of the materials they used. More than the visual appeal of their presentations, the supplemental topics that 50% of them provided were notable. These students provided videos and additional readings that could be used by the audience to enrich their knowledge and awareness of the topics discussed. It was observed that these students were able to organize and break down their ideas more clearly. Although 50% is not majority, this was still noted as one of the positive effects of AI as this led the students to say that they were more eager to prepare for the second demo after being able to speak up multiple times during the intervention sessions.

Competencies Five to Seven - On appropriate language and vocal variety

During the observation in the first demonstration, the poor choice of words or word usage was one of the recurring comments noted in the verbal cues. During the second demonstration, there was no significant difference noted. Moreover, the appropriateness of the language in terms of how it sparked the audience's enthusiasm had significant changes not on the speaker's delivery, but on the audience's overall mood. The students were evidently more attentive during the second demonstration, and this could be related to the intervention in terms of how they perceived the experience of validating their peers' strengths and shared ideas.

The students' delivery did not have any notable difference in vocal variety and grammar. Particularly, their grammar and inflections still need work. The pronunciation had noticeable differences which reflected on how much they had prepared for the demo the second time. They were more careful and slower when they pronounced the tricky sounds. The students also mentioned during the interview that they had devoted more time to rehearsing their demo the second time around.

Competency Eight – Physical behaviour

The notable differences in the non-verbal cues of the students in the second demo included improvements in eye contact, posture, and the use of their hands. Eighty percent of the students looked more confident because they stood straight, without being too stiff, with their eyes focused on the camera more than on their notes. With the limited space of their video frames, their movements appeared to be more controlled both in the first and second demo, but during the second demo, they looked more relaxed, and they were able to move their hands more freely as they gave explanations.

These improvements in the communication skills of students could be attributed to the Appreciative Inquiry intervention conducted in terms of how the students perceived the change in approach. Bentkowski and Yamaga (cited by Lessard-Clouston, 2020) in a similar study where it was concluded that students who were asked Appreciative Inquiry questions rated their own English oral communication skills 25% higher than the

students who were asked problem-focused questions. Their observation also included the students' shift to a more positive mode of learning where they are excited and looking forward to the next sessions.

Afterwards, a semi-structured interview was conducted with the student participants during the post-intervention phase to further probe their thoughts on their AI intervention experience. The highlights among the student participants' answers were used to describe the effects of the AI approach as stated in the research objectives.

The following coding categories were established based on the perception questions detailed in the semi-structured questionnaire used in the interview. These questions were identified as essential in addressing the research objectives:

The Effects of the AI Intervention

During the intervention phase, a great deal of improvement among all eleven students in terms of confidence and determination in enhancing their oral communication skills were observed. The second demonstration became the jumping-off point in the description of the effects of the Appreciative Inquiry workshop on the group. After the second demo, the students were asked to answer a series of questions during a semi-structured interview. The questions focused on how they felt about each exercise, how they felt talking about their strengths, how they perceived the idea of AI and how they perceived it after completing all intervention sessions. They were also asked how the intervention impacted them and whether they think AI is a plausible, attainable approach in honing a student's English oral communication skills or not. Table 5 describes the coding categories

Interview Question	Coding Category	Theme
<i>How did you feel when you were asked to talk about your strengths and not your problems?</i>	The student's feeling towards using a new approach	1) The students gained a sense of fulfilment after the intervention sessions 2) They found the Appreciative Inquiry approach "interesting" and "enjoyable" 1) The students found out that banking on one's positive core works in a classroom setting. 2) The students discovered that there was another method a teacher can adopt to interact with students, enabling the latter to feel better about doing better. 3) They learned that they each have their own "hidden strengths" that they can explore to be better at what they do.
<i>What lesson(s) did you get from AI?</i>	The lessons gained from the AI approach	4) They realized that "appreciating what they already have" helps them stay motivated and grounded. 5) They learned that it is important to have a venue for sharing each other's strengths without worrying about receiving negative judgments from their peers. 1) The students recommend using AI approach in classroom instruction, specifically in the Teacher Education program. 2) The students think AI is a plausible approach to be used in a classroom setting to help the students stay inspired in mastering English communication
<i>Do you think AI is an effective approach to be used in education? Would you use it when you become a teacher yourself? Why or why not?</i>	The plausibility of AI as a tool to improve oral communication skills	3) The students are positive that AI would help students like them use their strengths and make it work for them. 4) The students said that this approach is "worth trying" because it veers away from the traditional approach and can empower more students to become better at what they want to be better at. 1) The students said it would be more effective to have the workshop series in a traditional face-to-face scheme. 2) They wanted additional sessions that were not scheduled far apart.
<i>What did you find negative/wrong about AI workshop?</i>	Room for improvement for the AI workshop	3) They recommended having longer sessions so they can share about their strengths and feelings more as this "gets them on track." 4) They recommended having more strength-building activities.

Table 5. Coding categories and emerging themes

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Using reflexive thematic analysis, the following themes have come up in the following code categories:

The students' feelings towards using a new approach

The students gained a sense of fulfilment after the intervention sessions and found the Appreciative Inquiry approach "interesting" and "enjoyable". The student participants said they felt renewed and eager to improve their oral communication skills—something they did not feel in a long time especially when the COVID-19 pandemic happened. Bentkowski and Yamaga (2006) noted this as a positive experience where the students can celebrate good experiences which may motivate them to increase their confidence. The AI approach was interesting to them because it was very different from the usual problem-solving approach in which they had previously used to find out what was wrong and lacking. This new approach helped them rediscover themselves because it helped them see the talents that were hidden all along, and talents they did not realize they had. When the students were made to realize how wonderful they were as a person, expansive learning was opened together with positive change (Murphey et al., 2014).

In this sense, during the post-intervention interview, students asserted that:

It was very fulfilling po⁴. Getting to share your hobbies and strengths to your peers feels like letting them know you better. Being appreciated is very motivating din po⁵ (Student #2, interview, 06.03.2021)

At first, nakakahiya. Pero knowing na someone will appreciate you nang walang judgment ay nakakapanatag lang po ng loob mag share. [At first it was embarrassing, but knowing someone will appreciate you without any judgement helps you feel more at ease to share.] (Student #3, interview, 06.03.2021)

The lessons gained from the AI approach

The students discovered that relying on their positive core works in a classroom setting. They also discovered that there was another method a teacher could adopt to interact with students, enabling them to feel better about doing better. When the students were encouraged to share part of who they were to their classmates, care and respect among them was nurtured as they shared common goals that they all accepted and honoured (Murphey et al., 2014). They learned that they each have their own hidden strengths that they can explore to be better at what they do. Giles and Kung (2010) refers to this as the best of the past that is put forward, noting how essential it is for people to revisit some humbling and revealing past experiences that remind them who they really are and what they are capable of.

The students realized that appreciating what they already have helps them stay motivated and grounded. They also learned that it is important to have a venue for sharing each other's strengths without worrying about receiving negative judgments from their peers. For students who are disengaged and discouraged, AI serves as an opportunity for them to tap their sense of community with their peers (Davis, 2020). According to the students, the workshop sessions made them realize the importance of getting to know themselves and their classmates more. They found out that they were so focused on their weaknesses and problems it had already become a burden for them and hindered them from working more diligently. Giles and Kung (2010) identified that problem-centred realities often lead to a greater sense of hopelessness contrary to the inspiring discoveries and messages of positive change in a constructionist reality. This is the very heart of Appreciative Inquiry, which states that people have the power over our social realities by believing what we see to create it.

Participants stated that:

Learning new things from others' strength made me realize things that I can do also. (Student# 3, interview, 06.03.2021)

Maappreciate nila lalo yung meron sila and magfofocus sila para mapalago yun. Para sakin po kase minsan po pag mali lang lagi yung napapansin parang di ka mag eenjoy na gumawa kase nasa utak mo na yung thinking na "baka may mali sa gawa ko, ano kayang malik dito" mga ganon po ma'am mas ma coconscious po sila. Basta ma perfect na lang kahit wala na po yung understanding ganon po. [They will be able to appreciate it if they practice it. For me, the habit of just identifying the problems and weaknesses disallows us to enjoy because we're too worried of committing a mistake. We just become overly conscious of our actions, and we tend to strive for perfection without understanding the actual process.]

⁴ In Filipino, *po* means "yes" and is used to show respect to someone older.

⁵ In Filipino, *din* means "also" and *po* means "yes."

The plausibility of AI as a tool to improve oral communication skills.

The students recommended using the AI approach in classroom instruction, specifically in the Teacher Education program. It has been found that the pre-service teacher's ability to identify their own cultural competencies and describe their own development as an educator allows them to unmask strengths and assets, eventually helping them realize how they can engage better in the teaching and learning process (He, 2013).

The students thought AI was a plausible approach to be used in a classroom setting to help students stay inspired in mastering English communication. Bentkowski and Yamaga (2006) found this to be true. Stating that AI can be a helpful tool for students to realize and refocus on their language successes. Moreover, shifting questions about problems to questions about the strengths helps the learners change themselves so they can positively change their worlds (Murphey et al., 2014).

The students were convinced that AI could help students like themselves to use their strengths and make them work for them. The students said that this approach was worth trying because it veers away from the traditional approach and can empower more students to become better at the things they want to be better at. AI is an approach that lets teachers structure the students' experiences by allowing them to ask and answer meaningful questions out who they are. This creates a trusting space where sincere relationships are built, and compassion is nurtured among the students and the teacher. The teachers are also given the chance to become role models by sharing their values and beliefs that are assigned to their own practice. This opens a vital discussion on the crucial concept of teachers teaching the future teachers (Giles & Kung, 2010).

In this regard, the participants mentioned that:

Makakatulong talaga yung AI sa pag improve ng oral communication skills ng mga estudyante kase po, natatakple po nung AI yung mg strengths ng mga estudyante na nakalimutan nila na meron po pala sila, mas na aappreciate po nila yun. Saka nagbibigay din po ng techniques or tips pano mas gagamitin or huhubugin yung kakayahan na meron tayo. [AI would really help in the improvement of students' oral communication skills because it tackles the strengths that they almost forgot they had, and they are given the chance to appreciate it. AI also gives out strategies on how to further nurture our talents.] (Student #1, interview, 06.03.2021)

Malaki ang magiging contribution nito sa field of education especially sa communication dahil bibigyan nito ang mga estudyante upang magkaroon ng self-confidence when it comes to communicating to others [AI would hugely contribute to the field of education because it paves a way for students to gain self-confidence when it comes to communication with others.] (Student #6, interview, 06.03.2021)

Teachers should help student to enhance their skills. When I'll be [sic] the teacher I should reinforce positive statements rather than negative statements to students, it is for me to motivate them [sic] who feels [sic] discouraged. Also, for them to voice out their thoughts and not to be shy in front of their classmates. (Student #5, interview, 06.03.2021)

Rooms for improvement for the AI workshop

The students said it would be more effective to have the workshop series in a traditional face-to-face scheme. They wanted additional sessions that were not scheduled far apart, and they recommended having longer sessions so they could share about their strengths and feelings more as this gets them on track.

The students also recommended having more strength-building activities. In a study entitled "Learning to like learning" where Appreciative Inquiry was used to promote increased personal involvement in learning, it was noticed that giving out positive reinforcement allows for changes in the behaviour and cognition of students. This can result in the creation of a new and more positive learning principle to be incorporated in the school curriculum (Naude et al., 2014).

The participants mentioned that:

AI Approach po ay mas effective po kung ginawa sya ng face to face at mas nakakenjoy. [The AI Approach would be more effective and enjoyable if done face-to-face.] (Student#4, interview, 06.03.2021)

Dahil nga po yung AI is appreciative, more on appreciation ganan baka mo mag settle na lang yung mga students sa kung anong meron sila, like di na sila magtatyng iba, di na po sila aalis sa comfort zone nila po [Because AI is concerned with appreciation, the students may choose to just settle with what they believe they are capable of and no longer step out of their comfort zones.] (Student #3, interview, 06.03.2021)

Conclusions

In search for an approach to better hone the future English educators, the use of AI was hoped to contribute to the improvement of the students' oral communication skills. Some of the results of this study seem to indicate that:

Students are more content when their strengths and abilities are recognized over their weaknesses. The students appreciate criticisms if these appeal to the notion that they are already good. When the students are recognized and rewarded with positive reinforcement, they are more motivated to set their goals and work on them concretely. By way of providing the students with the opportunity to share their experiences without receiving judgments and negative comments from their peers, teachers can help in boosting the students' self-confidence in oral presentations.

When the teacher does not focus on the problems of the oral presentation, the student becomes eager to present. The students in the study believed that their chances for success in oral communication would be higher with the use of the AI. Furthermore, it seems that the integration of AI approach can positively impact a student's oral communication skills.

However, as difficult as it may be, considering the need for additional workshop sessions that may interfere with the students' regular academic workload, it is deemed worth trying AI as it apparently makes space for a more personal and interactive approach for students who are easily demotivated by struggles in the likes of fear of judgment, stage fright, and self-doubt.

It was recognized that although AI practices are helpful, it is an overstatement to say it can help sharpen the technical skills for oral use of English language as this takes hours of methodical training, review, and practical application. Nevertheless, AI could greatly help a student mastering English to stay motivated and determined to take small steps and make these steps part of their daily habits. It can be said that AI is a plausible approach that could aid in the fulfilment of the students' goals because it serves as a starting place for later development. At the very least, it could help them begin something to later arrive at something better.

It can also be suggested that if AI were to be applied in the classroom setting across all courses and programs, and if it were implemented in the teaching-learning plans more consistently, the possibility of changing the landscape of traditional and formal classroom instruction could possibly increase. Moreover, it could also create a venue for developing new classroom approaches that have yet to be discovered.

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Appendix 1

The Competent Speaker Evaluation Form

II. THE COMPETENT SPEAKER SPEECH EVALUATION FORM FACT SHEET

Background

The **Competent Speaker** was developed in 1990 by a subcommittee of the NCA Committee on Assessment and Testing (now the NCA Division on Communication Assessment) charged to develop and test a communication competency-based speech evaluation form (Backlund, 1990). Development and testing involved representatives of 12 academic institutions, and the subcommittee was chaired by Sherwyn Morreale of University of Colorado at Colorado Springs, Michael Moore of Purdue University, Calumet, and Phillip Taylor of University of Central Florida. Information regarding the instrument's development and testing in the 1990's as well as current testing for this second edition is found in Appendices B and C in this manual.

Purpose

The instrument is to be used to assess public speaking competency at the higher education level, for purposes of in-class speech evaluation, entrance/exit placement and assessment, as an instructional strategy or advising tool, and/or to generate assessment data for institutional or departmental accountability.

The instrument assesses public speaking behaviors, as opposed to knowledge/cognition and motivation/affect. Further, it assesses molecular/specific behaviors as opposed to molar/general traits. That said, the speech evaluator may make inferences about knowledge/cognition and motivation/affect from observing the public speaking behaviors of a speaker.

Rationale

Despite the proliferation of public speaking courses and evaluation forms, no standardized and psychometrically tested speech evaluation form was available prior to 1990. Nor has there been such a form available grounded in the discipline's conceptualization of public speaking competency. Thus, **The Competent Speaker** was developed to address that need for a standardized and tested speech evaluation form.

Technical Characteristics

The **Competent Speaker** consists of eight public speaking competencies, four of which relate to prepara-

tion and four to delivery. For each of the eight competencies, specific criteria for assessment are provided at three levels of performance: excellent, satisfactory, and unsatisfactory. The instrument is presented on pages 11 (atomistic form) and 12 (holistic form) in this manual; the criteria begin on page 13.

Conceptualization

The instrument was derived from NCA's Speaking and Listening Competencies for High School Graduates (1982); NCA's Communication is Life: Essential College Sophomore Speaking and Listening Competencies (Quianthy, 1990); and the public speaking competencies contained in the Communication Competency Assessment Instrument (Rubin, 1982a).

Training Manual

This manual provides guidelines for instructors to train one or more speech raters/evaluators. Training instructions for use of the instrument begin on page 21. The manual's appendix also provides background information for administrators who may need to provide a rationale for using the instrument.

Scoring Procedure

Utilize the instrument as a ratio scale by using any numerical weighing system, between and within the eight competencies, that suits the purpose of the evaluator and the particular speech event. For example, assignment of 1 to unsatisfactory, 2 to satisfactory, and 3 to excellent, for each of the eight competencies, would result in a possible score range of 8 (unsatisfactory) to 24 (excellent) for a given speech.

Reliability/Validity/Bias

The **Competent Speaker** was developed with great concern for its psychometric reliability and validity and for biases of any kind and is determined to be a reliable, valid, and useful instrument with which to judge speeches. Appendix C contains the results of internal testing process as well as testing procedures included in this second edition.

III. SIGNIFICANT CHARACTERISTICS OF THE SPEECH EVALUATION FORM

Every effort was made to ensure that this instrument is consistent with research and literature in the communication discipline concerning the nature of communication competence and current policy concerning its assessment. A few of the more significant characteristics of **The Competent Speaker** instrument relevant to this objective include the following:

1. *Assesses public speaking behavior.* In recognition of the impracticality of assessing all domains of competence, the instrument focuses exclusively on the assessment of public speaking "behaviors." Thus, it is not designed nor does it purport to measure either knowledge/cognition about public speaking or affect/motivation for public speaking. Regardless, as with the assessment of any behavior, the instrument may permit one to make limited inferences about the knowledge, motivation, and critical thinking skills of the speaker, inferences limited at most to the particular speaking event. However, such inferences should be made with caution since any reliability or validity associated with the instrument's assessment of behavior does not apply to its assessment of knowledge or motivation.
2. *Assesses both verbal and nonverbal behavior.* The instrument identifies competencies for verbal and nonverbal behavior and provides criteria for assessing competence in the use of each. However, assessment is limited to the public speaking context and should not be generalized to other contexts, e.g., dyadic, group, etc.
3. *Does not assess molar/general traits.* The instrument does not directly assess molar/general traits such as charisma, dynamism, audience contact, etc. Rather, the assessment of these traits is implied through the rating of molecular/specific behaviors such as communicating thesis, vocal variety, eye contact, etc.
4. *Provides a holistic assessment of remote preparation skills.* The instrument will provide a holistic assessment of the speaker's remote preparation

skills. However, additional procedures or instruments will be required to assess specific remote preparation skills (e.g., specific research or outlining skills). Of course, the results of preparation skills, as assessed in the first four competencies, can be observed to some extent as the speech is presented.

5. *Does not assess listening skills.* The instrument is designed for the assessment of "speaking" skills only. Listening skills should be assessed by instruments and procedures designed for that purpose.
6. *Provides for either an atomistic or holistic assessment.* The eight discreet competency statements with their corresponding criteria primarily provide for an atomistic/analytic assessment. However, neither the competency statements nor their corresponding criteria prevent assessment based upon a holistic impression. For this purpose, a holistic version of the instrument is included in this second edition.
7. *Assesses degree of competence.* The criteria for each competency describe degrees of competence at the unsatisfactory, satisfactory, and excellent levels. An assessment can be made of either or both the degree to which the speaker possesses each competency and the degree to which the speaker possesses public speaking competence in general.
8. *Provides descriptions of "competent" responses as anchors.* Each of the eight competency statements is accompanied by a descriptive statement of the criteria for judging each of the three degrees of competence.
9. *Is free of cultural bias.* Each competency is assessed with respect to the target audience and occasion. In other words, judgments are based upon the degree to which the behavior is appropriate to the "audience and occasion." As long as the evaluator/assessor bases judgments on these criteria, cultural bias should not become a factor.

NOTE: The purchaser of this manual is permitted to copy the speech evaluation form and the criteria for the competencies presented on the following pages in order to carry out any speech performance evaluation. With the purchase of the manual from NCA, any instructor or department or institution may reprint as many copies of the speech evaluation form as are needed by that instructor, department, or institution, without further permission of NCA.

IV. The NCA Competent Speaker Speech Evaluation Form

Course: _____ Semester: _____ Date: _____ Project: _____
 Speaker(s): _____

PRESENTATIONAL COMPETENCIES	RATINGS		
	Unsatisfactory	Satisfactory	Excellent
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION			
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION			
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION			
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE			
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE			

General Comments: _____ Summative Scores of Eight Competencies: _____

The NCA Competent Speaker Holistic Speech Evaluation Form

Course: _____ Semester: _____ Date: _____ Project: _____
 Speaker(s): _____

	RATINGS		
	Unsatisfactory	Satisfactory	Excellent
PREPARATION AND CONTENT ✓ Chooses and narrows topic appropriately ✓ Communicates thesis/specific purpose ✓ Provides appropriate supporting material (includes presentational aids) ✓ Uses an effective organizational pattern			
PRESENTATION AND DELIVERY ✓ Uses language appropriately ✓ Uses vocal variety in rate, pitch, and intensity ✓ Uses appropriate pronunciation, grammar, and articulation ✓ Uses physical (nonverbal) behaviors that support the verbal message			
General Comments: Summative Score: _____			

Source: Morreale, S., Moore, M., Surges-Tatum, D, & Webster, L. (2007) *The competent speaker speech evaluation form* (2nd ed.). National Communication Association. pp. 8-11.

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Appendix 2

Criteria for Assessment of the Eight Competencies: The Competent Speaker Evaluation Form

V. EIGHT PUBLIC SPEAKING COMPETENCIES AND CRITERIA FOR ASSESSMENT

Competency One

CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION.

EXCELLENT

The speaker presents a topic and a focus that are exceptionally appropriate for the purpose, time constraints, and audience.

[That is, the speaker's choice of topic is clearly consistent with the purpose, is totally amenable to the time limitations of the speech, and reflects unusually insightful audience analysis.]

SATISFACTORY

The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.

[That is, the speaker's choice of topic is generally consistent with the purpose, is a reasonable choice for the time limitations of the speech, and reflects appropriate analysis of a majority of the audience.]

UNSATISFACTORY

The speaker presents a topic and a focus that are not appropriate for the purpose, time, the constraints or audience.

[That is, the speaker's choice of topic is inconsistent with the purpose, the topic cannot be adequately treated in the time limitations of the speech, and there is little or no evidence of successful audience analysis.]

Competency Two

COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION.

EXCELLENT

The speaker communicates a thesis/specific purpose that is exceptionally clear and identifiable.

[That is, there is no question that all of the audience members should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]

SATISFACTORY

The speaker communicates a thesis/specific purpose that is adequately clear and identifiable.

[That is, at least a majority of the audience should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]

UNSATISFACTORY

The speaker does not communicate a clear and identifiable thesis/specific purpose.

[That is, a majority of the audience may have difficulty understanding, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]

2 The Competent Speaker Speech Evaluation Form

Competency Five

USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION.

EXCELLENT

The speaker uses language that is exceptionally clear, vivid, and appropriate.

[That is, the speaker chooses language that enhances audience comprehension and enthusiasm for the speech, while adding a measure of creativity that displays exceptional sensitivity by the speaker for the nuances and poetry of meaning.]

SATISFACTORY

The speaker uses language that is reasonably clear, vivid, and appropriate.

[That is, the speaker chooses language that is free of inappropriate jargon, is nonsexist, is nonracist, etc.]

UNSATISFACTORY

The speaker uses unclear or inappropriate language.

[That is, the speaker chooses inappropriate jargon or language which is sexist, racist, etc.]

Competency Six

USES VOCAL VARIETY IN RATE, PITCH, AND INTENSITY (VOLUME) TO HEIGHTEN AND MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION.

EXCELLENT

The speaker makes exceptional use of vocal variety in a conversational mode.

[That is, vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance the message.]

SATISFACTORY

The speaker makes acceptable use of vocal variety in a conversational mode.

[That is, the speaker shows only occasional weakness in pace, volume, pitch, etc., thereby not detracting significantly from the overall quality or impact of the speech.]

UNSATISFACTORY

The speaker fails to use vocal variety and fails to speak in a conversational mode.

[That is, the speaker shows frequent weakness in controlling and adapting pace, volume, pitch, etc., resulting in an overall detraction from the quality or impact of the speech.]

Competency Three

PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE TO THE AUDIENCE & OCCASION.

EXCELLENT

The speaker uses supporting material that is exceptional in quality and variety.

[That is, supporting material is unarguably linked to the thesis of the speech, and further is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic.]

SATISFACTORY

The speaker uses supporting material that is appropriate in quality and variety.

[That is, supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech.]

UNSATISFACTORY

The speaker uses supporting material that is inappropriate in quality and variety.

[That is, supporting material is only vaguely related to the thesis of the speech, and variety is either too great or too little to do anything but detract from the effectiveness of the speech.]

Competency Four

USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE.

EXCELLENT

The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.

[That is, the introduction clearly engages the audience in an appropriate and creative manner, the body of the speech reflects superior clarity in organization, and the conclusion clearly reflects the CONTENT of the speech and leaves the audience with an undeniable message or call to action.]

SATISFACTORY

The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.

[That is, the introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects adequate clarity in organization, and the conclusion reflects adequately the content of the speech and leaves a majority of the audience with a clear message or call to action.]

UNSATISFACTORY

The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and among ideas.

[That is, the introduction fails to engage even a majority of the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to reflect adequately the content of the speech and fails to leave even a majority of the audience with a clear message or call to action.]

The Competent Speaker Speech Evaluation Form

Competency Seven

USES PRONUNCIATION, GRAMMAR, AND ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION.

EXCELLENT

The speaker has exceptional articulation, pronunciation, and grammar.

[That is, the speaker exhibits exceptional fluency, properly formed sounds which enhance the message, and no pronunciation or grammatical errors.]

SATISFACTORY

The speaker has acceptable articulation, with few pronunciation or grammatical errors.

[That is, most sounds are properly formed, there are only minor vocalized disfluencies, and a few (1-2) minor errors in pronunciation and grammar.]

UNSATISFACTORY

The speaker fails to use acceptable articulation, pronunciation, and grammar.

[That is, nonfluencies and disfluencies interfere with the message, and frequent errors in pronunciation and grammar make it difficult for the audience to understand the message.]

Competency Eight

USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE.

EXCELLENT

The speaker demonstrates exceptional posture, gestures, bodily movement, facial expressions, eye contact, and use of dress.

[That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress consistently support the verbal message and thereby enhance the speaker's credibility throughout the audience.]

SATISFACTORY

The speaker demonstrates acceptable posture, gestures, facial expressions, eye contact, and use of dress.

[That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress generally support the message, with minor inconsistencies that neither significantly distract from the speaker's credibility with the audience nor interfere with the message.]

UNSATISFACTORY

The speaker fails to use acceptable posture, gestures, facial expressions, eye contact, and dress.

[That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress are incongruent with the verbal intent and detract from the speaker's credibility with the audience as well as distracting the audience from the speaker's message.]

The Competent Speaker Speech Evaluation Form

Source: Morreale, S., Moore, M., Surges-Tatum, D, & Webster, L. (2007) *The competent speaker speech evaluation form* (2nd ed.). National Communication Association.

Appendix 3

Reliability, Validity and Bias Testing Report: The Competent Speaker Evaluation Form

APPENDIX C

RELIABILITY, VALIDITY, AND BIAS TESTING

Traditional Analysis

The following section describes the testing processes from the original study using traditional statistical analyses to determine the reliability and validity of **The Competent Speaker Evaluation Form**. Further investigation for this second edition then is reported in the Rasch Analysis section that follows.

Development of a Testing Videotape

In order to test the reliability and validity of **The Competent Speaker Evaluation Form** and criteria, a videotape was developed with student speeches in an actual classroom environment at a Midwestern University. The student speeches were informative presentations lasting approximately five minutes in duration. A group of six Graduate Teaching Assistants (GTAs) selected approximately 40 videotaped classroom speeches from the previous semester's presentations. Utilizing the form and criteria, the GTAs rated these speeches as either unsatisfactory, satisfactory, or excellent. From this initial pool of 40, the public speaking course director and one of the GTAs selected 12 student speeches, four at each level of competency. These 12 speeches were transferred to one master tape for training and rating purposes. The student sample represented on the rating video was mixed by gender (five females and seven males) and by ethnicity (nine Whites, one Black, one Hispanic, and one Filipino). The 12 speeches then were randomly ordered 12 different times, utilizing a table of random numbers, and placed on tapes that were sent to 12 speech communication professionals at 12 different universities. Additionally, one speech exemplary of each level of competency was selected as an anchor by which raters could become familiar with performance at each level of competency before rating the sample of 12 speeches. The three anchor speeches were placed at the beginning of the master tape and were identified as to the level of competency each represented.

Raters

The 12 raters were speech communication professionals teaching at colleges and universities in the U.S. Nine of the raters held a Ph.D. or equivalent, while three of the raters held master's degrees. The raters' experience in teaching ranged from 4 years to 25 years as estimated by the date of receipt of the raters' terminal degrees. Raters were eight females and four males, eleven of which were Anglo and one Hispanic.

Raters received a packet containing instructions for self-training on the use of the speech evaluation form and criteria and the tape with the 12 student presentations. Specifically, the raters were instructed to: (a) review the standards and criteria for the competencies before viewing any speeches; (b) view the three exemplary speeches while simultaneously reviewing the standards and criteria; and (c) view each of the 12 speeches without making any formal evaluation, review the standards and criteria as they pertained to that speech, and finally, view the speech one more time and enter the evaluation on the rating form.

Overall inter-rater reliability for the students' total score on the instrument was high for the 12 raters with Ebel's (1951) coefficient reading .92. Inter-rater reliability was also examined for each of the eight competencies. The 12 raters achieved a high degree of reliability on the eight competencies with Ebel's coefficient ranging from .90 to .94.

In addition to using 12 speech communication professionals to test reliability, other reliability testing was conducted utilizing 10 GTAs as raters. The raters were from two Midwestern universities. Half of the GTAs had utilized the speech evaluation form for one semester and the other half were given a brief training in the instrument's use. An inter-rater reliability test for the GTAs generated a Cronbach coefficient of .76.

In addition to the GTAs, inter-rater reliability testing was conducted with a small pool of community college speech instructors (N=3). They received a brief training with the instrument before evaluating the 12 videotaped speeches. This inter-rater reliability test generated a Cronbach coefficient of .84.

Validity

In addition to reliability testing of **The Competent Speaker** form, the instrument and its criteria currently meet content or face validity. That validity can be argued based on the extensive literature review conducted during the process of development of the instrument by the 11 member subcommittee of the NCA Committee on Assessment and Testing (see Appendices A and B of this manual).

Also regarding the validity of the instrument, two studies testing for convergent validity have been conducted. First, a correlation of scores on the public speaking portion of the Personal Report of Communication Apprehension (McCroskey, 1970) and scores derived using **The Competent Speaker** form in an introductory speech class indicated inverse directional convergent validity. That is, as speech scores using **The Competent Speaker** form increased, scores on the public speaking items of the PRCA decreased. Second, a correlation of scores on the seven public speaking items of the Communication Competency Assessment Instrument (Rubin, 1982), derived from entrance and exit interviews with students in an introductory speech class, were correlated with **The Competent Speaker** scores from the same class. Positive directional convergent validity for the two instruments was indicated: scores on speeches, rated using **The Competent Speaker** and scores on the public speaking items of the CCAI both increased.

Cultural Diversity

In addition to **The Competent Speaker Evaluation Form** and criteria undergoing reliability and validity scrutiny, several other tests evaluated the form in regard to ethnic and gender bias. One study compared the 12 speech communication professionals' ratings of 12 speeches to the ratings of the same speeches by a sample of 28 minority students using the speech evaluation form. An inter-rater reliability test of the minority students as a group generated a Cronbach's alpha coefficient of .76. When combined with the 12 speech communication professionals, the coefficient remained .76. In another two-pronged diversity study, actual speech evaluations in the classroom (N=260) were examined both by ethnicity and by gender. In an analysis of variance, no significant difference was found in the ratings of speeches of White (m=86.46), Black (m=82.92), Hispanic (m=85.25), or Asian (82.33) students (F=.16). Additionally, there was no significant difference in speech scores of female (m=86.47) or male (m=85.70) students using the speech evaluation form (F=.41).

Normative Data

Although normative data are provided for training purposes with the videotaped anchor speeches, **The Competent Speaker Evaluation Form** and standards are criterion referenced. The competencies and criteria were developed based upon the literature investigated.

Conclusions of Traditional Analysis

Initial and subsequent testing of **The Competent Speaker Evaluation Form** indicates that the instrument is psychometrically sound in terms of reliability and validity.

As described in the following section, larger and more diverse pools of raters and greater diversity of student populations are evaluated for this edition of **The Competent Speaker Evaluation Form**. These studies are found to be confirmatory of the original results.

Rasch Analysis

After researchers develop an instrument expected to measure a phenomenon, they test it in the field. Data analysis of the collected sample(s) determines whether or not the instrument is deemed a valid mode of measurement.

In 1953 Georg Rasch, a Danish mathematician, developed a unique model for item analysis. This method produces results that are distinctly different from traditional statistical analysis. A statistical analysis describes a one-time event. The elements of the event are inextricably bound together into one observation. Those elements are, in this case, the items on the evaluation form, the raters using it, and the speeches they are judging.

The results of a traditional statistical analysis are not generalizable or comparable across samples or time. However, the unique feature of the Rasch model is that it allows the researcher to separate the elements under investiga-

Source: Morreale, S., Moore, M., Surges-Tatum, D., & Webster, L. (2007) *The competent speaker speech evaluation form* (2nd ed.). National Communication Association. pp. 26-27.

Appendix 4

Appreciative Inquiry Session Guide

I. PRE-SESSION

Part 1. Topic Statement Exercise

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

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

Part 2. Strength-building Exercise

Follow these instructions:

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

II. SESSION PROPER

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

A. Discover

Student Task

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

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

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

B. Dream

Student Task 1:

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

Student Task 2: "A Journey to the Future"

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

Teacher's Task: Facilitate the peer/group discussion

C. Design

Student Task

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

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

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

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

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

III. Destiny

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

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

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

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

Appendix 5

Observation Guide for Oral Communication Skills Assessment Test

I. Verbal cues to look out for:

- A. Content: Was the speaker able to introduce, explain and reiterate the important details of the text immediately or did he/she ramble and beat around the bush? Was the speaker confident about the organizational pattern of his demo?
- B. Language: Did the speaker look comfortable with the language used? Was the grammar flawless? Did he/she hesitate at one or several points in terms of grammar, pronunciation and articulation?
- C. Technique: Was the introduction creatively and confidently presented? Was the speaker able to catch the audience's attention in good way? Was the speaker able to put emphasis on the most essential parts?
- D. Delivery: Did the speaker hesitate and buckle at some point in the introduction? Was the nervousness apparent? Was there vocal variety in pitch, tone, intensity and rate, or was the speaker monotonous?

II. Non-verbal cues to look out for:

- A. Posture: How was the speaker's stance? Did he/she look smart and prepared or slacking and unconfident at first glance?
- B. Eye contact: Was the speaker looking at the camera directly as though looking at the audience more often than not?
- C. Sharpness/firmness: Were the hand gestures consistently snappy and sure or awkward?
- D. Movements: Were there distracting mannerisms shown throughout the demo? Was the speaker pacing, dancing, excessive moving at some point?
- E. Facial expression: Were the facial expressions appropriate for the kind of delivery performed? Were they appropriate for the material/topic? Was there a variety of expressions that made the demo interesting?

III. Over-all style and confidence: Did the speaker look confident in the demo? How much of the time was he/she confident? below 50%, 50-60%, 70-90% or 100% of the time? What was his/her unique style?

Appendix 6

Interview Questions for Post-Intervention Phase

1. What was it like to open up in front of your peers?
2. How did you feel when you were asked to talk about your strengths and not your problems? Did anything hold you back; if yes, what were those things?
3. What approach were you used to dealing with when you need to address a room for improvement? How was it different from the AI approach?
4. What lesson/s did you get from AI?
5. Do you think AI is an effective approach to be used in education? Would you use it when you become a teacher yourself? Why or why not?
6. In what other ways would you use the AI approach?
7. Do you think AI is a viable/plausible approach or is a theory too good to be true?
8. What did you find negative/wrong about AI?
9. Overall, did AI help you improve your oral comm skills? How so?

Additional probing questions:

1. What did you appreciate about the workshop series? What were its best aspects for you?
2. What would the workshop series have been like in an ideal world where it would be done face to face and not virtually?
3. What practical changes could we make to the workshop to make it better?
4. How have you been using the Appreciative Inquiry methods you learned on the workshop? What are you doing differently now?
5. Would you recommend the workshop series to others? Why or why not?
6. If you were to write a short testimonial about the Appreciative Inquiry Workshop Series? What would you say?

Appendix 7

Sample Action Plan Output from Student Participants

Desired result	Action needed	Resource
-improvement in my grammar & vocab. skills	-read & watch vids	-Youtube, e-book
source	Responsibility	Time started End
- phone, internet	-I will be the one responsible in doing this desired goals.	Jan. 24 - Oct (last week)
Capacity Skills needed	Values	
-comprehension skills & interpersonal skills	- Commitment - consistency - perseverance	

Desired Result	Action needed	Resource needed	source of resources	Time started to complete it	Capacity / Skill needed
To be good in grammar and to build my confidence.	I am going to read books, download an grammar app, try to speak in front of my family or in the mirror.	grammar books,	library, online, computer	start right now or after dedicated module.	Determined

Action Plan			
Desired Result	Action Needed	Resources needed	source of resources
Spelling wizard	read books speak words repeatedly Play apps that connect and joining different ...	books internet phone	house library
Responsibility	Time started and completed	Capacity / Skill needed	
I am responsible for completing		memorization	

Appendix 8

Actual Scored Rubric Sample from the Pre-Intervention Assessment

IV. The NCA Competent Speaker Speech Evaluation Form

Course: BSED Semester: 2nd Date: _____ Project: _____
 Speaker(s): Student C

PRESENTATIONAL COMPETENCIES	RATINGS		
	Unsatisfactory	Satisfactory	Excellent
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION			✓
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION		✓	
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION	✓		
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE		✓	
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION		✓	
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION		✓	
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION		✓	
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE		✓	

General Comments: _____
 Summative Scores of Eight Competencies: 6 unsat 2 sat

- good intro
- sound confident and backed n
- content
- purpose words clear

10 The Competent Speaker Speech Evaluation Form

IV. The NCA Competent Speaker Speech Evaluation Form

Course: BSED Semester: 2nd Date: _____ Project: _____
 Speaker(s): Student B

PRESENTATIONAL COMPETENCIES	RATINGS		
	Unsatisfactory	Satisfactory	Excellent
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION		✓	
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION		✓	
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION		✓	
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE	✓		
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION		✓	
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION		✓	
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION		✓	
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE		✓	

General Comments: _____
 Summative Scores of Eight Competencies: 6 unsat 2 sat

- too stiff and monotonous
- evidently unprepared
- voice is too soft &
words are unclear

10 The Competent Speaker Speech Evaluation Form