

CHAPTER ONE

INTRODUCTION

The study entitled ‘Appreciative Inquiry in Teaching’ at Secondary Level ELT Classroom. The study looks a bit different than the other related studies in the field of ELT. The study is different in the sense that Appreciative Inquiry is based on strength-based approach than the problem based. We find many research works that are related to what the problems are in ELT classrooms, what difficulties the teachers or students face, etc. But we rarely find research studies of this type which try to find out what types of classroom activities are working towards enhancing learning. This study focuses on this part of learning facilitation.

1.1 General Background

English is a foreign language for us. The history of teaching English language as an academic course is short. Though this is not our native language, the demand of the English language is very high in the present time. No matter what your academic level is but if you are good at English, it is easier for you to survive in the world. So, it has become an inseparable part of present day world. It is because English is a principal language in the world. Some prefer to name it as passport language because it makes us possible to travel in the world. It is working as a bridging language when people of two different languages meet.

The importance of English language in the present world is not enough if we talk in some paragraphs. The use of English in academics, media, administration, international communication, IT, law, medicine, International

relations, etc. has become indispensable. There is not any field where English is not used.

There are many approaches in teaching English language. The focus of the approaches varies. And, now the new approach, Appreciative Inquiry is emerging as a new element in this field.

1.1.1 Appreciative Inquiry

Appreciative inquiry is a macro-organizational approach to organizational development developed by David Cooperrider and Suresh Srivastva (1987) at Case Western Reserve University's Department of Organizational Behavior. AI focuses on the generative potential of positive images, which Cooperrider (1990) called "anticipatory realities" (p. 96). He argued that positive images (ideals and vision) have a "heliotropic effect"; that is, they energize and orient human behavior toward the realization of the ideal. Similar to a plant that grows in the direction of the light source, an organization strives to grow toward the positive image held by its members, steadily transformed from what it is into what it can be. A clear common image of the ideal organization provides substantial energy and direction for focused and sustained creative action.

What is the source of positive image? Cooperrider (1990) suggested that this image should be drawn from both people's accumulated experiences of the best of what is (i.e., their peak experiences and moments of heightened energy, success, and pride) and from an understanding of the life-giving forces, success factors, people, processes, and arrangements that helped. These experiences contain the threads with which organizational members can weave a common dream—the positive image of what can be.

When we want to find the meaning of the words used, we get the following:

Appreciate (v.)

1. Valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems

2. To increase in value, e.g. the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

Inquire (v.)

1. The act of exploration and discovery

2. To ask questions; to be open to seeing new potentials and possibilities.

Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

Appreciative Inquiry is about the co-evolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential.

It centrally involves the mobilization of inquiry through the crafting of the “unconditional positive question” often-involving hundreds or sometimes thousands of people. In AI the arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, and design. AI seeks,

fundamentally, to build a constructive union between a whole people and the massive entirety of what people talk about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into the deeper corporate spirit or soul-- and visions of valued and possible futures. Taking all of these together as a gestalt, AI deliberately, in everything it does, seeks to work from accounts of this “positive change core”—and it assumes that every living system has many untapped and rich and inspiring accounts of the positive. Link the energy of this core directly to any change agenda and changes never thought possible are suddenly and democratically mobilized.

The positive core of organization alive, we submit, is one of the greatest and largely unrecognized resources in field of change management today. As said earlier, we are clearly in our infancy when it comes to tools for working with it, talking about it, and designing our systems in synergistic alignment with it. But one thing is evident and clear as we reflect on the most important things we have learned with AI: human systems grow in the direction of what they persistently ask questions about and this propensity is strongest and most sustainable when the means and ends of inquiry are positively correlated. The single most prolific thing a group can do if its aims are to liberate the human spirit and consciously construct a better future is to make the positive change core the common and explicit property of all. (Cooperrider and Whitney (2005))

AI is the inquiry for the best in order to find and create more other bests. In other words, AI approach continuously move beyond the inquiry for the best, to find and create other best things, hopes, possibilities, love, respect, peace, freedom and participation. This approach believes that if we look for success, we will find and create more successes. On the contrary, if we look for problems, we will find and create more problems. It has a wider scope of

evaluation and fostering human potentials, their attitude, behavior, skills, cooperation, respect and discipline for building their own capacities, organization and the society for achieving developmental goals. AI brings a systematic and relational change in human system. (Chapaign, 2004)

AI is based on the assumption that something “good” already exists in every organization, which can be discovered, used and most importantly exploited. This means that organizations should shift their focus to their strengths in order to get more of what works best, rather than eliminating what does not work (Faure, 2006; Ncube & Wasburn, 2008). The resource-based-view (RBV) from the strategic management field presents a similar thought and motivates an organization to exploit its own valuable, rare and costly to imitate resources rather than imitating resources of a competitor. Why should an organization shift its primary focus and resources to something where it can be only average or as good as its competitors? There is little reason to do so. Consequently, the RBV argues that a focus on exploiting an organization’s unique strengths and capabilities raises its chances to gain competitive advantages (Barney, 2002). As management guru Peter Drucker once stated, “The task of leadership is to create an alignment of strengths in ways that make the system’s weaknesses irrelevant” (Peter Drucker cited in Salopek, 2006, p. 18).

Such initiatives represent a shift away from the problem-solving approach to the positive thinking approach. The following figure illustrates the difference between these two approaches.

Figure No. 1

Comparison of the Problem Solving and Appreciative Inquiry

Problem Solving

Appreciative Inquiry

“Felt Need” Identification of Problem

Appreciating and Valuing
The Best of “What Is”

Appreciating and Valuing

Envisioning “What Might Be”

Analysis of Causes

Analysis of Possible Solutions

Dialoguing “What Should Be”

Action Planning (Treatment)

Innovating “What Will Be”

Basic Assumption:

**An Organization is a Problem
to be Solved**

Basic Assumption:

**An Organization is a Mystery
to be Embraced**

Source: Adapted from Cooperrider et al. (2008, p. 16)

1.1.2 Core Principles of Appreciative Inquiry

According to the AI practitioner and author Mohrand Watkins (2000), the core principles of Appreciative Inquiry are as follows:

1.1.2.1 The Constructionist Principle

Simply stated— human knowledge and organizational destiny are interwoven. To be effective as executives, leaders, change agents, etc., we must be adept in the art of understanding, reading, and analyzing organizations as living, human constructions. Knowing (organizations) stands at the center of any and virtually every attempt at change. Thus, the way we know is fateful.

1.1.2.2 The Principle of Simultaneity

Here it is recognized that inquiry and change are not truly separate moments, but are simultaneous. Inquiry is intervention. The seeds of change—that is, the things people think and talk about, the things people discover and learn, and the things that inform dialogue and inspire images of the future—are implicit in the very first questions we ask. The questions we ask set the stage for what we “find”, and what we “discover” (the data) becomes the linguistic material, the stories, out of which the future is conceived, conversed about, and constructed.

1.1.2.3 The Poetic Principle

A metaphor here is that human organizations are a lot more like an open book than, say, a machine. An organization’s story is constantly being co-authored. Moreover, pasts, presents, or futures are endless sources of learning, inspiration, or interpretation—precisely like, for example, the endless interpretive possibilities in a good piece of poetry or a biblical text. The important implication is that we can study virtually any topic related to human

experience in any human system or organization. We can inquire into the nature of alienation or joy, enthusiasm or low morale, efficiency or excess, in any human organization. There is not a single topic related to organization life that we could not study in any organization.

1.1.2.4 The Anticipatory Principle

The infinite human resource we have for generating constructive organizational change is our collective imagination and discourse about the future. One of the basic theorems of the anticipatory view of organizational life is that it is the image of the future, which in fact guides what might be called the current behavior of any organism or organization. Much like a movie projector on a screen, human systems are forever projecting ahead of themselves a horizon of expectation (in their talk in the hallways, in the metaphors and language they use) that brings the future powerfully into the present as a mobilizing agent. To inquire in ways that serves to refashion anticipatory reality—especially the artful creation of positive imagery on a collective basis--may be the most prolific thing any inquiry can do.

1.1.2.5 The Positive Principle

This last principle is not so abstract. It grows out of years of experience with appreciative inquiry. Put most simply, it has been our experience that building and sustaining momentum for change requires large amounts of positive affect and social bonding—things like hope, excitement, inspiration, caring, camaraderie, sense of urgent purpose, and sheer joy in creating something meaningful together. What we have found is that the more positive the question we ask in our work the more long lasting and successful the change effort. It does not help, we have found, to begin our inquiries from the standpoint of the world as a problem to be solved. We are more effective the longer we can retain the spirit of inquiry of the everlasting beginner. The major

thing we do that makes the difference is to craft and seed, in better and more catalytic ways, the unconditional positive question.

1.1.3 The basic foundation of Appreciative Inquiry

AI is grounded on three basic foundations. These are the theoretical and research foundations underlying in AI. The "soil" on which AI is based is as follows:

1.1.3.1 Social constructionism

Appreciative Inquiry is grounded in the theory of social constructionism. Watkins and Mohr (2001) write: "It answers the age old question: How do we know what we know? It calls all of our traditional answers into question". Ken Gergen, whose work on social constructionism has a major formative impact on AI, describes the idea of language as creator of reality: Social constructionist dialogues of cutting edge significance within the social sciences and humanities-concern the processes by which humans generate meaning together. Our focus is on how social groups create and sustain beliefs in the real, the rational, and the good. We recognize that as people create meaning together, so do they sow the seeds of action. Meaning and action are entwined. As we generate meaning together we create the future.

Envisioned future is created through meaning which is made in collaboration. AI is a postmodern theory. Post-modernism rejects the idea of an underlying structure and of an underlying truth rather it embraces the idea of multiple and contextually determined realities. Social constructionism is a formative theory of the post-modern era. Vivian Burr (1995) writes: There is no single description which would be adequate for all the different kinds of writers whom I shall refer to as social constructionist. This is because, although different writers may share some characteristics with others, there is not rally

anything that they all have in common. What links them all together is a kin or family resemblance. There is no one feature which could be said to identify a social constructionist position. Burr advocates that everyone is different from other with his/her unique characteristics. Resemblance is possible among many but not the exact the sameness in all.

Social constructionists argue that our world is shaped by the many dialogues and discourses that we have with one another-conversations in which we both selectively make sense of our past and present experience and history and create shared images of what we anticipate in the future. AI takes this one step further into an intervention process based on the power of dialogue generated by inquiry itself, that is, the power of the questions we ask.

At the crux of AI is the choice we make by the first questions we ask. AI acts on the theory that the very act of inquiry shifts the system in the direction of the inquiry by evoking anticipatory images created in the dialogue, positive inquiry leading to positive images. Cooperrider and Whitney write: "From a constructionist perspective, words do not mirror the world out there; they coordinate our actions. Professional languages function like tools"

1.1.3.2. The "new" science (quantum physics, chaos theory, complexity theory, and self-organizing systems)

The common denominator of the new science is the search for a theory of wholeness. The language of new sciences has a major impact on how we think about human systems. The new science embraces the magnificent complexity of our world while assuring us that built into the very fabric of the universe are processes and potentials enough to help us and all of our organizations move toward our highest and most desired visions (ibid 2001:7). Wheatley writes: In new science, the underlying currents are a movement toward holism, toward understanding the system as a system and giving primary value to the

relationships that exist among seemingly discrete parts. ... When we view systems from this perspective we enter an entirely new landscape of connections, of phenomena that cannot be reduced to simple cause and effect, and of the constant flux of dynamic processes (Quoted in Watkins and Mohr). New science mainly focuses on wholeness. It gives importance in "unit" but lies on the "whole" for the complete understanding.

There are four components compiled in this new science. They are: Quantum physics, chaos theory, self-organizing systems, and complexity theory. Quantum physics describes the new properties that come from the combination or relationships of simple things. Quantum theory suggests that there is a wave/particle duality (a wavicle) and that these basic building blocks of the universe have the potential to behave as a wave or as a particle, depending on their surroundings. It describes the phenomena of the new properties that come from the combination or relationships of simple things. Possibility is the key. In quantum reality, all things move in harmony as some part of a larger, invisible whole. We might describe this as a quantum shift! From understanding the world as parts, each alone in space and time linked only through force, quantum physics presents us with a universe in which every part is linked to every other part. (Watkins and Mohr: 2001)

This view of the way the world works challenges any assumption about being able to isolate one thing from another, and it goes further to suggest that the observer cannot be separated from that which is observed. It challenges us to reexamine our assumptions about how organizations and society function as well.

Chaos theory presents another challenge to Newton's clockwork universe with its predictable tides and planetary motion. In chaos theory, very simple patterns become complex and unpredictable, as demonstrated by fractals, weather

pattern, and the stock market. No level of accuracy is exact enough for long-term predictions. Such an idea rocks the very foundation of such organizational sacred cows as long-range planning, which in its most linear application requires a belief in a reasonable amount of predictability in the future.

Self-organizing systems behave in the reverse way. A complex and unpredictable situation develops into a larger, more ordered pattern like a whirlpool or a living organism. Although most organizations have, no doubt, experienced the sudden clarity that can come out of seeming chaotic situations, few have learned to embrace chaos, often short-circuiting times and situations that hold the potential for high levels of innovation and creativity.

Complexity theory is most often described as „order at the edge of chaos.“ It is also the study of complex systems that cannot be reduced to simple parts. Along with quantum and chaos theory, complexity theory focuses on the emergent whole that cannot be reduced to the sum of its parts. It involves unpredictability, nonlinear and discontinuous change-the phenomena that lead to surprising new forms (Marshall and Zohar, 1998, quoted in Ibid 2001:7).

1.1.3.3. The power of image

Appreciative inquiry is the art of helping systems create images of their most desired future. AI is focused on the generative and creative images that can be held up, valued, and used as a basis for moving toward the future. AI assumes a link between a positive image and positive action. In the field of medicine, there is increasing evidence of the power of the mind to contribute to the healing of the body. The images we hold influence the actions we take. Different AI experts and scholars describe the power of image in the following way:

1.1.3.3.1. The placebo effect: The power of our own images of ourselves

Based on studies started in the 1950s, 1/3 to 2/3 of all patients show marked physiological and emotional improvement in symptoms simply by believing that they are being given effective treatment. Further enhanced if the doctor prescribing treatment also believes he or she is helping. Many books and studies exist today on the mind's power to heal. Role of attitude all contribute to healing.

1.1.3.3.2. The Pygmalion Studies: The impact of another's image of us

Teachers were told that some students were not very intelligent, did poorly, and were not well behaved – while others were bright, promising, hard working and successful. While the teachers thought these descriptions were true, the students were actually randomly chosen. Within a very short time, almost without exception, those labeled poor students performed poorly, and those labeled as high potential excelled. Teachers responded to students according to what they expected from the students. Long-term follow up said the image followed students far into the future. The image the teacher held was a stronger predictor of future performance than IQ, home environment or past performance.

These studies were found to be so damaging that the scientists stopped them. Expectations that we have of communities, each other, employees, colleagues, etc. can have a similar profound effect.

1.1.3.3.3. Positive effect and learned helpfulness: It says that while still in the formative stages, early results suggest that positive imagery evokes positive emotions and positive emotions move people toward a choice for positive actions.

1.1.3.3.4. The inner dialogue: The AI dialogue creates guiding images of the future from the collective whole of the group. It exists in a very observable, energizing and tangible way in the living dialogue that flows through every living system, expressing itself anew at every moment.

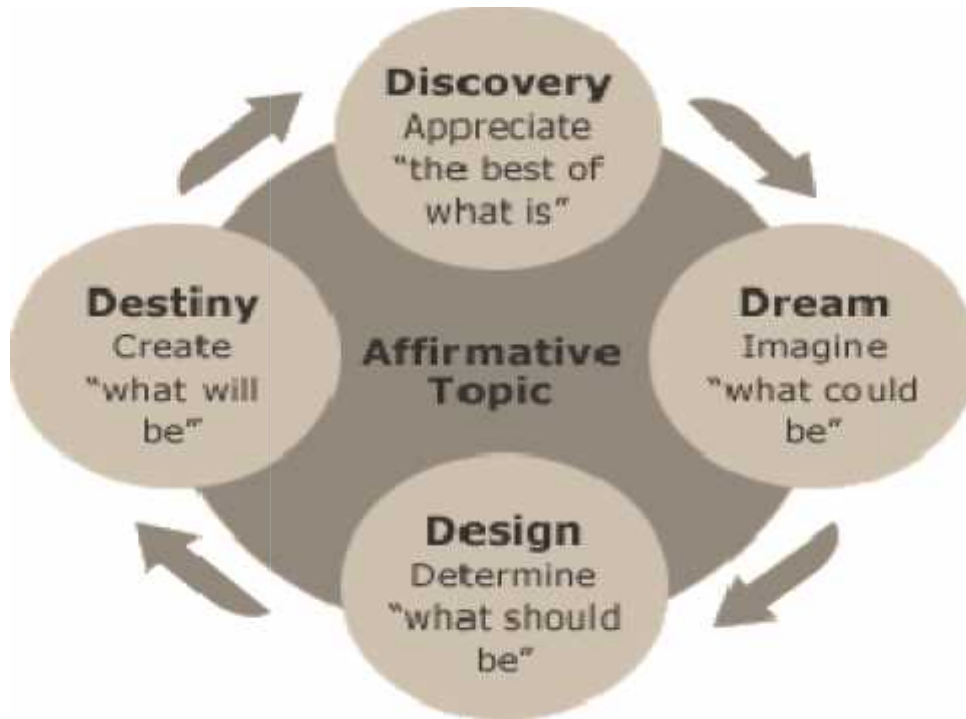
Evidence suggests, especially in sports, that we can learn how to create positive images for ourselves that will impact our performance, health, sense of well being, even relationships with others. Examples from sports indicate that “I’m going to make that basket” rather than, “Don’t miss the basket” or “I’m going to hit the golf ball straight down the middle of the fairway,” rather than, “Don’t hit the ball into the woods!” Causes the whole body to respond to what the mind imagines is possible. Paradoxically most of us believe that elimination of failures and negative self-monitoring (“No, not the woods) will improve performance, when exactly the opposite appears to be true. – For similar reasons, many trainers are reluctant to use “negative” examples – what one shouldn’t do – when training trainers.

1.1.3.3.5. Positive image: The underlying images have enormous influence on its fate. As long as an individual's image is positive and flourishing, the dynamic culture is growing toward the positive images of the future. When there is a vision or a bright image of the future, the people flourish. s

1.1.4 The 4-D Cycle

The "4-D" cycle is none other than a practical change process and a tool that allows the user to follow a well-coordinated series of steps to help identify positive core and initiate the concrete operational steps to achieve goals. The "4-Ds" are: discovery, dream, design and destiny.

Figure 2. The 4 D-Cycle



1.1.4.1 Discovery

Discovery is the first step of AI change process. This is the phase in which people or organization or society engage into discovering and valuing those positive factors that give life to the organization or society or people. Looking into the past success and present strength, one digs out the life-giving forces. As a part of the “discovery” process, individuals engage in dialogue and meaning-making. This is simply the open sharing of discoveries and possibilities. Through dialogue, a consensus begins to emerge whereby individuals say, “Yes, this is an ideal vision we value and should aspire to.” Discovery is just like to have a flight into the sky looking upon the ground, i.e. the strength that giving life.

1.1.4.2 Dream

The "dream" phase involves challenging the status quo by envisioning a preferred future and describing that future in a "macro" provocative proposition. When the best of what is has been identified, the mind naturally begins to search further and to envision new possibilities. Valuing the best of what it leads to envisioning what might be. Envisioning involves passionate thinking, creating a positive image of a desired and preferred future. On the ground of "What we have" stands the "Dream". This is the dream seen in the day for better future, better life and what we call "success." It is just like to stand on the ground and to see the stars in the sky.

1.1.4.3 Design

The "Design" phase includes the creation of the social architecture of the organization to achieve the "Dream". This design is more than a vision. It is a provocative and inspiring statement of intention that is grounded in the realities of what has worked in the past. It enhances the organization by leveraging its own past successes and successes that have been experienced elsewhere with a "strategic intent". The process of "Design" is just like to make a ladder to climb up to the stars that are seen standing on the ground. Whatever is envisioned, it is to achieve, and certain strategies have to be made to achieve the vision. That's what the "Design" is.

1.1.4.4 Destiny/ Delivery

The final phase creates ways to deliver on the new images of the future – both the overall visions of the dream phase and the more specific provocative propositions of the design phase. It is a time of continuous learning, adjustment, and improvisation. The momentum and potential for innovation is extremely high by this stage of inquiry. Because of the share positive images,

everyone is included in co-creating the future. This phase, simply, is the phase of action plan. Under the strategies taken to achieve the envisioned future on the basis of positive strength, certain activities have to be accomplished. And, this is the part of "Destiny." These are the activities that actually take to the destination. This phase is just like to add the steps in the ladder, stepping on which one climbs up to the envisioned future.

1.1.5 Appreciative Pedagogy: Appreciative Inquiry in Classroom

Appreciative pedagogy is a pedagogical adaptation of appreciative inquiry. Primarily, AP enacts in the learning endeavor AI's basic beliefs, values, and social inquiry process. These include the following: Bias for experiences of success. Similar to AI, appreciative pedagogy trusts in, celebrates, and deliberately seeks out students' experiences of success and moments of high energy and great pride. The practice of AP is guided by the belief that students come with a rich array of positive experiences in such varied areas as work, organizations, relationships, teams, or leadership.

1.1.5.1 Valuing success as the building block of positive vision

AP actively seeks to discover and celebrate students' experiences of success because of a basic belief that such experiences can be the compelling basis of positive visions of possibility. The experience of success grounds the ideal on what is subjectively real, fulfilling, and energizing rather than on the subjectively distant, often filtered narratives of "best practices" in some famous and often quite unfamiliar corporate realities.

1.1.5.2 Belief in the profound connection between positive vision and positive action

AP is grounded in the belief that there is a profound and necessary connection between positive image and positive action. AP thus sees as a primary task the generation of positive images as a requisite for energizing positive action. The AP practitioner is aware that mistakes or problems often demand attention because they can be sources of frustration, pain, or loss. However, AP argues that positive vision is what best energizes and guides positive action, one that is generative and creative rather than avoidance oriented.

1.1.5.3 Valuing social (face-to-face) inquiry

AP sees the classroom as an opportunity for students to give vent to their curiosity and discover the successes of their classmates. Appreciative pedagogy achieves this through a number of critical steps. First, AP requires deliberate inquiry into and sharing of students' experiences of success and moments of great energy and pride. As in AI, inquiry is elevated to a social experience through face-to-face interviewing and conversation.

AP as an adaptation of AI is not merely copying, however. The classroom reality differs in several important ways from a large organization. The ongoing organization is tied to an environment in short- and long-term ways. Common vision and collective action are critical to organizational survival. The classroom is temporary and is relatively closed to its environment. Although the appreciative inquiry process positively affects the learning culture of the classroom, the primary focus of the teachers' and students' effort remains more short-term and limited to self and, perhaps, to the small group. This does, fortunately, allow shorter time frames. AP can happen in 20-minute segments, 3-hour activities, or entire courses. Also, because all are present, AP is able to involve everyone in the process of generating and working the data.

1.2 Review of Related Literature

Appreciative Inquiry is a theoretical research perspective that values and recognizes the best in people, their world, or their organization. It seeks to affirm and build on strengths and past successes to discover what gives life to an organization or its positive core. The positive core is every strength, achievement, and high point experience of an organization (Cooperrider, Sorensen, Whitney, & Yaeger, 2000; Cooperrider & Whitney, 2005). AI highlights the members' experiences in an organization, generating a positive core that exemplifies the collaborative interaction to create vision and a design for the future. AI has transformational potential to initiate change grounded in dialogue and affirmation (Cooperrider & Srivastva, 1987). Conversations that are entrenched in positive dialogue and high point experiences create the potential to initiate transformational change.

AI increases the desire to create and discover new possibilities that can enrich our way of life and give it meaning. The potential for change suddenly emerges when stakeholders constructively discover the power of the positive core and let go of the negative issues (Cooperrider & Whitney, 1999).

We can find many literatures on the Topic-Appreciative Inquiry. But in the field of ELT we hardly get such literature. So, I have reviewed some of the basic literatures of theoretical framework, Appreciative Teaching (Appreciative Pedagogy) and others. So far as I have known this is the first research of this kind which is going to be conducted in the field of ELT.

Glasgow (2008) conducted a research on the topic AN APPRECIATIVE INQUIRY CASE STUDY: RECOGNIZING THE POSITIVE CORE OF TEACHERS IN A LOWSES ELEMENTARY SCHOOL THAT MET

STANDARD OF EXCELLENCE, a Ph.D. dissertation, in Wichita State University. The main objective of his research was to discover the successful teaching practices of teachers in a Standard of Excellence elementary school. The design of this study was a qualitative case study conducted through an appreciative inquiry theoretical perspective and capacity building theory. An appreciative inquiry theoretical perspective is an inquiry process that seeks to affirm and build on strengths and past successes of the participants to discover what gives life to their organization or its positive core. Capacity building theory encourages the conditions and opportunities for shared learning and collaboration.

Crystal (2007) conducted a research on the topic USING APPRECIATIVE INQUIRY TO DESCRIBE AND CREATE TEACHER PEAK EXPERIENCES: A CASE STUDY OF ELEMENTARY SCHOOL TEACHERS in Wichita State University as a partial fulfillment of the requirements for the degree of Doctor of Education. The purpose of this study was to describe the peak experiences of teachers while teaching and the necessary ecological conditions for them to enter into a peak experience state. This study sought to describe the peak experiences of teachers through the teachers' personal reflections back on their peak experiences, and it sought to understand the conditions that allowed these teachers to enter into a peak experience state.

Yballe and O'Connor (August 2000) published an article on the title APPRECIATIVE PEDAGOGY: CONSTRUCTING POSITIVE MODELS FOR LEARNING in the JOURNAL OF MANAGEMENT EDUCATION. The article has introduced what is Appreciative Pedagogy, an application of Appreciative Inquiry in Pedagogy. Appreciative pedagogy facilitates the exploration and creation of positive realities in the classroom on a daily basis. As the semester unfolds, AP guides the professor to make conscious and

positively oriented decisions as to what material to use and what aspects of student experiences to tap and highlight. Several examples of applying an appreciative twist to standard assignments and in-class activities may help to illuminate this point.

Yballe and O'Connor (2004) published another article on the topic TOWARD A PEDAGOGY OF APPRECIATION. They started the article mentioning "The time is ripe for pedagogy of appreciation". The article chapter is a cross pollination of the positive philosophies and visions of educators such as Dewey, Freire, Kolb, and Handy with the vibrant and emerging organizational change ideas and processes of Appreciative Inquiry. This pedagogical stance is values driven and embraces the relevance of personal experience. There is a distinct bias towards success and positive change through supportive relationships and dialogue in the creation of knowledge. This chapter details step-by-step classroom applications that follow the 4-D model (Discover, Dream, Design and Destiny) and extend the experiential learning cycle. For the student, these applications have led to more energized and sustained interactions, an increase in positive attitudes towards other students and the professor, more relevant and personally meaningful concepts, and a fuller and more hopeful view of the future. For the teacher, a deeper engagement with the students and their stories leads to a stronger connection with the values, concepts and models of the course. The chapter concludes by identifying some challenges in applying and extending an appreciative approach to educational systems as a whole.

Hannah, the principal of Landers Elementary School and Morongo Valley Elementary conducted a research on the topic Appreciative Inquiry Practicum Project: Motivating Teachers to Create Positive Change within Learning Environments – A Strengths Based Approach. He had organized interview sessions and asked the participants to share their successful events and success

story. At the same time, he wanted them to dream for the most successful time that they wanted to see in the schools.

Nightingale (2006) carried out a research as the master's degree thesis on the topic "Imagining Student Success" at Brock University St. Catharines, Ontario, Canada. From the research, the researcher came to the conclusion without fear and doubts that by using a process of Appreciative Inquiry, allows all stakeholders—students, parents, teachers, and administrators—to bring their stories forward to form the collective culture and agenda for a new curriculum. Individuals have the opportunity to construct their knowledge from their place of knowing and this then becomes the foundation for their transformation into a higher level of learning and living. When students, parents, and teachers are asked to tell stories about their most rewarding or successful experiences in school, what they value about those experiences, and what their future wishes are for an even greater opportunity as part of the curriculum design, they are invited to participate in the unfolding of their own lives. The recurring themes that emerge from these stories identify the essential values that individuals use to implicitly or explicitly make and act upon decisions. For him this is the ultimate learning outcome that supports the value, "all children can learn."

Sr. Rebecca Magallanes published a research article in the AERA Research Journal (Vol.2, Issue: 1, 2011) on the topic Applying Appreciative Inquiry in the Classroom Discussion. In his article he mentioned that Classroom is one of the important venues for the students to know and learn. It is the place where teachers and students interact, study, discovers more new things, develop their potentialities and capabilities. With this premise we see the classroom is not just a place where teachers and students come and go but is actually the locus for self-development. That is why the classroom is organized so as to become the teacher's and student's second home thus making the classroom a favourable place for learning.

These are the main researches conducted in this field. I have not found any other research works related to my research area. For the field of English Language Teaching (ELT), this is the first thesis conducted. So, I conducted the research.

1.3 Objectives of the Study

The objectives of the study are as follows:

- i. To examine the extent to which the Appreciative Inquiry Approach is used in the ELT classrooms.
- ii. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This is the first research work of this type that has been carried in the field of ELT. So, this will be a guideline for many who wish for further study applying this approach.

As mentioned above, Appreciative Inquiry is based on strength-based approach than the problem-based approach which we are practicing for long. In this sense, this is a new way of looking at things and conducting research.

English is not a mother tongue of Nepalese. English is taught as a second language in Nepal. So far the way the teaching and learning activities has been taking place and the way of evaluating is mainly based on problem-solving approach. The teachers want to find out the problems that the students are facing and try to solve them. In case of students, they take them as the problems to be solved by teachers.

As the table below shows the differences between the problem solving approach and appreciative inquiry approach, there is power in appreciative inquiry. It tries to discover what the best is, what is possible, what might be and what should be. The 4-D cycle of AI is followed in this approach.

When we value our teaching and learning processes, we find many successful stories and practices. We have very good culture of appreciation. We need to discover all the ways of doing it and use it for learning. Sharing of positive experiences and success stories gives us energy and leads us to more success.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1. Sources of Data

Both the primary and secondary sources of data collection were used to meet the objectives of the study. The primary sources were used for collecting data, and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of data were the students studying in Secondary level (class 8 and 9) and the English teachers of that level of the following schools:

-)] SOS Hermann Gmeiner School, Sanothimi, Bhaktapur, Nepal
-)] Hindu Bidyapeeth, Balkumari, Lalitpur, Nepal
-)] Cosmic International Academy, Koteshwor, Kathmandu, Nepal
-)] KEBS Academy, Boudha, Kathmandu, Nepal
-)] Texas International H.S.School, Chabahil, Kathmandu, Nepal

The data from primary sources were collected by administering questionnaires and taking interviews.

2.1.2 Secondary Sources of Data

Different books on appreciative Inquiry, theses and researches on AI in Teaching; articles, journals, reports and information related on the topic were used as secondary sources of data. Among the various sources, the following sources were remarkable:

- J A Ph.D dissertation on An Appreciative Inquiry Case Study: recognizing the positive core of teaching in a Lowses Elementary School, Wichita State University, USA (2008) by Jaclynn L. Glasgow.
- J A Ph.D dissertation on Using Appreciative Inquiry to describe and create teacher peak experiences: A case study of Elementry School Teachers, Wichita State University, USA (2007) by Crystal D. Hummel.
- J An article on Towards a Pedagogy of Appreciation (2004) by leodones Yballe and Dennis O'Connor.
- J An Article on Creating Classrooms of Preference: An Exercise in Appreciative Inquiry, Journal of Management Education Vol 33, No. 6, 2009.
- J Delta College Appreciative Inquiry (Ai) in the Classroom: www.companyofexperts.net
- J Appreciative Inquiry Practicum Project Motivating Teachers to Create Positive Change Within Learning Environments – A Strengths Based Approach(2010): www.companyofexperts.net
- J What Gives Life to Schools? THE STORY New York City NTERMEDIATE SCHOOL (2003) by Julie Evans.
- J Applying Appreciative Inquiry in the Classroom Discussion by Sr. Rebecca M. Magallanes: AERA Research Journal Volume: 2 Issue: 1, 2011
- J A thesis on Imagining Student Success, Faculty of Education, Brock University St. Catharines, Ontario(2006) by Nancy Nightingale.

2.2 Sampling Procedure

This study involved Secondary Level students as the sampling population. It involved English language students and the teachers teaching at the same level. The sample size consisted of 65 students and 5 teachers from five different schools of Kathmandu, Bhaktapur and Lalitpur districts. The schools chosen were the private schools, school run by trust and supported by International non- governmental Organization-SOS. The selection was done through purposive non-random sampling procedure.

2.3 Tools for Data Collection

The research tools were questionnaires and interview. Two sets of questionnaire were used as research tools for eliciting the required information for the study. Both the close-ended and the open-ended questions were included in the questionnaires which are given in the appendix. The items of the questionnaires were directly related to the first two phases of AI approach- Discovery and Dream which were related to English Language teaching and learning in the secondary level classrooms. As the research was based on strength-based approach, the questionnaires try to seek the information as- what is possible, what is working, what gives lives, etc. The following table shows the tools used for data collection:

Table No. 1: Participants in the study

Tools	Students	Teachers
Questionnaire	65	-
Interview	30	5
Total	95	5

2.4 Process of Data Collection

The researcher collected the data by the questionnaires and taking interviews with the participants. The following steps were followed on the way of data collection:

) At first, I went to the selected schools, talked to the authority. After having rapport build up, I explained them the purpose and nature of the study to get their permission for the participation of the students and the teachers.

) After getting the permission, I talked to the students and teachers and then explained them the purpose of the research and the nature and request them to take part in responding the questionnaire. I assured them for their confidentiality of the information provided which is part of research ethics.

) Then, I distributed the questionnaires with paper for their consent and made them clear about the questions. And, I requested them to sign the consent letter after reading the matter.

) I interviewed some students on individual basis. The interview was mostly based on the questioned prepared in the student questionnaire.

) When I completed the interviews and other works with students, I interviewed the teachers using teacher questionnaire.

) Finally, I thanked them for their time and kind cooperation. Their contribution was highly appreciated.

2.5 Limitations of the Study

The proposed study was carried out within the following limitations:

) The study was carried out in the limitation of Secondary Level.

) The participants were from the five schools from three districts- Kathmandu, Bhaktapur and Lalitpur.

) Questionnaire and interview were the tools for data collection.

-) Only 65 students and 5 teachers were involved in the study.
-) It was limited to the appreciative aspects of teaching-learning process in the ELT classroom. The students were asked to share their successful times and the factors contributing.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of the Analysis, Interpretation and presentation of data that were collected from Primary sources. The researcher collected the data by the way of Questionnaire and Interview. The interview was conducted with the help of guided questions and the questionnaire were distributed and collected to find the effectiveness of Appreciative Inquiry in Teaching.

To make the presentation and analysis more comprehensible, I have divided the chapter in the following main topics:

-) Data collected from Questionnaires
-) Data collected from Interview

3.1 Data Collected from Questionnaires

3.1.1 Holistic Analysis

The students were provided a list of statements in the questionnaire. The questionnaire was divided in two sections. In the first section, there were 10 statements and the participants had to rank order them in an agreed disagree scale using number against the statements from 5 to 1.

In the second part of Questionnaire, they were provided two sets of characteristics. One is based on problem-solving approach and another is strength-based approach. The participants had to choose the one they think better for teaching learning environment. And, it is amazing that all the students chose the set of characteristics which was related to Strength-Based Approach.

The following table shows the statements and the responses of the students on the statements in general.

Table No. 2: Responses of the Students

Statements	SA	A	UD	DA	SD
1. I feel happy and excited when I share my happiest moments.	40	23	0	0	2
2. The role of a teacher as a facilitator is better in classroom.	22	30	8	5	0
3. The positive attitudes of the teachers to the students play a vital role for effective class.	40	21	4	0	0
4. I expect affirmative presence of my teacher in my classroom.	22	26	15	1	1
5. Focusing on strengths rather than problems in class makes effective classroom atmosphere.	25	12	12	9	7
6. Students learn better when they feel respected and not threatening in classroom.	40	18	3	1	3
7. Positive questions get positive answers.	35	18	7	4	0
8. When teachers try to find what is wrong, we don't feel happy.	20	15	8	9	13
9. I love to be in the classroom where the relationship between the students and teachers is good, the classroom is interactive, and we are encouraged.	50	7	2	0	0
10. The role of Appreciative Inquiry in ELT classroom is very important.	36	15	10	2	1

Note: SA: Strongly Agree, A: Agree, UD: Undecided, DA: Disagree, SD: Strongly Disagree

Table No. 2A: Responses of the Students

S.N.	Set of Characteristics	Responses
1.	Set A	65
2.	Set B	0

The above table no. 2 shows that the students are mostly strongly/agree with the statements provided. Some students showed their disagreement on the statement no. 8 which shows that the students also feel the need to be pointed out their mistakes and wrongs by the teachers in classroom so that they can improve. Again, the number of students who agreed is also very high. The positive attitude of the teachers towards students is taken as matter of high agreement by the participants. In the table no. 2A, all the students chose Set A characteristics because they agreed that strength-based approach i.e. Appreciative Inquiry is very useful and effective for the effectiveness of teaching-learning process.

3.1.2 Item wise Analysis

When we look at the table above, the students showed their agreement on the statement no.1 which explains that the students feel happy and get excited when they share their happiest moment. Only two respondents showed their disagreement on it. Out of 65 participants, 62 are agree which is almost 100% agree. When we look at the responses for the statement no. 2, only 5 students showed their disagreement on it. Fifty two students preferred the role of teacher as facilitator. And, 8 students were undecided which is better for them. It is clear that the role of teacher as a facilitator is very fruitful for better learning environment.

All the students showed their agreement except four, who were undecided on the statement no. 3 which talks about the positive attitudes of the teachers to students. It has been proved that Positive Attitude is very essential to encourage the

students for good performance. When teachers behave in a positive way, the students feel comfortable which leads them for better performance.

Most of the students enjoyed the affirmative presence of their teachers in their classroom. Only two students showed their disagreement on the affirmative presence. So, how teachers present in the classroom is also important for the appreciative atmosphere in the classroom. None like to be in the threatening environment. Though some students (16/65) prefer the focus on problems in the classroom, most of them preferred the classroom environment focused on strengths than the problems. The responses explain that their problems also needed to be addressed but in a good manner and appreciative way. And, here what is necessary to make clear that AI is not the approach which accepts wrongs as right. It focuses on the part of strengths than the problems.

Respect is mutual. When we respect other, we also get in return. People are very concerned about self respect. While looking at the statement no. 6, it is found that 58 out of 65 participants expressed their agreement for the feeling of respect in the classroom. Their opinion makes it clear that they want to be in the classroom where they feel respect. Respect is important for enhancing the learning environment. As, the base of AI, when we have positive query, the response will be automatically positive. Almost all the students showed that they agree with the belief that positive inquiry or appreciative inquiry leads to positive response. So, if teachers ask students in an appreciative way, the response will be the same. There is no doubt on it. On the part of the students they want that their wrongs and mistakes needed to be pointed out by their teachers. The response on statement no. 8 shows the same. A good number of students (22/65) expressed that they want their teachers to make correction on their mistakes and pointed out by them so that the students can correct later.

There is no doubt that the relationship between the teachers and students should be good for the good learning classroom situation. And, the role of AI highly appreciated by the participants. All the participants enjoy the interactive classroom and prefer the good and happy relationship between teachers and students. The responses on the statements no.9 and 10 reflect that.

The response on the second part of the questionnaire (table no. 2A) shows that all the students love the classroom where the atmosphere is appreciative, they are respected and they get positive attitudes from their teachers. Creative teaching environment, optimistic thinking, formative evaluation, open discussion, etc are the key ideas for effective teaching and the better performance of on the part of students. So, students like the teaching learning setting which focuses on ‘what works’ than ‘what doesn’t work?’

3.2 Data Collected from interview

The researcher conducted the interview with 30 students and 5 teachers. The interview was based on the English Language Teaching classroom. The researcher did the interview individually with teachers and students. Some questions were prepared already and at the time of interview, the interviewer asked other questions following the interview.

3.2.1. Interview with students

3.2.1.1 Holistic Analysis

The students were asked the questions:

-) Please share your most successful time in your ELT classroom.
-) What is the time in your classroom when you were most excite and happy?
-) The best value about themselves.
-) The behavior and practices that they like about their English Teacher.

-) What are needed for an ideal classroom?
-) And, others.

The students were so happy when they were sharing their happiest moments and the best values about them. Successes, happiest moments are always the source of inspiration for them. They never forget the moments when they were so happy and excited. The way they shared the moments and good strengths relating appreciative inquiry was really interesting. Here are some of the responses and sharing by the following students:

- a. I was so happy when my teacher shared a good story with us in English.
- b. The happiest moment for me was that when I scored highest marks.
- c. I was so happy when my teacher praised me and told me that I can do better. That was an encouragement for me. I always remember that.
- d. I received GOOD in my handwriting. Then I was so happy and tears roll down from my eyes.
- e. My teacher taught me in a friendly manner. He taught grammar in a simple way. We all understood well. And, I could secure good marks in it.
- f. The classroom environment I really appreciate was that our English teacher taught us by the medium of games, group discussions and other funny activities.
- g. My parents did not support me for my study but some donors are supporting me. When they came to visit me and talk to me in English in a friendly way, I was so happy.
- h. I was so happy when I got good marks and better than my close friends but I did not share with them because they scored the less.
- i. The result of District Level Examination (DLE) was unexpected for me and I could not believe that I score that much marks. So, I distributed sweets to my friends and neighbors.

- j. I wish the classroom would be peaceful, romantic, the students feel free in class, and the teachers are cooperative.
- k. The essay I wrote got the praise and appreciation. We were free to choose the topic and express our views.
- l. The relation between the teacher and students should be like pen and copy.
- m. Positive attitudes, encouragements, cooperation are the qualities we like in a good teacher so that we can learn better.

From their stories and the conversation, it was found that they are happy in class and want to be happier and learn better. The role of teacher and the environment in the class is very important. When teachers praise for their good deeds, they are motivated and encouraged for the better.

3.2.1.2 Appreciative Content Analysis

Sharing about the happiest moments made the participants happy and their participation was of great interest. The generative principle of AI explains that success and happiness are generative in nature. Sharing success also creates another success. After having wonderful interview with them, it was found that the key of success can be a small thing. Just look at the response of a student who was so happy when she received GOOD in handwriting (ref. d above). For many of us this can be a small thing, but for the student, the good comment by her teacher was one of the happiest moments in her life. This shows the importance of rewards and the positive response of a teacher.

Encouragement by teachers is vital for appreciative learning. When the students are encouraged, they feel that they can do. “I was so happy when my teacher praised me and told me that I can do better. That was an encouragement for me. I always remember that.” (ref. c above). Praise and encouragement creates motivation and makes the learners optimistic. The above response is good enough to explain this. The student has taken that moment as his one of the happiest

moment in his life and he wants to remember that all the time. When teachers are friendly to students, they can learn easily. The students feel easy to ask the teachers. So, there is no fear and threatening situation between them which facilitates the students to understand the content better. Because of the friendly behavior of a teacher, a student could score better marks in English grammar (ref. e above).

Creative teaching-learning environment is very useful for the better outcomes on the part of students. When teachers teach the students with the medium of games, songs, poems, group discussion, etc, the students learn faster and the learning becomes long-lasting. The above response (f) justifies the value of creating environment. Students prefer to learn in a happy and romantic mood. Such activities by teachers make them interested and create fun too. We won't be successful if we want to make the students learn forcefully. And, students do perform well when they are free to choose their subject of their interest for free writing. When there is freedom, they can create better. It is said that happiness is the state of mind. So, when they are happy by heart and soul, the outcomes will be better. A student in the above response (k) expresses that the excited moment for her is that she was praised and appreciated by her teacher for the essay she wrote. As she mentioned, she could do better because she was free to choose the topic of the essay and express her views on it openly. So, people are by nature free and want to free which ultimately leads them for success.

The relation between teachers and students is an important factor for the better outcomes. The student said that the relation should be like pen and copy (exercise book), see the response above l. It is clear that the teaching and learning process takes place between the teachers and students. If they themselves not happy each other and not cooperative, the learning will be just for formality. The real learning situation is that where the students and teachers are cooperative to each other;

respect each other, appreciative each other and they have positive attitudes. That is what the students want and wish for a better learning situation.

3.2.2. Interview with teachers

In the course of interview with the English Language teachers, the teachers also showed happiness and smiling. As they shared, they were very happy to talk about the happiest moments and successful times. Here are some statements that they shared:

-) I was so happy when some of my students scored 100 out of 100 in District Level Examination (DLE). It made me so happy and motivated much for the better performance. (Teacher 1: T1)
-) One of my students wrote a poem about me. She composed the poem relating me. She explained my good things and made sincere appreciation in the poem. The appreciation made me so happy along with all the students in the class. At the same time, other students also added some more points about my good things. That was the moment I really remember and I also shared to my friends too. (Teacher 2: T2)
-) When I am confident in my subject matter, I feel happy. The cooperative behavior of the students always encourages me for making the class lively. (Teacher 3: T3)
-) One of my students shared her essay and mentioned that she wants to be a good teacher like me that was the moment I never forget. (Teacher 4: T4)
-) The teacher should be appreciative, cooperative, and friendly to the students, smiling. The positive attitudes of the teachers towards students play a vital role for the better performance to the students. (Teacher 5: T5)

From the above responses by the teachers, it is proved that appreciative inquiry is equally important and useful for the teachers too. Everyone wants appreciation but the appreciation should be sincere. When some of her students scored 100/100 in DLE, she was so happy and motivated much for the better performance (Ref. above T1). It shows that when students are happy the happiness also expands to the teachers and others too. So, success is generative in principle. Students better performance motivates teachers much to make the teaching more fruitful and effective. We have to keep in mind that success is the outcome of other success. Students' success makes teachers to perform better for other success in the days to come.

The two main elements of teaching and learning are teachers and students. When one is happy and successful that also reflects on the part of another. As one of the students said earlier, the relationship between teachers and students should be like pen and copy. When a student composed a poem appreciating the teacher (T2), the teacher was so happy. At the same time, other students also happy listening the poem and added more good points about the teacher. That made the teacher excited, motivated and shared the happiest moments to her friends and others. (Ref. T2 above). Another teacher (T3) said that cooperative behavior of students is very important for lively classroom. Cooperation is needed from both sides. The behavior encourages teachers for creating better teaching environment and students can learn in an effective way. So, it is advised that the classroom should be cooperative.

Positive attitude of students is preferred by teachers also in the classroom. If the students are smiling, appreciative and friendly that motivates more to make the classroom lively and interesting, (Ref. T5 above). If teachers are optimistic towards students performance in a positive manner, that will be reflected in students' performance in future too. It is here better to talk about Pygmalion Effect. "The Pygmalion Effect is defined as the superior's expectations of his or

her subordinates' abilities become manifest in reality as the subordinates' actual perceived and performed abilities. When applied to education, this effect has great implications towards the effectiveness of current teaching methods and practices. It is imperative that teachers and professors are aware just how much an effect their expectations about students can have on the students' abilities, particularly when expectations are positive. If an educator expects that a student will perform well, the student will more than likely perform to that expectation" Kaleena (2007).

In conclusion, it can be said that appreciative inquiry is a very useful approach that can be used in teaching in an effective way to enhance teaching and learning. Positive atmosphere and appreciative learning situation is crucial for preferred outcomes in teaching. A good and friendly relationship between teachers and students contribute more for this. Praise, appreciation and positive attitudes by teachers play the key role in learning. Appreciative culture is flourished in a mutual basis. If one appreciates other, he/she will also get appreciation in return.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The research on Appreciative Inquiry in Teaching was conducted with the students of Secondary level English language classroom and the teachers taught them. After collecting the data from questionnaire and interview, the researcher interpreted and analyzed the data. From the interpretation and analysis, the following conclusions are drawn:

1. It was found that there was the use of Appreciative Inquiry Approach in the English Language classes. Though the term was not so much familiar to some students, they were familiar with the methods and techniques used in Appreciative Inquiry Approach.
2. Sincere appreciation was found to be the key factor for effective teaching and learning environment. Both the students and teachers were happy when they were appreciated for their good works, habits, values, etc.
3. The students learn better in the environment where the teachers are cooperative, the relation between the students and teachers is good, and the students feel free and comfortable. At the same time, when the students are praised and they are honored, they learn better.
4. Though it is easy to use the problem solving approach in comparison to strength-based approach, AI is more effective and the learning will be long lasting. The teachers shared the experience that that they

can control students and the environment quickly and easily with problem-solving approach but at the same time, they agreed that AI is more effective though it is little bit difficult to practise in our classroom setting and education system.

5. Interaction, group discussion, creative writing and activities make them easy for learning.
6. The teacher enjoys the class where the students are cooperative, smiling, hard-working, disciplined.
7. Positive attitude between students and teachers is a very important factor. When one is positive, another will automatically be positive.

4.2. Recommendations

On the basis of the findings mentioned above, the following recommendations are made:

1. Appreciative Inquiry is a very effective approach for teaching. The positive attitude plays an important role for the better performance in the teaching –learning activities. So, it is highly recommended that it should be used effectively in classroom.
2. Appreciative Inquiry is generative by its nature. If we appreciate one, that brings another appreciation. So, when we start appreciation, others will do. Sincere appreciation is needed from both sides.
3. The students learn better in a cooperative classroom. It is recommended to all the concern authorities to make the classroom more interactive, cooperative and environment without any fear.

4. The researches show that students like the creative activities and students centered approach in classroom. They want to learn while playing, walking and singing too. We need to follow this.
5. The relation between the teachers should be like friends so that they feel easy to talk to teacher and can express their opinions. They enjoy much in the democratic classroom. So, create such environment.
6. As it is more effective and demand of the day, we have to promote this approach. Such researches needed to be carried out further.

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Websites:

www.companyofexperts.net

<http://appreciativeinquiry.case.edu/>

www.aipractitioner.com

APPENDIX –I

Questionnaire for Teacher

Dear Madam/Sir

Thank you so much for your time and cooperation for this process of data collection. I have questionnaire to be completed and some guiding questions for interview. The questionnaire is a research tool for the collection of data for my strength-based research entitled “Appreciative Inquiry in Teaching” for the partial fulfillment of my master’s degree in English Education at Tribhuvan University, Nepal. The research shall be conducted under the guidance of Dr, Tirth Raj Khaniya, Professor of the Department of English Education.

Many of our researches are guided by problem based approach where the researchers try to solve the problems that exist. But, the research that I am conducting is based on strength-based approach which is an anti-thesis of Problem-based approach. Appreciative Inquiry (AI) approach tries to discover what is working, what is best, what gives life, etc in an organization, people or community. So, the questions are based on the things that are appreciative, that are praise worthy, the successful practices and success stories. In a simple way, it is related to positive attitude. I hope you will really enjoy this.

Participation in this study is voluntary. You are under no obligation to participate. Your privacy will be protected and the confidentiality of information guaranteed. Your name will not appear in my research. The findings from this research may be presented at a national or international conference, or published in journals but your name and other information will not be associated with data, thus assuring confidentiality. The information collected will be used only for the research

purpose. Should you feel not to answer some questions or complete some parts of the questionnaire, you can do so. I am always grateful for your kind support in my study.

If you have any questions about this research, please do not hesitate to talk to me in person or contact me at 9851106382 or email me at sedhaikhem@gmail.com .

Sincerely,

Khem Raj Sedhai

Department of English Education, T.U.

I agree to participate in this study.

.....

Signature of Participant

.....

Date

Interview Questions for teachers

1. During your teaching experience as an English Teacher, I am sure that you have many good experiences. I would like to reflect you on a high teaching experience, a time when you were most proud of yourself and your teaching. Please tell your story that illustrates this high teaching experience.
2. Please describe a best teaching practice in your ELT class when you felt most alive, exceptionally proud of yourself, your students were highly engaged and the teaching learning process in more participatory. What did you feel at that time?
3. Describe what the students were feeling at that time. Did they feel more comfortable then?
4. Please share what were the best qualities, skills and values that made it a great experience.
5. Did you also feel the role of classroom environment and surroundings that inspired this experience?
6. What do you consider the most important factor for the better performance?
7. If anything imaginable were possible, what would be the ideal classroom for better learning?
8. What three wishes would you make for the much better teaching practices?

9. Is there anything else you really like to share about your successful teaching practices that you really admire?

10. How do you feel the effectiveness of Appreciative Inquiry Approach in classroom? Do you think it is really effective? What did you learn from this which made your teaching learning process more effective?

11. How do you evaluate the effectiveness? How is AI better than problem solving approach?

12. What positive changes you felt after the Appreciative Inquiry Approach?

13. What others can be done for much better?

APPENDIX –II

Questionnaire for Student

Dear Madam/Sir

Thank you so much for your time and cooperation for this process of data collection. I have questionnaire to be completed and some guiding questions for interview. The questionnaire is a research tool for the collection of data for my strength-based research entitled “Appreciative Inquiry in Teaching” for the partial fulfillment of my master’s degree in English Education at Tribhuvan University, Nepal. The research shall be conducted under the guidance of Dr, Tirth Raj Khaniya, professor of the Department of English Education.

Many of our researches are guided by problem based approach where the researchers try to solve the problems that exist. But, the research that I am conducting is based on strength-based approach which is an anti-thesis of Problem-based approach. Appreciative Inquiry (AI) approach tries to discover what is working, what is best, what gives life, etc in an organization, people or community? So, the questions are based on the things that are appreciative, that are praise worthy, the successful practices and success stories. In a simple way, it is related to positive attitude. I hope you will really enjoy this.

Participation in this study is voluntary. You are under no obligation to participate. Your privacy will be protected and the confidentiality of information guaranteed. Your name will not appear in my research. The findings from this research may be presented at a national or international conference, or published in journals but your name and other information will not be associated with data, thus assuring confidentiality. The information collected will be used only for the research purpose. Should you feel not to answer some questions or complete some parts of

the questionnaire, you can do so. I am always grateful for your kind support in my study.

If you have any questions about this research, please do not hesitate to talk to me in person or contact me at 9851106382 or email me at sedhaikhem@gmail.com .

Sincerely,

Khem Raj Sedhai

Department of English Education, T.U.

I agree to participate in this study.

.....

Signature of Participant

.....

Date

Interview questions for students

1. Please share the most exciting and interesting class you ever had. What was the class about? What made it exciting? What did the teacher do? What did you do? What did other students do?
2. How do you learn best? Tell me about a time when you learned something very challenging? What contributed to your learning?
3. Tell me about an ELT class in which you learned a lot and felt very comfortable? What was the environment? Who were involved and what did they do? What made you feel more comfortable? What did you do to foster your own learning? What made this a highpoint learning experience for you?
4. Without being modest/ humble, what do you value more about yourself-as a person and as a learner? What are your greatest strengths and how your strengths help in ELT classroom?
5. When you are feeling best about learning situation, what learning activities you most value about?
6. What do you value most about being a successful learner in your class?
7. Why do you believe English should be a subject in school? How can English help for your career and other subjects? Do you have friends that are very good in English? Why do you think that they are very good in English?

8. What are the three wishes you have for your ELT classroom so that it will be better than this? As a student of English Language, what do you believe to be the best way to teach and learn English?
9. Think of your English language classes. What is the most important thing that you have learned in your class? Why do you feel this way? Is there anything else you really like to share about?
10. How do you feel the effectiveness of Appreciative Inquiry Approach in classroom? Do you think it is really effective? What did you learn from this which made your teaching learning process more effective?
11. How do you evaluate the effectiveness? How is AI better than problem solving approach?
12. What positive changes you felt after the Appreciative Inquiry Approach?
13. What others can be done for much better?

APPENDIX-III

Usefulness of Appreciative Inquiry: Questions for Students

Name:

Age:

Sex:

Level of Education:

Name of School:

A. Please number against the statement that you feel best suits for you.

Strongly Agree: 5

Disagree: 2

Agree: 4

Strongly Disagree: 1

Undecided: 3

1. I feel happy and excited when I share my happiest moments.
2. The role of teacher as a facilitator is better in classroom.
3. The positive attitude of the teachers to the students plays a vital role for effective class.
4. I expect affirmative presence of my teacher in our classroom.
5. Focusing on strengths rather than problems in classroom makes effective classroom atmosphere.
6. Students learn better when they feel respect and not in threatening classroom.
7. Positive questions get the positive answers.
8. When teachers try to find that is wrong in our classroom, we don't feel happy.
9. I love to be in the classroom where the relationship between the students and teacher is good, the classroom is interactive and we are encouraged by our teachers.
10. The role of Appreciative Inquiry Approach in ELT classroom is very high.

B. Below are the two sets of characteristics. In your opinion which set is better for effective teaching-learning process in classroom. Please tick the one that suits you.

Set A (Characteristics).....	Set B (Characteristics).....
<input type="checkbox"/> Sharing Success <input type="checkbox"/> Open class discussion <input type="checkbox"/> Quest for 'what works' <input type="checkbox"/> Creative teaching <input type="checkbox"/> Optimistic thinking <input type="checkbox"/> Teacher's role as facilitator <input type="checkbox"/> Interactive Classroom <input type="checkbox"/> Positive Attitudes <input type="checkbox"/> Formative Evaluation <input type="checkbox"/> Focus on strengths	<input type="checkbox"/> Sharing problems <input type="checkbox"/> Lectures only <input type="checkbox"/> Quest for 'what doesn't work' <input type="checkbox"/> Traditional way of teaching <input type="checkbox"/> Pessimistic thinking <input type="checkbox"/> Teacher's role as controller <input type="checkbox"/> Non-interactive class <input type="checkbox"/> Negative attitudes <input type="checkbox"/> Summative Evaluation <input type="checkbox"/> Focus on weaknesses