A Study of Emotion in Turkish Teacher Education:
Task Appraisal Styles

Türkiye'den Bir Vaka Çalışması:
Öğretmen Adaylarının Etkinlik Değerlendirme Stilleri

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Abstract

Building on the notion of cognitive stimulus appraisals from emotion theory, this study attempted to identify trainees' appraisals of tasks along the dimensions of pleasantness, goal congruence, and coping potential in Turkish pre-service teacher education. The aim was to identify possible task appraisal styles of learning tasks in methodology input enriched with techniques, strategies and theories taken from Neuro Linguistic Programming (NLP). Using method and time triangulation, the data in this case study of longitudinal design were collected by means of 423 trainee questionnaires and 6 teacher interviews over a period of three years. The findings reveal the three major criteria of usefulness, applicability and enjoyment indicative of positive appraisal styles and the criteria of applicability and competence for negative appraisals. A scale for cognitive appraisals of tasks incorporating these three criteria is proposed.

Keywords: pre-service teacher education, emotion, cognitive appraisals of tasks, task appraisal styles

Öz

Bu çalışma, duygu teorisindeki duygunun bilişsel değerlendirilmesi kavramından yola çıkarak, Türkiye'de öğretmen adaylarının hoşnutluk, amaca uygunluk ve başa çıkma yetisi ile ilgili olarak yaptıkları etkinlik (task) değerlendirmelerini (appraisals) araştırmıştır. Çalışmanın amacı, öğretmen adaylarının bu değerlendirmelerde gösterecekleri olası değerlendirme stillerini (appraisal styles) ortaya çıkarmaktır. Yapılan çalışmadaki etkinlikler, öğretmen adaylarının özel öğretim yöntemleri dersinde katıldıkları ve Nöro Linguistik Programlama (NLP) disiplininden aktarılan teknik, strateji ve teorilerle zenginleştirilmiş etkinliklerdir. Yöntem ve zaman kıyaslaması yapılarak, üç yılı kapsayan bir sürede içinde toplanan veriler, 423 öğretmen adayından anket ve 6 eğitmenden mülakat yoluyla elde edilmiştir. Sonuçlar, değerlendirme stilleri açısından yararlılık, kullanışlılık ve zevk alma kriterlerini ortaya çıkarmıştır. Çalışmada, bu 3 kriterden yola çıkarak öğrenmede bilişsel etkinlik değerlendirme ölçeği önerilmektedir.

Anahtar Sözcükler: Öğretmen yetiştirme, duygu, etkinliklerin bilişsel değerlendirilmesi, etkinlik değerlendirme stilleri.

Introduction

Currently, comprehensive reforms are under way to raise the quality and standards of Turkish national education reminding us of the radical reforms of the past (Gül Peker, 1997). Curriculum and textbook changes at both primary and secondary levels are being implemented

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in order to institute a constructivist paradigm of education, entailing active and experiential learning, creativity, and flexibility of thought and behavior (Ministry of National Education, 2004). Following the restructuring reform of teacher education in 1998, teacher education faculties are also revising their curricula in line with these recent reforms.

Despite the fact that these change initiatives are well-intentioned, not enough attention has been paid to how learners are making sense of these changes. Although it is acknowledged that change is "subject to a complex process of interpretation and reinterpretation by the teachers who implement them" (Schmidt and Datnow, 2005: 952), learners have not been considered as part of these affective meaning- making processes. Admittedly, change is a highly personal experience and there are different ways in which learners can adaptively react to salient events in their lives (Lazarus, 2001). This adaptation is perhaps a more delicate issue in Turkey where the prevalent social and cultural norms are oriented towards respect, authority and patriarchal family relationships (Çakıroğlu and Çakıroğlu, 2003; Kongar, 2000).

This article contends that it is important to acknowledge and understand learners' personal interpretations or appraisals of the current situation. These appraisals will inevitably be subjective and affective interpretations of the truth. And yet, it is also possible for individuals to display consistent patterns of appraisals along emotionally relevant criteria and develop consistent appraisal styles (Scherer, 2009). An understanding of appraisal styles can be a great aid in illuminating "any discrepancies between the current and the desired state of learning behaviors" (Schumann, 2000: 29) and thus shed light on why reforms may fail or succeed in implementation

The motivation for the inquiry on appraisal styles in the context of learning tasks emerged at a time when new courses were enforced by the Turkish Higher Education Council as part of the current reforms. Established as the first Turkish teacher training institute in 1986, Gazi University seeks to promote active learning within a humanistic and constructivist pre-service teacher education (PTE) curriculum in line with the current reforms. The adoption of a constructivist English language curriculum for primary education in 2005 has also motivated the development of thinking, communication and personal development skills in teacher education. To this end, the Department of English Language Teaching (ELT) offers additional methodology input on theoretical principles, concepts, models and techniques taken from the discipline of Neuro Linguistic Programming (NLP).

Cited as one of the alternative approaches and methods in language teaching (LAT), NLP is not only used in teaching and learning (Revell and Norman, 1997) but also in many other areas such as business (Knight, 2005); communication (Tomlinson, 2004); and health and well-being (Revell and Norman, 1997). As an eclectic approach to growth and change, NLP offers an inspiring array of techniques, strategies and theories that can be used to reprogram thoughts, emotions, language and behavior and help learners achieve intended personal and professional goals. Awareness-raising and experiential tasks can enable learners to access optimal learning states and create change. For example, by visualizing a desired behavior, it is possible to change not only beliefs but also behavior and feelings. The reason is that a person does not have to physically engage in the desired behavior; the brain can experience it either physiologically or in the brain with the result that either the external or internal experience will comprise experience. The tasks that can bring about powerful personal change are presuppositions, core concepts , models, techniques, the implications for teaching English, stories, visualization and learning quizzes (Craft, 2001; Gawain, 1995; Revell and Norman, 1997).

As this additional methodology input delivered to trainees at Gazi University is quite different than the standard methods-based instructional approaches, it was felt necessary to elicit learners' own appraisals and identify the consistent ways in which they construct their own meanings of the new learning tasks.

The present study seeks an answer to the question of whether it was possible to identify appraisal styles among learners much like the learning styles identified in ELT and language teaching. It attempts to build an argument emanating from the notion of cognitive stimulus appraisals from emotion theory and locates appraisals within the context of learning tasks in teacher education. The choice of tasks is justified when we consider the definition of "task" as a process in which a learner, as part of an action-based approach uses her own specific competences "to achieve a given result" (Council of Europe, 2001: 9) including "the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent" (ibid: 14). Taking input tasks as stimulus events, the present study sets out to investigate trainees' cognitive appraisals of tasks along emotionally relevant dimensions which have not been investigated with the aim of identifying appraisal styles in PTE, SLA, or ELT. The challenge of identifying possible task appraisal styles by exploring the positive and negative appraisals of learning tasks is motivated by the belief that such an investigation can shed light on learners' own constructed meanings of learning by honouring their own views of the "world in which and with which they exist" (Freire, 1990: 84).

Aim and Scope of the Study

This study argues that task appraisal styles can be investigated along the dimensions of pleasantness, goal congruence and coping potential. Exploring appraisals of "pleasantness" with a focus on the emotion of liking can inform us about whether tasks, as stimulus events, are "appealing" or "unappealing" and consequently promote "approach" or "avoidance" (Schumann, 2000: 29). Similarly, exploring goal congruence taken as the perceived applicability to teaching could further inform us about the degree to which the stimulus events will promote or hinder learners' personal goals. Finally, exploring coping potential can inform us about how trainees cope with the demands created by assessment tasks and the coping behaviors that they may engage in (Scherer, 2009) . It should be noted that the aim of the study is not the elicitation or elicitation of emotion; rather, it is to discover the reasons as antecedents of emotion.

This study sets out to answer the following research questions:

1. What are the positive and negative appraisals of tasks along the dimension of pleasantness and what are the criteria for these appraisals?

2. What are the positive and negative appraisals of tasks along the dimension of goal congruence and what are the criteria for these appraisals?

3. In terms of coping potential, how do trainees deal with assessment tasks and what are the possible coping behaviors in terms of cognitive restructuring, seeking information and the use of social skills?

4. Given these appraisal criteria, are there consistent patterns that can be identified as appraisal styles?

Appraisal, Affect and Emotion Research in Perspective

Why is it that the same offensive student behavior elicits a different emotional response from one teacher who feels anger whilst another feels empathy perceiving the same behavior as a need for attention? Or why does one student appreciate a certain learning task while another would sneer at the same task? The role of emotion in education has been a subject of rigorous research, particularly in the last decade. Largely neglected in the previous decades, emotions are currently enjoying a resurge of interest by researchers in education. Yet, the very different theoretical and methodological approaches of emotion studies has made it difficult for consistent and systematic research implications to be drawn for learning (Smith and Kirby, 2009). As a result, we lack a clear understanding of how emotion or affect impacts learning. This is perhaps understandable to a certain extent given the complexity of defining, classifying and understanding emotions and the bidirectional nature of cognition and emotion. Although a comprehensive review of the diverse

literature on emotions is beyond the scope of this article, a brief overview will be useful. It can shed light on what is lacking in the current research directions and what needs to be addressed, thereby providing a conceptual framework for the focus of this study.

Despite strong disagreement, divergences and controversies over theoretical constructs, it is commonly accepted by appraisal theory of emotion that an appraisal is a cognitive evaluation of a situation with respect to its relevance for the individual. Depending on the personal significance of an encounter, a positive emotion like happiness or love may be present if the appraisal is perceived as beneficial or a negative emotion like fear or anger if the appraisal is considered as harmful (Tong, 2006).

In terms of research directions, positive emotions have been neglected and undervalued as can be observed by the amount of research publications on negative emotions, for example, fear and anger (See for example Hazebroek, Howells, and Day, 2001). Positive emotions may not necessarily lead to action readiness; nonetheless, increasing evidence indicates that positive affect is conducive to cognitive activity such as creativity and problem-solving (Isen, 2004) and broadening of "an individual's thought–action repertoire" (Fredrickson and Branigan, 2005: 315). Despite a lack of agreement on what constitutes positive emotions, a commonly accepted positive emotion is happiness, some synonyms for which are joy, delight and pleasure (Oatley and Jenkins, 2001).

Building on the work of Arnold (1960) and Lazarus (1968) (as cited in Lazarus, 2001: 38), appraisal theorists have been concerned with describing the different patterns of appraisals along emotionally relevant dimensions and the criteria around which these dimensions have been conceptualized. Although appraisals are said to be subjective and affective interpretations of the truth, it is possible for individuals to display consistent patterns of negative and positive cognitive appraisals along emotionally relevant dimensions. For example, if a person's evaluation of a situation is positively relevant, then it will determine positive emotions, whereas the appraisal of negative relevance for a person is regarded as determining negative emotions. Currently, it is claimed that there are at least six dimensions including novelty, pleasantness, goal significance, coping potential and self and social image (Lazarus, 2001; Nerb, 2007; Scherer, 2009; Van Heuten, 2001).

Unlike emotion research, educational research, has proceeded within a less coherent and a systematic framework. Despite a growing body of research on teachers' emotions since the first literature review (Sutton and Wheatley, 2003), educational researchers have tended to study emotion mainly from perspectives that are of central interest to them. That is to say, although there is originality, a multitude of perspectives, a variety of methods and a great potential for future research, there is also a lack of research direction (Van Heuten, 2001). As a result, several parallel approaches have been developed, which appear to exist independently of each other.

Educational research has also tended to include emotions as either "outcomes for example a decrease of interest as a result of a controlling context or anxiety in tests, or as predictors (e.g. greater interest predicts greater persistence)" (Sansone and Thoman, 2005: 508). In fact, there is also a good deal of research concerning the sources of emotions as experienced by secondary school students (See for example Jarvenoja and Jarvela, 2005). In one study, as a result of interviews with secondary school students over the course of a computer-based inquiry project, researchers were able to analyze the sources of the emotions "as perceived by the students, and categorized them as "self, task, performance, context, (including technology), and social" (Pekrun, 2005: 499).

Another research perspective relates to the different aspects of emotional experiences of teachers. Some examples are the emotional geographies of teaching in which teaching is seen as a form of emotional labor (Hargreaves, 2000); the caring nature of teaching (Goldstein and Freedman, 2003; O'Connor, 2008); experiences in the context of educational change (Darby, 2008; Schmidt and Datnow, 2005) and the emotional of challenges of beginning teachers with emotion established as one of the core features of becoming a student teacher (Intrator, 2006). Emotion,

in relation to methods of instruction, and positive and caring behavior in the classroom has also been investigated (See for example O'Connor, 2008) with "emotional scaffolding" identified as a way of improving "students' encounter with the subject matter" (Rosiek , 2003: 410). A recent article studied teachers' specific emotions and the reconstruction of teachers' professional self-understanding during school reform. The findings illustrate that feelings of fear and intimidation can turn into pride and excitement when teachers are supported in reconstructing their teacher self-understandings at schools (Darby, 2008).

Research has also addressed the emotional experiences of student teachers in teacher education. A study identified the emotions arising from interactions between student-teachers and their pupils with the use of narratives (Poulou, 2007). In a different vein, Hastings (2008) investigated the viewpoint of the school-based teacher educators through narratives. A recent study draws attention to the need to acknowledge vulnerability and love (Dale and Fry, 2010).

Emotional dimensions in LAT have been addressed within the general theme of "affect" (Arnold and Brown, 2000: 1), unlike in emotion theory where emotion, feeling and mood are differentiated (Damasio, 2000). A good deal of research on personality factors has been done independently of appraisal research (See for example Bailey, Onwuegbuzie, and Daley, 2003). Although there may be a relationship between motivation and appraisal in that "patterns of appraisal may underlie what has been considered motivation in SLA (Schumann, 2000: 32), this relationship is yet to be resolved. One study investigated topic appraisals in L2 writing process and found a relationship between topics of an emotional nature and the various writing skills (Clachar, 1999). Another study done with narratives written by three EFL teachers points to the complex connection "between which drove these teachers to search for mediational tools to help them externalize their experiences" (Golombek and Johnson, 2004: 307). Further, as indicated in two Turkish studies on EFL teachers, teachers give importance to the affective side of language learning in their own classes (Aydın et al 2009) and that learners express enjoyment when engaged in constructivist learning environments and can participate more willingly (Erdamar and Demirel, 2008).

In conclusion, as this brief overview of research directions on emotion studies reveals, educational studies are diverse and can provide invaluable insights. Yet, a lack of a theoretical framework that guides current research makes it difficult for learning implications to be drawn. This article argues that the concept of appraisal from emotion theory can help to achieve a binding focus toward the evolution of a systematic theory of emotion that can cater to both the cognitive and affective or emotional needs of learners in EFL contexts.

Methodology

Data Collection and Analysis

This case study of longitudinal design sought to identify possible task appraisal styles of trainees at Gazi University. A learning task was considered as an emotion-eliciting situation based on the assumption that learning is stressful and therefore an emotional event (Hargreaves, 2000). The study was carried out in three phases. In the first phase, a semi-structured questionnaire was administered to 176 third-year trainees upon completion of the course at the end of the first semester in a total of six classes. As the second phase of the study, the following year the same questionnaire was administered to the fourth-year students at the end of the academic year. In the third phase of the study, the six course tutors who were administered the trainee questionnaire, were interviewed in-depth for their opinions, based on the same issues investigated in the questionnaire. Thus, the data were elicited longitudinally, seeking a confirmation of trainee opinions for comparison, enabling time and method triangulation (Cohen and Manion, 1990).

The questionnaire consisted of five parts and used the following question types: (a) a 5-point Likert scale (1 = not at all; 2 = little; 3 = somewhat 4 = quite a lot and 5 = completely); (b) a 5-point

Likert scale (1 = not very difficult; 2 = a little difficult; 3 = somewhat difficult 4 = difficult and 5 = very difficult); (c) open-ended questions; and (d) YES/NO statements. Part I aimed to identify intrinsic appraisals of pleasantness, while Part II investigated appraisals of goal congruence. Part III and Part IV sought the identification of coping potential. To ensure validity, the questionnaire was piloted and revised with two colleagues and students in order to define the statements "in the least ambiguous way" (Best and Kahn, 1998: 310). In addition, open-ended questions were designed to check the consistency of Likert scale responses and elicit the possible reasons for the emotional appraisals. Reliability was ensured by the second administration of the questionnaire.

The learning tasks were related to both cognitive and affective learning tasks delivered in the methodology input. P*resuppositions* entailed the theoretical principles of NLP such as "There is no failure only feedback", "Mind and body are interconnected" and "The map is not the territory" (Revell and Norman, 1997: 15). The new behaviors of thought and action entailed three cognitive tasks: *core concepts, models, techniques.* The affective tasks consisted of *stories* and *visualization*. The *implications for teaching and learning* and *learning quizzes* were cognitive in nature and sought to enhance personal teaching and learning Styles.

The statements on the questionnaire for appraisals of pleasantness, goal congruence and coping potential were adapted from the "International Survey on Emotion and Antecedents and Reactions" (ISEAR) (Gehm and Scherer, 1988) which sought the differences in the emotional experiences of people in everyday life. The statements on the questionnaire used in this study were designed in order to elicit information about the antecedent appraisals of tasks as related to learning tasks. As noted, the pleasantness dimension focused on liking, whilst goal congruence focused on the perceived applicability in teaching. Coping potential was taken as the ability to deal with the stress that the learning tasks may create including assessment. The coping behaviors were taken from stress theory (Rice, 1999) and included the strategies of cognitive restructuring (questioning content), seeking information (willingness to learn more, and further reading), and the use of social skills (experimenting with self and others).

The Likert scale questions in the questionnaire were analyzed in terms of percentages. Negative appraisals were elicited by a three-step analysis: (a) bringing together the choices of not at all and little from among the responses to question 1; (b) comparing the responses to the open ended question which asked the topic least liked. Further, a multi-dimensional scaling analysis was used to check tasks would emerge as unrelated variables. The open-ended questions along with teacher interviews were transcribed and analyzed for content (Best and Kahn, 1998) independently by the researcher and a second coder. Disagreements were resolved by reference to a third coder until consensus was reached. Finally, the results from the three sources of data were compared as three sets: S1, S2 and S3 in order to identify the negative and positive appraisals along the dimensions of pleasantness, goal congruence and coping potential.

Findings of the Study

As noted, the first research question of this study sought to identify the positive and negative appraisals of tasks along the dimension of pleasantness with criteria for these appraisals. The results of these appraisals are presented in Table 2. As the data across groups reveal, the positively appraised tasks along the dimension of pleasantness emerge as *presuppositions* (S1) and *visualization* (S2 and S3) with similar appraisal criteria.

In both S1 and S2, the criterion most cited for positive appraisals is that a particular task is *useful* used both in a personal and professional sense. *Professionally useful* is related to teaching efficiently and *personally useful* implies inner qualities that can help to overcome problems encountered in daily life. As one trainee noted, "If we know our strengths and weaknesses, we can do things better."

Table 1.

Positive and Negative Task Appraisals along the Dimension of Pleasantness and Criteria

Tasks	Criteria for Appraisals of Pleasantness		
Positively appraised	S1	S2	S3
Presuppositions	Useful Awareness-raising Relaxing		
Visualization		Useful Relaxing Enjoyable	Applicable to teaching Enjoyable Relaxing
Negatively appraised			
Techniques	Did not understand Not applicable		
Models	Did not understand Not applicable	Boring Did not like Not applicable	Difficult to apply to teaching Difficult to apply on self

Applicable means that trainees "can directly use" what they learned "in their teaching" and that "students will enjoy what they are being taught". Thus, positive appraisals of tasks along the dimension of pleasantness indicate appraisals of *useful*, *applicable*, *awareness-raising* and *relaxing and enjoyable*.

Techniques are appraised negatively in relation to *understanding* and *applicability* as exemplified in the following comment: "I couldn't understand it[techniques] perfectly any time I tried it." (S1). Models were "boring" and trainees "did not like them" and found them not applicable as can be observed in the following comment: "It[models] was complicated and hard to learn. I didn't realize how to use it in real life." (S2). Although S3 did not indicate any negative appraisals, they indicated that learners found models difficult to apply to teaching and to real life as "They were abstract or not clear and difficult to apply on themselves. They did not know how to deal with them." In sum, the tasks that are the most negatively appraised are perceived to be *techniques* and *models* as they may be *difficult to understand*, *boring* or *not applicable*.

The second research question sought to identify positive and negative task appraisals along the dimension of goal congruence with criteria for these appraisals. As can be seen from Table 2, S1 found presuppositions *useful* and *applicable*. Useful means "effective for motivating learners" and "enabling them to learn more easily as they will enjoy the lessons". As one trainee noted, "This lesson is about the relationships between me and the other people. It teaches me how I can teach students, how I can communicate with them and understand them." Applicable means "easy to use in the classroom" and "practical". S2 found *visualization* and *some implications useful* and *enjoyable* as can be observed in the following comments: "I can use it in my daily life and help my students to do the same to become better learners and people."; "I want to do my work in a way that makes me happy. I love children and I am aware that the only thing I will teach is not English."; "They [implications] create a positive atmosphere." and "I know they will work and help me and my students a lot." Teachers agree on the same tasks and criteria and believe that useful means "easy to apply to teaching" and "useful both personally and professionally". In terms of goal congruence, then, *presuppositions, some implications and visualization* are the three tasks that are positively appraised as they are perceived to be *useful, applicable and enjoyable*.

Table 2.

Positive and Negative Task Appraisals along the Dimension of Goal Congruence and Criteria

Tasks	Criteria for Appraisals of Goal Congruence		
Positively appraised	S1	S2	S3
Presuppositions	Useful Applicable		Useful Applicable Enjoyable
Visualization		Useful Enjoyable	Useful Enjoyable Applicable
Implications		Useful Enjoyable	Useful Applicable Enjoyable
Negatively appraised			
Core Concepts	Not Applicable		Not Applicable
Models		Not competent	Not competent
Implications		Not competent	Not competent

Negative appraisals indicate that, core concepts may be difficult to apply in the classroom (S1 and S3) on the grounds that they do not know how to apply them to teaching and that their students may not understand them which in turn "may lead to ignoring the authority of the teacher". It may also be the case that trainees may not feel competent enough to use models and some implications in their teaching (S2 and S3) for similar reasons: problems anticipated in teaching, for example, existing traditional models of teaching and learning in public schools, overcrowded classes, lack of time and space in the curriculum. Trainers feel that core concepts and implications may be difficult for trainees to apply because of two major reasons: possible barriers in the teaching environment and lack of competence, believing that trainees did not have enough time and practice to "digest what they learned". Thus, p*resuppositions* and *visualization* are reported to be goal congruent since they are *useful*, *applicable* and *enjoyable* while *core concepts*, *models and some implications* are not perceived as goal congruent as trainees find them *not applicable* or feel *not competent* enough to use them bringing to the fore the criteria of *applicability* and *competence.*

The third research question in the present study investigated coping potential in terms of assessment and coping behaviors. As can be seen in Table 3, the responses of trainees and trainers are varied. S1 thought that it was "difficult to do a presentation in front of an audience" and stated that they "felt nervous" unlike trainers, who thought that presentations were challenging. Portfolios were reported to be difficult to prepare since it means "creating activities for the classroom" and that trainees "have not yet become teachers". Trainers, on the other hand, thought the portfolio gave the learners "an excellent chance to reflect on their learning", hence differing views concerning portfolio assessment by S1 and T6.

S2 found the multiple-choice exam not very difficult as "it was easy to guess the answers." mentioning the difficulty of designing appropriate questions. S3 agreed and indicated that such exams "are not a good means of assessment for NLP" but "easier to grade" and "practical when you have large classes" , drawing attention to the necessity of designing "interpretation questions" as opposed to "memory questions." In sum, the appraisals of assessment seem to vary in difficulty according to issues of *enjoyment*, *authenticity*, *presentation anxiety*, *creative thinking* and *question design.*

Table 3.

Coping potential (assessment)

Assessment	Criteria for Appraisals		
	S1	S2	S3
Presentation	Enjoyable A real-life experience Nervous in front of audience		Challenging
Portfolio		Creativity required	Chance for reflection on learning
Multiple-choice exam	Appropriate question design Easy to guess answers		Easier to grade Practical Appropriate question design

In terms of the coping behavior of *cognitive restructuring*, most of the participants in both S1 and S2 *questioned the truth of the presuppositions* as also confirmed by trainers. As for the coping behavior of *seeking information*, while a large percentage of trainees in S1 and S2 are *willing to learn more*, teachers are reluctant as the delivery of more NLP input would require more qualifications. Only about half of the trainees (S1 and S2) could do *further reading* as confirmed by S3. The two major reasons why trainees could not do further reading are *lack of time and interest* as confirmed by teachers. Those who have read favor Turkish writers. Teachers indicated that trainees "prefer to read NLP books in their native language".

In terms of the *use of social skills*, most of the trainees in both groups claim that they *tried the techniques on themselves* with teachers in anonymous agreement. Although a large percentage of trainees in both S1 and S2 indicated that they *experimented with other people*, only half of the teachers believe that this is the case. While most of the teachers believe that trainees were able to *work on both themselves and others*, only about half of the trainees in each group stated that they tried the techniques *on themselves first and then experimented with other people*. The majority of trainees believe that they can *use some of the techniques in their daily lives* as confirmed by teachers. More than half of the trainees *shared their learning* with classmates, and close friends but not with their families. Teachers seemed to agree; as one teacher noted, "Considering their socio-economic backgrounds, I don't think that students have shared what they have learned with their families". To conclude, the coping behaviors that trainees may engage in most commonly are *questioning*, *applying in daily life*, and *applying on self*. *Sharing with classmates* and *willingness to learn more* are possible behaviors; however, sharing with family and doing further reading are not.

Discussion

Although the findings of the study cannot be compared to any existing studies, the findings are consistent with the general findings of appraisal research which indicates that people will approach activities that will bring desirable outcomes and avoid those that are will bring unpleasant outcomes and that people will approach activities that they perceive as pertinent to their goals (Stein, Trabasso, and Liwag, 2004; Scherer, 2009). The findings of the study reveal three consistent appraisal patterns of learning tasks which may be thought of as possible appraisal styles, hence the answer to the fourth research question in the present study. First, learners may appraise tasks that are *useful, applicable, awareness-raising and relaxing and enjoyable* as pleasant. Therefore, they are more likely to *approach* such tasks. On the other hand, the kind of tasks that learners may not find pleasant and hence avoid are the tasks which they may appraise as *difficult to understand, not applicable and boring*.

Second, the kind of tasks that learners may find *goal congruent* and therefore those that they are *more likely to approach* are the tasks which they appraise as *useful, enjoyable and applicable*. If however, learners appraise tasks as *not applicable* as they do *not feel competent enough* to apply them in the classroom, then they are likely to find them *incongruent with their goals* and consequently *avoid* them. Two learning tasks, presuppositions and visualization are found not only pleasant but also goal congruent with similar appraisal criteria. Useful means motivating learners and enabling them to learn more easily as they will enjoy the lessons. Thus, the appraisals of what is useful and what is applicable seem to be closely related to appraisals of enjoyment or pleasure. On the other hand, it may be the case that once a text is appraised as difficult to understand, it may then be judged as difficult or boring which may then be perceived as not applicable in the classroom. Third, in terms of the *coping potential* of *assessment*, trainees responses are varied. They may find the assessment tasks that are *enjoyable* and *authentic not difficult* and approach such tasks while they may find the tasks *requiring creativity* difficult and experience *anxiety* and consequently avoid them. In terms of other coping behaviors, they may apply tasks *on self* and *with classmates* and *friends* but *not share with family members.* While seeking information by *questioning assumptions* is a possibility, d*oing further related reading* is *not a coping option* if they do not feel interested or have the time. The issue of interest seems like an antithesis to the appraisals of boring and connected to enjoyment.

Thus, in view of the appraisals investigated in this study, it can be argued that there is a notable connection between task appraisals and the criteria of *usefulness*, *applicability*, and *enjoyment.* When considered on a continuum from negative to positive valence, these three criteria can be indicative of consistent appraisal styles. In order to make better sense of the relationships among these criteria, the following table offers a possible identification of appraisals on positive and negative valence and the criteria around which the appraisals of pleasantness and goal congruence were conceptualized in the present study.

Table 4.
Criteria on Dimensions of Pleasantness and Goal Congruence

Negative Valence		
boring	not applicable	not useful
Positive Valence		
useful	applicable	enjoyable

The present study takes the liberty of proposing a scale for task appraisals on a continuum ranging from negative to positive valence incorporating these three criteria. A "Task Appraisal Scale" can have descriptors as follows:

Table 5.
A Suggested Task Appraisal Scale

Negative Valence			Positive Valence		
boring	not applicable	not useful	useful	applicable	enjoyable
1	2	3	4	5	6

In order to explore the appraisal styles in greater depth, future research could expand on the descriptors of the suggested task appraisal scale and address issues of validity and reliability. The use of such a scale can shed light on the complex affective meaning-making processes that trainees involved in change may experience at the level of the classroom.

Conclusion and Implications

This study attempted to explore the task appraisal styles of trainees within a PTE context in Turkey and is therefore limited to a group of trainees and trainers in that context. It is also limited to the learning tasks used in the additional methodology input which is part of the curriculum

for third-year English language students majoring in teacher education at Gazi University, ELT Department, Turkey.

This study has attempted to take a step towards understanding the complexity and interconnectedness of cognition and emotion at the interface of appraisals. Further research could shed light into appraisal styles of learners in different situated contexts, not only for learners of foreign languages but also for those of other subjects and investigate positive and negative appraisals of subject-specific tasks. An extended but fruitful use of the suggested scale would be investigating the "dynamic nature" of task-related emotions "as part of the learning process over time" (Sansone and Thoman, 2005: 507).

In view of the emerging appraisal styles in the present study, two major educational implications can be suggested. First, a cognitive account of emotion in which trainees appraise the relevance of tasks as stimulus events is a reality, bringing to our attention certain styles of appraisal. The second implication is more in the way of an argument for the design and delivery of methodology input in PTE. Core concepts and their implications need to be delivered with extreme care and understanding, keeping in mind that change at a personal level is an extremely challenging endeavor. As educators, we need to think and act with greater care and depth about how we can enable learning in a genuinely constructivist context based with the awareness that it will take time and persistence to help learners construct their own meanings of the learning.

In conclusion, this study has attempted to make a case for emotional appraisals of cognitive input in terms of tasks in learning to teach and has hopefully justified the need for further attention, care and research that can help us to understand the logic behind appraisals in greater depth. As educators of PTE programs, the ultimate challenge facing us is finding the heart to to understand not whether our training is effective but whether it is perceived to be effective in educational contexts which are increasingly coming under the influence of standards and measurable results (Hargreaves, 2000).

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