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AN INVESTIGATION OF TASK APPRAISAL STYLES OF ELT TEACHER TRAINEES IN TEACHING LANGUAGE SKILLS

Çınar Yavuz

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ENGLISH LANGUAGE TEACHING DEPARTMENT

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Yazar Adı Soyadı: Çınar YAVUZ

İmza:

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Danışman: Prof. Dr. Bena Gül PEKER

İngiliz Dili Eğitimi, Gazi Üniversitesi

Başkan: Doç. Dr. Nurdan ÖZBEK GÜRBÜZ

İngiliz Dili Eğitimi, Orta Doğu Teknik Üniversitesi

Üye: Prof. Dr. Paşa Tevfik CEPHE

İngiliz Dili Eğitimi, Gazi Üniversitesi

Üye: Doç. Dr. Perihan SAVAŞ

İngiliz Dili Eğitimi, Orta Doğu Teknik Üniversitesi

Üye: Doç. Dr. Cemal ÇAKIR

İngiliz Dili Eğitimi, Gazi Üniversitesi

Tez Savunma Tarihi: ...../...../..........

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ÖZ

Bu çalışmanın amacı, İngilizce dili öğretimi öğretmen adaylarının okuma, dinleme, konuşma ve yazma becerileri olan dil becerilerinin mikro öğretme uygulamalarında etkinlik değerlendirme stillerini araştırmaktır. Araştırmada nicel ve nitel araştırmalardan oluşan karma yöntem kullanılmıştır. Yedi farklı anket geliştirilmiş olup, toplam 343 anket analiz edilmiştir. Anketler, Gül Peker'in (2010) çalışmasından esinlenen pozitif ve negatif değerlendirmelerin süremine dayanarak oluşturulmuştur. Değerlendirme için üç kriter daha da geliştirilmiş ve yedi farklı anketin tümüne dahil edilmiştir. Nicel çalışmanın sonuçları, etkinlik değerlendirme stillerinin olumsuzluktan çok olumlu olduğunu ortaya koymuştur. Sunum aşamalarında etkinlik değerlendirme stilleri, hazırlık aşamalarındakine göre daha olumlu bulunmuştur. Olumlu ve olumsuz görev değerlendirmelerinin ardındaki nedenleri araştırmak için, öğretmen adaylarının mikro eğitim çalışmalarında duyguların ve değerlendirmelerin kritik rolünü vurgulayan zengin görüşler sağlayan 16 adet derinlemesine mülakat yapılmıştır. Ayrıca, üç kritere dahil edilen olumlu ve olumsuz değerlerin sürekliliği üzerine sunulan yeni ölçek, ileride çalışmalarda kullanılmak üzere geçerli ve güvenilir bulunmuştur.

AN INVESTIGATION OF TASK APPRAISAL STYLES OF ELT TEACHER TRAINEES IN TEACHING LANGUAGE SKILLS

Ph.D. Thesis

Çınar Yavuz

GAZI UNIVERSITY

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ABSTRACT

The aim of this study was to investigate the task appraisal styles of ELT teacher trainees in their microteaching practices of language skills, namely, reading, listening, speaking and writing. The mixed method comprising of quantitative and qualitative studies was used in the study. Seven different questionnaires were designed and in total 343 questionnaires were analysed. The questionnaires were built up based on the continuum of positive and negative valences inspired from the study of Gul Peker (2010). The three criteria for evaluation were further developed and incorporated into all seven different questionnaires. The outcomes of the quantitative study revealed that task appraisal styles were by far more positive than negative. The task appraisal styles in presenting stages were found slightly more positive than those in preparing stages. In order to find out the reasons behind positive and negative task appraisals, 16 in-depth interviews were conducted, which provided rich insights highlighting the crucial role of emotions and appraisals in microteaching endeavours of teacher trainees. Moreover, the offered new scale on the continuum of negative and positive valences incorporated with three criteria was found valid and reliable to be used in further studies.

Key words   : Emotion, Task Appraisal Styles, Microteaching, Language Skills,
Number of pages   : 267
Supervisor   : Prof. Dr. Bena Gül PEKER

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LIST OF ABBREVIATIONS

ELT   English Language Teaching

TLS I   Teaching of Language Skills during First Semester

TLS II   Teaching of Language Skills during Second Semester

CHAPTER I

INTRODUCTION

1.1.   Background to the Study

The topic of emotions was first described towards the end of 19th century (James, 1884) and physiologically described in early 20th century (Cannon, 1942). The study of emotions started with the investigation of "basic emotions" such as happiness, sadness, anger, surprise, disgust and fear. These basic emotions were studied through facial expressions (Ekman & Friesen, 1971; Ekman, 1993). Later however, with the realization that emotions are multidimensional (Reeve, 2005), various dimensions such as social relationships, behaviors (Barbalet, 1998), social norms (Elster, 1999), social constructionism (Brakel, 1994) and cultural influences (Lazarus, Averill & Opton, 1970) were investigated. Currently, there is increasing attention given to the investigation of emotion in relation to cognition (Arnold, 1960; Lazarus, 1982). It is argued that emotions are products of cognitive processes (Lazarus, 1982) and appraisals (Arnold, 1960). However, appraisal theory has not received proper attention in education although the role of emotions has been the subject of much educational research. In particular, the role of emotion has been investigated through teachers' and students' emotions (Abou-Assali, 2013; Cowie, 2003; Hariri, 2014; Heydarnejad, Fatemi & Ghonsooly, 2017; Méndez López & Fabela Cárdenas, 2014; Lopez & Aguilar, 2013; Lopez, 2011; Maclnytre & Gregersen, 2012; Schutz, Cross, Hong & Osbon, 2007; Vaezi & Fallah, 2011).

Appraisal theory seems to be particularly relevant and important in relation to the teaching of the four language skills of reading, listening, speaking and writing in the teaching of English as Foreign Language. In such research, the importance of emotional appraisals can reveal the extent to which learners are motivated by learning tasks in which they undertake in the

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language learning process. For this reason, the role of emotional appraisals of learning tasks stands out as a very significant educational issue that needs to be investigated.

The present study was inspired by the research conducted by Gül Peker (2010), where she attempted to identify trainees' appraisal styles of learning tasks along the dimensions of pleasantness, goal congruence and coping potential from emotion theory. Based on the findings of the study, she took the liberty to propose a task appraisal scale on a continuum of negative to positive valence. The present study builds on the notion of appraisal styles of learning tasks with particular reference to microteaching tasks. It aims to develop the proposed scale and test it during microteaching in methodology courses taken by teacher trainees at state university and further reveal the outcomes.

Microteaching is considered to be a powerful and prospective professional development tool in teacher training programs (Seidman, 1968; Ogeyik, 2009; Singh, 2014). The different types of micro teaching demonstrated by third year teacher trainees are entitled Teaching Special Methods (Özel Öğretim Yöntemleri) and Teaching Language Skills (Dil Becerileri Öğretimi) at Department of English Language Teaching (ELT) at state university. The microteaching is done through preparing and presenting demonstrations (demos) on receptive and productive skills as well as the inductive teaching of grammar. Trainees spend a great amount of effort and time preparing and presenting those demos which, in turn, are evaluated by their instructors. Further, these microteaching endeavors by teacher trainees comprise the initial experiences in acting as a teacher in front of their peers.

The present study particularly focuses on the microteaching of four skills of language teaching namely reading, listening, speaking and writing taught within one academic year. The course on Teaching Language Skills (TLS) covers the teaching of reading and listening skills for the first semester (TLS I) while during second semester trainees are exposed to learn how teach speaking and writing skills (TLS II). These four skills were specifically selected in order to better understand the task appraisal styles of teacher trainees during the preparation and presentation stages of their demos.

1.2.   Statement of the Problem

The increasing interest in studies on emotion in English language teaching has led to the investigation of many educational topics, for example emotions in relation to diminishing motivation, negative and positive effects of emotions in learning and turning negative emotions into positive emotions (Abou-Assali, 2013; Cowie, 2003; Mousapour & Khorram, 2015; Hariri, 2014; Heydarnejad, Fatemi & Ghonsooly, 2017; Méndez López & Fabela Cárdenas, 2014; Lopez & Aguilar, 2013; Lopez, 2011; Vaezi & Fallah, 2011). Furthermore, there have been many studies on microteaching in ELT globally and in Turkey (Amobi, 2005; Arsal, 2014; Bağatur, 2015; Bozyiğit & Ekşi, 2017; Fernandez, 2005; Fernandez, 2010; Ismail, 2011; Kılıç, 2010; Ogeyik, 2009; Savas, 2012; Seferoğlu, 2006). Only one study was conducted on task appraisal styles in ELT (Gül Peker, 2010). Thus, there is a gap in the investigation of task appraisal styles derived from Appraisal Theory (Arnold, 1960; 1970). The current study aims to address this gap, the results of which could explore the emotional appraisals of teacher trainees during their microteaching and unveil useful implications for the instructors of training courses in ELT.

1.3.   Significance of the Study

The present study could serve as point of reference for future researchers interested in investigating emotions in ELT, as the current study covers the historical insights though early theories and the physiological, social and cognitive aspects of the emotion. Further, emotions in education with particular reference in ELT to microteaching have not been explored previously. The study suggests a multidimensional framework and analyzes task appraisal styles of teacher trainees during microteaching practices. Additionally, the current study takes the liberty of developing the task appraisal scale on a continuum of negative to positive valence put forward by Gül Peker (2010). This scale was further developed and tested for validity and reliability and used in the current study bearing relevant outcomes and results. Thus, this scale can be used to shed light on studies on not only emotional appraisals but also perceptions and motivations in the field of ELT, which may also be applied to general educational research. The outcomes of the current research will hopefully pave the way to the understanding of task appraisal styles of trainees during their microteaching experiences.

These findings could help instructors and policy makers in Turkey in the field of ELT in terms of raising awareness of the crucial role of emotion in teaching.

1.4.   Aim of the Study

The aim of the present study is to investigate the task appraisal styles of 3rd year ELT teacher trainees during their microteaching experiences in the context of the courses on TLS I and TLS II. In order to achieve this aim, the following three research questions were addressed:

1. What are the task appraisal styles of teacher trainees in the teaching of four language skills?
   a) What are the micro teaching skills that students appraise as having positive and negative valence in the preparation for the microteaching of the four language skills and what are the reasons behind of these appraisals?
   b) What are the micro teaching skills that students appraise as having positive and negative valence in the presentation for the microteaching of the three language skills[1] and what are the reasons behind of these appraisals?
   c) Is there a difference between the preparing stage and the presenting stage for all skills in general and in terms of the following criteria: (A: boring- enjoyable; B: useful - not useful and C: applicable - not applicable).
2. What are the reasons for positive and negative tasks appraisal styles during the microteaching of language skills in both stages of preparing and presenting?

1.5.   Limitations of the Study

The outcomes of the study cannot be generalized to all contexts, it only addresses the teacher trainees of the ELT Program of one state university. In addition, the current study dealt with only 3rd year students in the same department. Future studies could include several more universities including private ones. Another limitation is that the task appraisal styles during the microteaching of only four language skills were considered, while future studies could include the task appraisal styles in teaching grammar and vocabulary.

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[1] The microteachning of writing skills is limited to be preparing stage as teacher trainees only prepare a writing lesson plan and do not present in the class

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of three parts. The first part offers a discussion of the theory of emotion by presenting its definitions, components, and early theories, physiological, social and cognitive perspectives of emotion including appraisal theory. The second part presents emotions in education through teacher's and students' emotions in general and particularly in ELT. The third part is about microteaching in education with the special emphasis on ELT. The concept of appraisal originates from the theory of emotion and therefore the literature review begins with defining emotion.

2.1.   Emotion

2.1.1.   What is Emotion?

Emotions play a crucial role in personal as well as professional lives of people. What do we mean when we utter this magic word "emotion"? It is very hard to find an appropriate and comprehensive answer to this seemingly simple question, as emotions are said to be subjective (Frijda, 2005; Reeve, 2005), multidimensional (Reeve, 2005) and aroused based on appraisals (Arnold, 1960a). Furthermore, "getting emotional is a process that intimately involves making appraisals" (Parkinson, 1997, p. 77). The literature on emotions gives a vast amount of definitions such as being aroused by an environmental demand, constraint or resource as well as juxtaposition with individual's motives and beliefs (Lazarus, 1993). Scientists concerned with the phenomena on emotions (Oatley and Jenkins, 1996, Parkinson, 1995), prefer

describing and defining emotion through examples, since, one can better grasp what is meant through examples. Others, on the other hand, claim that the aim could be to understand emotions instead of searching for definitions which can never be universally accepted (Oatley & Jenkins, 1996).

Emotions arise as reactions to important situations and events, and once activated, they generate feelings, arouse physical action, generate motivational states and express themselves (Reeve, 2005). While it is not easy to define emotion as there is no universal agreement, it is suggested to giving examples and representing them by category such as love, hate, anger, sadness, and happiness (Parkinson, 1995). Emotions such as surprise, curiosity, rapture, fear, anger, lust, greed, and like, possessed by human beings are mental states (James, 1884). Likewise James, Cabanac (2002) associates emotions with mental experience but with high intensity and hedonistic that could be expressed through pleasure or displeasure.

Moreover, emotions were linked to cognition and appraisals and explored further the cognitive theory of emotion by claiming that emotions cannot be generated without cognitive processes or appraisals (Arnold, 1960; Arnold, 1970; Lazarus, 1982; Lazarus, 2001; Lazarus, Averill & Opton, 1970; Schorr, 2001; Roseman & Smith, 2001). Emotions are products of cognitive processes and therefore cognitive activity is a necessary as well as sufficient condition of emotion (Lazarus, 1982). On the other hand, subjective nature of emotion should not be neglected as they depend on subject's viewpoints, appraisals, and personal attributions of meaning (Frijda, 2001). Emotions are also subjective as each subject may have different emotions in response to the same event and giving the importance to the perceptions in emotions.

From a physiological perspective, Mayne and Ramsey (2001) claim that "emotion includes physiological arousal and behavioral displays; it includes self-awareness and verbal report; it has innate and cultural influences- but none of these things comes close to adequately capturing what emotion is" (p. 2). Additionally, Oatley and Jenkins (1996) focused on the conscious and unconscious attributes of emotions as well as its qualities on readiness and urgency. Like Oatley and Jenkins, Parkinson (1997) defined emotion as "relatively short-term, evaluative state focused on particular intentional object a person, an event, or a state of affairs" (p.114).

As can be seen from the above definitions, emotion is seen as a very complicated phenomenon that includes all possible areas relevant to human beings such as sociology, psychology, biology, physiology and cognition. For this reason, it should not come as a surprise that specialists in each domain have constructed definitions, measures, and theories of function as they relate to that specific domain" (Mayne and Ramsey, 2001, p. 2).

Despite the fact that, definitions on emotions could be extended, it will not give a full picture on what emotion is, therefore, it is worthwhile to look into the components, early and recent theories; physiological, social, and cognitive aspects with special emphasis on the appraisal theory of emotion.

2.1.2. Components of Emotion

As mentioned before, emotion has a very complex nature and an attempt was made to look at emotions from different dimensions or so called components to understand and have an idea regarding the complexity of this phenomenon. One framework is suggested as having four dimensions (Reeve, 2005) as can be seen in Figure 1.
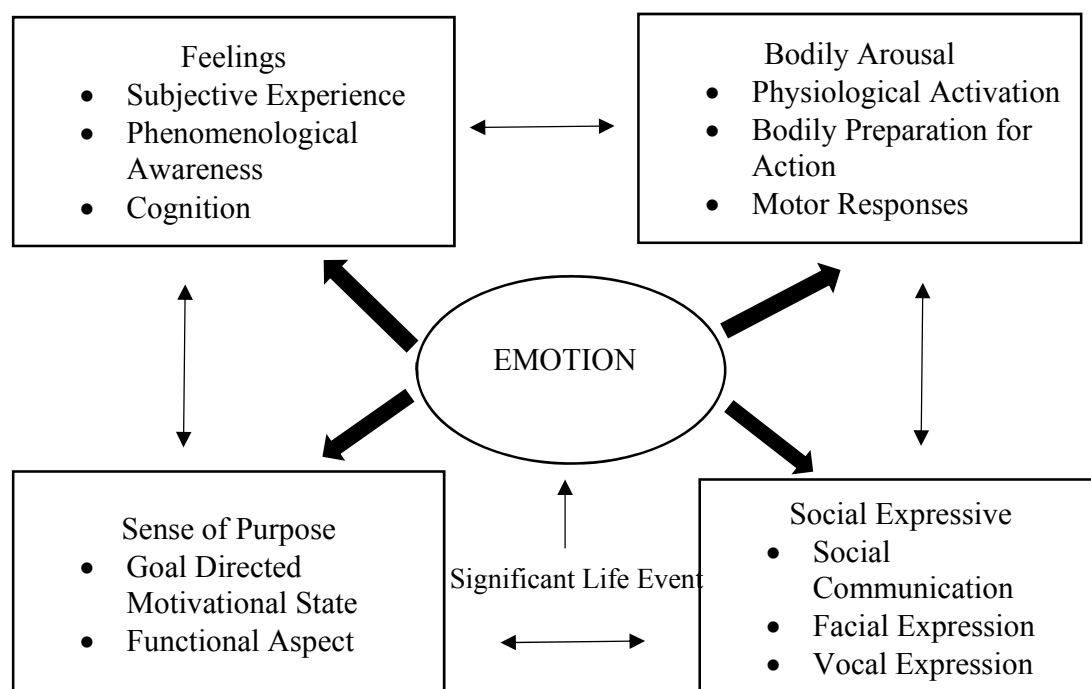
Figure 1. Components of emotions (Adapted from Reeve, 2005, p.15).

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The feeling component gives emotion its subjective experience that has both meaning and personal significance. Feelings are rooted in cognitive and mental processes. The bodily arousal component involves biological and physiological activation including the activity of autonomic and hormonal systems as they regulate adaptive coping behavior. During emotion, body is prepared for action in terms of physiology (heart rate, epinephrine in the bloodstream) and musculature (alert posture, clenched fist and etc). The purposive component involves goal-directed motivational state to take measures needed to cope with the emotion causing situation when encountered. This component is about why individuals benefit from their emotions, it is hard to imagine a person without emotion, who would be at substantial social and evolutionary disadvantage compared to others. The fourth component on social expressive concerned with emotion's communicative aspect; through postures, gestures, vocalizations, and facial expressions, private experiences become public expressions. When emotion is expressed during significant event, it is nonverbally communicated externally.

To sum up, it can be argued that emotions are short lived, feeling-arousal-purposive-expressive phenomena that help individuals adapt to the opportunities and challenges encountered during important life events as they arise in response to these significant developments (Reeve, 2005).

In line with Reeve above, Parkinson (1995) also uses the term "components" in elaborating the emotion in the following way:

Situational evaluations and interpretations: emotion involves an evaluative relationship between the person and the object (situation, event and etc). He refers to appraisal theory developed by Arnold (1960) who emphasizes that evaluative aspect of emotion is explained through the concept of "appraisal" the way how object is appraised as affecting the person in particular way and Lazarus (1968) suggests further the two facets of appraisal such as *primary appraisal* and *secondary appraisal*. The former is about the relevance of the object (situation) to the personal well-being, whether it is good or bad for that person, the latter goes beyond the primary appraisal and person evaluates potential capacity to manage the object (situation), the details of which will be given in the section on Appraisal Theory.

Bodily changes: It involves the physiology of the person, what happens with the body when a particular emotion occurs (increased heart rate, blood pressure, increased respiratory volume, decreased salivation (dry mouth), increased action of sweat gland etc.

Emotional expression: This encompasses expressive behavior, movement and sounds made by person during experiencing emotion. It does not matter whether the expression is made intentionally or deliberately, it is expressive as much as it communicates emotional experience. Therefore, the face is the most important organ as well as tone of voice, body posture and gestures.

Motivated action: Emotions may bring impulse to act in certain appropriate ways. For example when angry, one may have a strong desire to hit out someone who caused that emotion, when in love to get as close as possible to loved person and protect him or her.

Thus, Parkinson (1995) considers each of above three variables as characteristics of emotional experience which is similar to the components described by Reeve (2005). This implies to the fact that during emotional experience, bodily changes, verbal and non-verbal expressions followed by actions motivated by certain goal are main peculiarities of emotion. However, listing only components of emotion is definitely not enough, it is necessary also to look into critical early theories of emotion which will give a chronology of the researches and developments occurred on emotion.

2.1.3. Early Theories

It is important to acquire knowledge about the early theories of emotions to better understand existing theories and potential innovations. The first theory that will be discussed further is for sure James-Lange theory through which emotion was for the first time described scientifically.

2.1.3.1. *James-Lange Theory*

James-Lange Theory was explored by William James at the end of 19th century and Carl Lange was his student who supported him in his later studies. For James, emotion is one of the experiences of set of bodily changes that occur in response to stimuli (Dalgliesh, 2004).

Emotions such as surprise, curiosity, rapture, fear, anger, lust, greed, and the like possessed by human beings are mental states (James, 1884). The following diagram shows James's thesis (1884).

Perception of exciting fact (situation or object)

Bodily change   Exciting the mental affection (emotion)
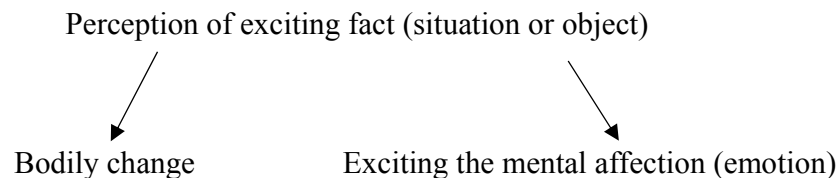
Person mentally perceive an exciting fact, this produces mental affect which is emotion and bodily changes follow. The bodily changes follow directly the perception of the exciting fact, and that our feeling of the same changes as they occur is the emotion (James, 1884, p.189).

The most striking statement in his theory is that the order of sequence between emotion, bodily changes and perception is very much different to see what is meant by this, one can better grasp it through the below quote from his article

> Common sense says, we lose our fortune, are sorry and weep; we meet a bear, are frightened and run; we are insulted by a rival, are angry and strike. The hypothesis here to be defended says that is order of sequence is incorrect, that the mental state is not immediately induced by the other, the bodily manifestations must be interposed between, and that the more rational statement is that we feel sorry because we cry, angry because we strike, afraid because we tremble, and not that we cry, strike, or tremble, we are sorry, angry, or fearful as the case may be. Without the bodily states, following the perception, the latter would be purely cognitive in form, pale, colorless, destitute of emotional warmth. We might then see bear, and judge it best to run, receive the insult and deem it right to strike, but we could not actually *feel* afraid and angry (James,1884, p.190).

It can be concluded from above that emotion in terms of bodily manifestation for James is something "colorful", "not purely cognitive", "not pale at all" between exciting facts (seeing a bear, receiving the insult) and taken actions (running from the bear, deciding to strike).

James (1884) gave paramount importance to viscera and Strongman (1978) reflected James-Lange theory in the following diagram (Figure 2).

Additionally, Dalgliesh (2004) claims that, for James, if one meets bear in the woods, he or she will not be frightened and run away, but running away follows directly from the perception of the bear, and the experience of bodily change involved in running is the emotion of fear.

Thus, it can be concluded from this theory that emotion does not stimulate the bodily change (increase of heart rate, clenched fist and etc), but on the contrary, emotion is manifested as a result of body change after the perception of the stimuli is occurred (bear). The term "perception" is very critical as it initiate the whole process: 1) object or stimuli is perceived, 2) bodily changes come out; 3) emotion occur.
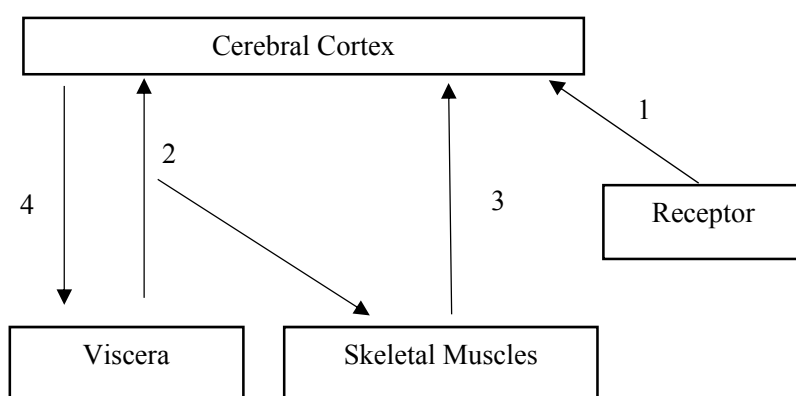
Figure 2. Diagrammatic representation of James-Lange theory. Arrows shows direction of function (Adapted from Strongman, 1978, p.15).

Moreover, James-Lange theory underwent criticisms by several scholars such as Canon (1927) who claimed that there were no available pertinent physiological facts at a time when James and Lange developed their idea. Canon pioneered the alternative theory Canon-Bard Emotion theory that had opposite theses against James Lange Theory in which bodily changes follow emotions Canon (1927). While, Barbalet (1999) referred to the theory as being "incomplete and inadequate" and the understanding of emotion of James is "distorted or only a part of what he had written". However, Edwards (1999) founds his theory original within the system of ideas that James (1884) championed, and also one of the most famous and continues to be mentioned.

Moreover, Edwards (1999) counterattacked Canon-Bard Theory as James was not able to do so due to his death in 1909, by giving step by step explanation and opposing the views of Canon towards his famous academic article of 1927.

Despite the criticisms that James-Lange Theory received and continues to accept, it has to be admitted that it triggered further researches and theories to be invented. As Freidman (2010)

notes hardly anyone will find a better paper from that insipient age of psychology that has had a lasting impact and provided a wellspring stimulation for emotion researchers.

2.1.3.2. *Cannon Bard Theory*

Walter Canon and his student Philip Bard developed Canon-Bard Theory of emotion theory against James-Lange theory. They argued that emotional stimuli are processed in the brain, which in turn brings bodily responses and feelings separately (Friedman, 2010).

Canon was one of the outstanding physiologists in the area of emotions during the early 20th century studying emotions in his laboratory for almost twenty years (Dror, 2014). As a result of his longstanding researches in the laboratory, he found that thalamus plays a significant role in emotions which has two functions (Strongman, 1978): first exciting muscles and viscera; and second relaying information back to the cortex. Strongman (1978) reflected Canon-Bard theory in the following diagram (Figure 3). Due to this invention, Canon Bard Theory was also known as Cannon-Bard Thalamic Theory.
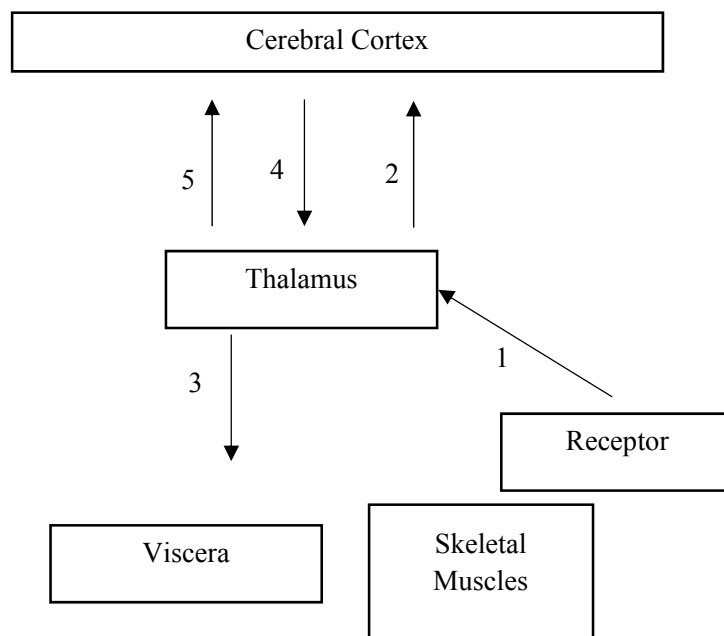
Figure 3. Diagrammatic representation of James-Lange theory. Arrows shows direction of function. (Adapted from Strongman, 1978, p.16).

Additionally, Cannon (1942) emphasized that strong emotions such as fear and rage may bring body collapse. He has given several examples such as extreme worriedness of a man who believed that a spell had been put upon him, died later, despite the fact that he was totally healthy after thorough examination; and two soldiers during World War I died because of shock caused by fear despite the light injuries they had. Cannon (1942) believed that powerful emotions may fully control the bodily changes and if this state continues in uncontrolled possession for a considerable period then dire outcomes may follow.

The Cannon-Bard theory has made a great contribution to emotion research by highlighting the role of the brain in the generation of both physiological responses and feelings in emotions. Based on contributions made by Cannon and Bard, enormous advances were followed in elaborating the specific central nervous system structures concerned in emotion (Freidman 2010).

To sum up, early theories of emotions developed by William and James at the end of 19th century and later opposed and elaborated by Canon and Bard in 20th century paved the way to study emotion thoroughly which brought into arena the scientists specifically researching emotion in psychology also by linking it to another common disciplines on sociology, culture and education.

2.1.4. Physiological Perspective of Emotion

From physiological perspective, W.Mc.Dougall attempted to distinguish feelings and emotions, his theory depended on basic biological considerations that all behaviors stem from seeking food, and escaping and avoiding unpleasant stimuli, thus emphasizing the instincts and that emotions come from the way how we perceive environment and different bodily changes (Strongman, 1978); Watson's Conditioned Response Theory on emotion that was among the behaviorist approach which focused on acts and stimuli rather than emotion; for instance Watsons named fear, rage and love as emotional reactions X, Y and Z (Edwards,1999).

Moreover, the role of facial expression, amygdala, brain circuit, limbic system and triune brain are considered as important elements in describing emotion from physiological perspective

(Ekman & Friesen, 1971; Ekman 1993; Maclean, 1949; Maclean, 1985). More specifically, Ekman's Facial Expression and Emotion (Ekman & Friesen, 1971; Ekman 1993), the importance of Amygdala expressed by Phelps and LeDoux (2005), Papez brain circuit on emotions (1937) and Maclean's research on limbic system and triune brain (Maclean, 1949; Maclean, 1985) are included as physiological perspectives of emotion.

2.1.4.1. *Ekman's Facial Expression and Emotion*

A human facial expression is one of the behaviors in non-verbal communication. It is easy and difficult at the same time to guess one's feeling or emotional experience. Ekman, the psychologist, studied emotions through facial expression (Ekman & Friesen, 1971; Ekman 1993), which led so called "basic emotions" facially expressed and mostly hypothesized innately specified (Adolphs, 2010). Ekman and Friesen (1971) based their research on Darwin's evolutionary theory postulating that facial behaviors are universal. Ekman and Friesen (1971) have conducted a large scale research on emotions such as happiness, sadness, anger, surprise, disgust and fear among the literate (Western and Eastern) and less literate (New Guinea and South Fore) cultures. The main finding of the research was that particular facial expression were universally associated with particular emotions; however, there was a tiny exception: New Guinean respondents were not able to distinguish fear from surprise due to the fact that fearful events are also surprising (for example sudden appearance of hostile member of another village, the unexpected meeting with sorcerer). Later in this chapter, social constructionism will be discussed, which will involve the question of culture in emotions. As Ekman and Friesen (1971) admitted too, there is a big controversy that facial behaviors varies across the cultures.

Later Ekman (1993) broadened his way of thinking in which he tries to seek answers to some outstanding questions such as Can *there be emotion without facial expression?* And c*an be there a facial expression of emotion without emotion?* To those questions, he mostly replies yes but with non-completed evidence. To him, some individuals may have far less facial expressions when they were asked on past emotional event. And certainly, people can imitate some facial expressions by misleading the interlocutor into thinking an emotion is felt when it is not or felt differently.

More than two decades later, Ekman (1993) admitted that he was seeking an answer to the question whether the facial expression universal or culture specific and only then he found that aspects of facial expression in emotions are both universal and culture specific.

2.1.4.2.Amygdala

It would not be complete at all if a study investigating the role of emotion does not mention the role of amygdala in emotion. In many articles of psychology, the role of amygdala in emotion has been strongly emphasized (Dalgleish, 2004; LeDoux & Phelps, 2004; Phelps & LeDoux, 2005; Adolphs, 2010) as being an *emotional computer* (LeDoux and Phelps, 2004) and *most crucial for fear* (Adolphs, 2010). Amygdala deals with threatening events by detecting and responding to them, it regulates mainly negative emotions such as fear, anger and anxiety for self-preservation purposes (Reeve, 2005).

Amygdala became the area of examination and further studies when Kluver-Bucy Syndrome emerged in primates (LeDoux and Phelps, 2004). Heinrich Kluver and Paul Bucy, academicians from University of Chicago in their experiments of 1936th and in 1937th, removed temporal lobes of monkeys (Neylan, 1997). Kluver and Bucy (1939; reprinted 1997) observed that the behaviors of the animals drastically changed: behaviors of "psychic blindness"[2] occurred, animals had a strong tendency to examine environment by mouth (licking, chewing biting gently, etc); emotional behaviors changed or absence of emotional reactions (motor and vocal reactions), particularly fear and anger; and increase of sexual activity.

Despite the fact that Kluver and Bucy (1939; reprinted 1997) did not focus their studies on amygdala (Adolphs, 2010), it led to the most striking finding on the relationship between amygdala and emotions (fear and anger). One would argue that the Kluver-Bucy syndrome was found based on experiments on animals and to which extent it may give implications for human's amygdala. Phelps and Anderson (1997) claim that despite the fact the studies on neural processes underlying emotion of animals extremely useful, function of human amygdala is difficult to study due to following reasons:

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[2] A pattern developed by Kluver and Bucy (1939 reprinted 1997) showing strong tendency to approach any objects without hesitation

- Medical cases with amygdala lesions in humans are extremely rare; and even if there are such cases, patients with amygdala damage have at the same time other brain damages which should be considered when interpreting the outcomes;
- The amygdala structure is a small in size and technology such as PET (Positron emission tomography) or FMRI (functional magnetic resonance imaging) should be developed and sophisticated further; and
- Emotion is still a broad concept in psychology which has to be well defined.

Despite the above mentioned drawbacks, Phelps and Anderson (1997) hypothesize that the primary roles of amygdala are the acquisition and expression of emotional memory and learning how to assess the conditions and circumstances occurred in one's social life. While Reeve (2005) physiologically describes the role of amygdala: it has a peculiar to itself a relationship with other brain structures by sending signals to almost every part of the brain, while it receives back very few signals or information. Moreover, an interesting point made by Reeve (2005) is that due to this imbalance of signal exchange in amygdala, "especially negative emotion overpowers the cognition more than cognition overpowers the emotion. Hence, a lot of fear and anger messages get blurted out while relatively few messages of reason and rationality return back to calm the amygdala" (Reeve, 2005, p.56).

One would argue with the above statement of Reeve since it is not yet clear enough which particular part of brain is responsible for cognition and to which extent cognition is represented in the parts of brain so that it could be *overpowered by emotion.*

The following diagram by Reeve (2005) on amygdala connection was presented:
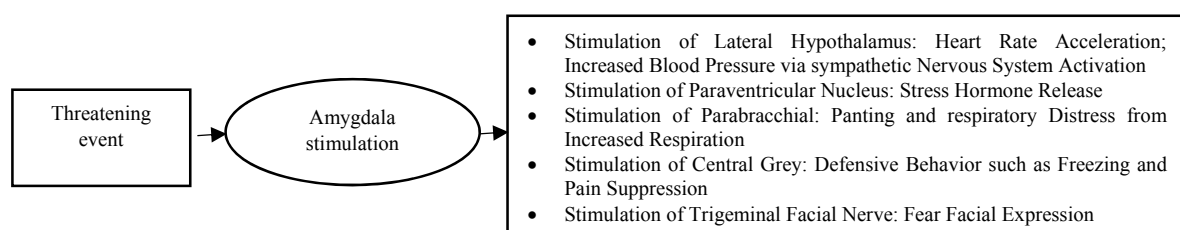
Figure 4. Amygdala connections to express fear in response to a threating event (Adapted from Reeve , 2005, p.56).

In sum, amygdala seems to play a crucial role for processing emotions and maintaining the emotional memory which is very important for human beings to be a part of healthy society.

2.1.4.3. Papez Circuit

Papez Circuit, is another term which plays a crucial role in experiencing emotions (Dalgleish, 2004; Eggers, 2007), in other words, it is brain circuit called nowadays as "Papez circuit" and even, "circuit of emotion" (Eggers, 2007). Papez proposed that emotional stimuli enters thalamus and diverges into upstream and downstream – separate streams of "thought' and "feeling' (Dalgleish, 2004). "The thought stream was transmitted from the thalamus to the sensory cortices, especially cingulate region" (Dalgleish, 2004, p.583). This route is responsible for perceptions thoughts and memories while "feeling stream" is on the other hand was transmitted from the thalamus directly to mammillary bodies, allowing the generation of emotions (with downward projections to the bodily systems) and so via anterior thalamus upwards cingulate cortex" (Dalgleish, 2004, p.583).

Eggers (2007) clearly defines the functions of Papez circuit as being an organization of physiological response to the emotional valence attached to events, and promotion of the development and emotional priming of neurons in the dentate gyrus, a part of the brain, responsible for laying down new memories.

 Another important part of the brain called hippocampus is the place where Papez cicuit starts and ends, making the sense because of commonly recognized relationship between emotions and memories. "To take the an extreme example, surviving infantry soldiers often say that combat, while truly hell, also provided them with the strongest memories of their lives; it was the time they were *most alive*" (Eggers, 2007, p. 855). Papez circuit, especially the hippocampus is "the starter and the ender of the circuit' seems to play a crucial role in attaching the "emotional valence" (Eggers, 2007) to the striking events when individuals may experience "most alive" moments and initiate the responses to the perception.

2.1.4.4. The Importance of Limbic System (Visceral Brain) and Truine Brain

A famous neurophysiologist Maclean, elaborated further the Cannon-Bard Thalamic, Theory along with Papez Circuit Theory, by integrating the knowledge obtained from the experiments of Kluver and Bucy (Dalgleish, 2004). Maclean coined the terms "visceral brain" (Maclean, 1949) which was changed to "limbic system" three years later (Dalgleish, 2004), and "truine brain" (MacLean, 1972).

Maclean believed that visceral brain (limbic system) is the core system where emotions are operated (Edwards, 1999). "Visceral brain is at all unconscious… but rather eludes the grasp of the intellect because its animalistic and primitive structure makes it impossible to communicate in verbal terms" (MacLean, 1949, p.348). Moreover, he describes visceral brain as being "animalistic and illiterate brain" (MacLean, 1949, p.348).

Maclean gives many examples for how and when visceral brain can symbolically function. For instance anger, resentment, feeling of rejection can be reflected through generating hunger or opposite, paralyzing the appetite. Or more chronically, patients suffering from peptic ulcer are actually those who usually struggle to achieve independence and success, and others suffering from asthmatic breathing are usually those who have strong desire to be independent from their parents (MacLean, 1949). One would dare to argue that these correlations are actually operated and orchestrated through visceral brain.

Another contribution to the psychology and to the study of emotions made by Maclean was Triune Brain Theory (Maclean, 1985; Lambert, 2003). The triune brain is the model of evolution which consists of reptilian (basal ganglia), paleomammalian (limbic system) and neomammalian (neocortex) (MacLean, 1985). Maclean described evolutionarily distinct components of brain and revisited the term "limbic" made previously by Broca by elaborating a neuroanatomical system involved in emotions (Lambert, 2003). MacLean proposed that 1) reptilian brain coordinated the primitive emotions such as aggression, dominance, territoriality and rituals in accordance with instinctive behaviors; 2) paleomamamlian brain, where the limbic system operates and consists of thalamus, hypothalamus, hippocampus, cingulate cortex and amygdala, is responsible for social emotions; and finally the 3) neomammalian brain is the most sophisticated one that human beings acquire nowadays, interfaces with

emotions and cognition and applies top down control over the emotions according to other related systems (MaLean, 1985; Lambert, 2003; Dalgleish, 2004).

From the above stated, one may conclude that emotions were all the time "there in the brain" from the very beginning of its evolution (reptilian brain) and developed further by adapting to the new environments as long as brain evolved and reached its culmination point (neomammalian brain).

2.1.5. Sociological Perspective of Emotion

The role of society and culture cannot be neglected as through them emotions become more dynamic and interrelated by ensuring the synergies among human beings in the societies. Therefore, in order to fulfill the understanding of emotion to some extent, the social emotions, chronological review as well as the role of culture are described below.

2.1.5.1. The Role of Social Emotions

It is hard to imagine human emotion outside the society, as human beings are social creatures, who need interaction and communication through which one type of emotion arises and other type of emotion is triggered. One may argue that emotions are purely private and personal phenomena, indeed emotions could be private, self-feelings but they are mostly social; they are about the social self that emerged and evolved from participation in the socially constructed world (Wentworth & Yardley, 1994). Emotion is a social phenomenon, it helps to understand the fundamentals of social behavior and therefore, emotion is significant in the constitution of social relationships, institutions, and processes (Barbalet, 1998).

It is argued that one can strategically select the situation and people to interact with, as a consequence, an individual may have means to socially construct which emotions most likely to experience. Situations can define which emotions are likely to occur, individuals can select and therefore "construct" a particular emotional experience such as joy (if one selects going to weekend party) or disgust (cleaning a dirty shower) (Reeve, 2005). However, there are many cases when there is no chance for selecting the situation in order to experience a preferred

emotion. Each society has its own social norms which can limit the experience of preferred emotion.

There are emotions which are essentially social (Elster, 1999) and it is an intermediary between social rules and social behavior (Barbalet, 1998). "The impact of social emotions on behavior in fact is highly dependent on the social norms to which actors subscribe" (Elster, 1999, p.140). Elster (1999) argues that there is a strong relation between emotions and social norms like shame, contempt, envy and honor. These type of emotions are manifested and evaluated against social norms. Further, Eslter (1999) made some classification among the social emotions such as *emotion of comparison* versus *emotion of interaction* and *evaluative versus non-evaluative* which are closely linked to social norms;

- *Emotion of comparison* (examples: malice and envy can be triggered by favorable or unfavorable comparisons with individuals),
  Emotion of interaction (examples: shame or anger can arise when there is social interaction such as face to face or indirectly),
- *Evaluative emotions* has three dimensions: 1) belief and targeted to oneself or others; 2) action or person's character and 3) negative or positive (examples: shame - negative emotion triggered by belief about one's own character; guilt - negative emotion triggered by a belief about one's own action; admiration – a positive emotion triggered by a belief about another's action and etc.),
- *Non-evaluative emotions* (examples: embarrassment, envy, malice).

Thus, one can argue that social emotions are closely linked to situations where interaction or comparison may take place, they depend on beliefs and are triggered by one's action or character; they can be positive or negative in accordance with social norms of a particular society.

2.1.5.2. *Chronological Review of Emotion in Sociology*

In order to have deeper understanding of sociological aspect of emtions, it is important to review the place of emotion in sociology from the perspectives of romanticism, behaviorism and constructionism. Barbalet (1998) makes a chronological review of emotion by describing

the pathways that emotion has undergone in sociology. Therefore, emotion will be reviewed from these mentioned perspectives proposed by Barbalet (1998):

- Historical origins of emotion dates back to eighteenth century Scottish Enlightenment and later European and American sociologists mentioned the role of emotions in their writings,
- Romanticism: During Romantic Movement in eighteenth and nineteenth centuries, emotion was elevated based on value, affiliation and conduct. Romanticism occurred as a reaction against Enlightenment and French Classism which highlighted human reason and its capacity,
- Behaviorism: After the First World War, in 1920th and 1940th Behaviorism flourished, measurement of observed behavior was in the center. Emotion was favored in understanding the mental life by some, however others emphasized the conditioning and learning theory of behavior. Emotion in general was denied,
- Cognitivist approach (1930s-1970): Non-emotions period of sociology, emotion was regarded not only irrational but pre-modern as well. Only few sociologists gave importance to emotion,
- New era for emotion: after 1970s some sociological works emphasizing emotion appeared and to the mid of 1980s papers and books on emotion massively published. In 1984, International Society for Research on Emotions (ISRE) was established. The Sociology of Emotions branch under American Sociological Association was founded in 1986.

From this short chronology, it can be concluded that despite the fact that emotion had been exposed to dynamic changes by discrediting emotion in social studies by some generation and giving significant importance after 1970s, one cannot ignore its place and contribution to uncover the human behavior from the sociological perspective.

Additionally, Brakel (1994) considered the role of social constructionism in emotion, which was inspired by Vygotskyan Theory of Constructivism and works of Mead and Wittgenstein (Brakel, 1994). Social constructionism put emotions in a network of norms, values, beliefs and social relationships, "emotions presuppose values and values presuppose emotions", and by

involving judgements and applying concepts, emotions are "moral way of making sense of the world" (Brakel, 1994, p.206).

Barbalet (1998) details the concept of social constructionism and the role of culture in emotions. In this perspective, emotion is seen as a consequence of cultural and cognitive processes. "Emotions are principally strategic evaluational claims that are associated with local meaning systems based on cultural cues and precepts" (Barbalet , 1998 p. 23).

Thus, it is clear that the social constructionist approach locates emotion within the social processes that evolve naturally and includes cultural aspects, behavioral norms, values and beliefs. "Emotion animates human actions, while culturally expressed, are also explicable in terms of the biological processes of evolution which make humankind naturally social" (Barbalet, 1998, p.25).

2.1.5.3. The Role of Culture in Emotion

When addressing the sociological perspective of emotion, the role of culture in emotions should not be neglected, as culture is one of the sub pillars of the concept of sociology. Therefore, it is important to know how culture influences emotion and what should one bear in mind when culture interacts with emotion.

Lazarus, Averill and Opton (1970) described the following four means that culture influence emotion which are described below:

- Emotion is affected by culture through perception or appraisal of emotional stimuli: event or object can be perceived as extremely dangerous in one culure, while same object or event can be appraised hardly dangerous,
- Direct influence on emotional expression without the involving altered perception: culture may pose certain standards which can limit types of responses, in turn supporting an individual to act out appropriate and acceptable response within the certain cultural context,
- Culture influences emotion through shaping of social relationships and systems of judgements: Different concepts in different cultures can be judged different, for instance Japanese culture seems acknowledging the social attachment (concept *amae* –

a wish to be loved and a need for dependency) and recognized positively while in Western culture, it can be equivalent to the concept of dependency and could be accepted as inability to act independently which in turn be recognized negatively,

- Certain conventional forms of behavior expressed through traditions and rituals may influence emotion: for instance, how much of "true" emotions can a person may express, for instance a widow wearing black and avoiding social contacts for a certain period after the death of her spouse, how much of this ritual is the real reflection of her emotions?

In conclusion, culture not only influence emotions but also emotions are evolved and experienced based also on cultural origins.

On the other hand, one need to be cautious about the role of culture in emotion, emotion is not a primary element of culture but instead, emotional experiences, objects of emotion and the way how emotions are conceptualized are mediated through culture (Barbalet, 1998).

2.1.6. Cognitive Perspective of Emotion

In addition to the psychological and sociological perspectives of emotions, perhaps the role of cognition is one the most crucial aspect in understanding the emotion.

What does emotion have to do with cognition? Are they interrelated? Which comes first emotion or cognition? This section seeks to answer these important questions. Zajonc (1980) refers to emotions as affective reactions to stimuli that are often very first reactions of the organisms. Affect occurs without extensive perceptual and cognitive encoding, thus implying to the fact that emotions are independent from cognition. Emotion and cognition are argued to be independent phenomena, for instance thoughts can enter feelings at various stages of the affective sequence, feelings may arouse at any points of the cognitive processes. It is not impossible to agree with Zajonc (1980) "that feelings or affect are more spontaneous rather than cognition, it is further possible that one can like something or to be afraid of it before knowing precisely what it is and perhaps even without knowing what it is…" (Zajonc, 1980, p.154).

Further Zajonc (1980) describes affect as:

- inescapable, they cannot be voluntarily controlled,
- irrevocable, reactions are believed to be "true" and "valid", they accurately represent an internal state or condition,
- implicate self, when object or event is evaluated, not so much object is described, but something that is in ourselves,
- difficult to verbalize, the remarkable aspect of the first impressions of objects or people are their immediacy; all sorts of judgments are faster and efficient for pictures for instance rather than words,
- inherited, human infants can imitate emotional expressions at 12 days of age, long before they acquire language, good-bad is one of the very first discriminations that children learn,
- easy communicate and understand.

By describing the immediate, inescapable and irrevocable nature of affect, Zajonc (1980) clearly separates affect from cognition due to its psychological and biological basis.

On the other hand, Lazarus (1982) dedicates a whole article to oppose Zajonc's statements by claiming that emotions are products of cognitive processes and stresses that cognitive activity is a necessary as well as sufficient condition of emotion. Lazarus argues that emotion is not an independent phenomenon and gives the floor to a process of appraisal: "the appraisal process gives rise to a particular emotion with greater or lesser intensity depending on how the relationship is evaluated with respect to the person's well-being" (Lazarus, 1982, p.1019). Lazarus (1982) rejects the Zajonc's (1980) insistence that emotional or affective meaning comes early, even before one knows that object or event can be harmful, according to Lazarus (1982), this early presence does not mean that it is detached from or independent of cognitive appraisal. Regarding human infants' early emotional expressions, Lazarus (1982) states that capacities diverge as child acquires symbolic modes of thought and knowledge, particular emotions will enter into the child's repertoire only after the child masters their particular cognitive prerequisites. Thus, Lazarus (1982) gives the explanation to the phenomenon of child's good and bad discrimination through cognitive processes which are still to be matured and connected to cognitive appraisal when one experience emotion.

Lazarus (1982) promotes the human emotions and abandons the idea that emotions being lowest common denominator of comparatively simple animals and reptilian or mammalian brain structures: "It is a about time we began to formulate rules about how cognitive processes generate, influence, and shape the emotional response in every species that reacts with emotion, in every social group sharing values, commitments, and beliefs, and in every individual member of the human species" (Lazarus, 1982, p.1024).

 Considering the two opposing views stated above, one can conclude that indeed emotions are immediate, inescapable, irrevocable and spontaneous, but at the same time emotions cannot be generated without cognitive processes or appraisals. Lazarus seems promoting the unique nature of human emotions that are elicited though cognitive appraisals, by far different from animals' brain. Therefore, it is crucial to understand what is meant by the cognitive appraisal of emotion. The next section will describe in details the Appraisal Theory that was derived from cognitive theories of emotions.

2.1.6.1. *What is Appraisal Theory?*

As mentioned before, emotion has close linkages with the cognition and in particular to the Appraisal Theory (Arnold, 1960; 1970). The Appraisal Theory is closely associated with Magda Arnold's name, who pioneered the term (Reisenzein, 2006; Lazarus & Averill, 1970; Shields & Kappas, 2006) and who is considered as founding mother of modern theory of appraisal (Roseman & Smith, 2001). By the 1960s Arnold had been considered as a leading emotion researcher (Shields & Kappas, 2006). In 1960s she wrote a two-volume book on Emotion and Personality where she describe the concept of Appraisal and later Lazarus (1968) supported her ideas. At a time of 1960s and 1970s, when the behaviorism was at its peak of prosperity, describing emotion from the cognitive perspective was rather risky as one could be exposed to strong criticisms. One can see the precautious nature of Arnold (1970) when she acted as an editor of the Loyola Symposium paper published in 1970:

> However, in the second symposium, a goodly number of workers from other disciplines showed that the topic of emotion was a vital interest to them; also, despite meteoric rise of behaviorism…..
> Behavioral theory, as it now began to be called, had finally succeeded in banishing all thought of what might be going on in the "black box" by convincing psychologists that any concern with "mentalistic events was thoroughly unscientific …. That black box would have to be opened

sometime, somehow if the science of psychology was not become strangled in formalisms (Arnold, 1970, p.viii).

Arnold took the liberty to describe emotion from the perspectives of cognition at the time of prosperity of behaviorism, therefore, this liberty should be well acknowledged. Arnold was a strong opponent of behaviorism; and despite the era of its prosperity, she was able to describe emotion from the point of cognition. She strongly defended a purely cognitive nature of emotion at that time (Roseman & Smith, 2001). On the other hand, she was also criticized as being ambiguous and eclectic that brought scientific discussions and the her diplomatic presentation of the appraisal gave the impression that only cognitive approach was the single theory among many to explain emotional experience and behavior (Schorr, 2001, p.22). The Appraisal Theory by Magda Arnold which will be elaborated further.

2.1.6.2. Magda Arnold's Contribution to Appraisal Theory

The literature on appraisal theory will be crucially insufficient unless one describes and highlights its main peculiarities. Arnold (1960 b) describes appraisal as a

> process of evaluating and comparing sense impressions and memories from many sense modalities and thus may take an appreciable time….once a thing is evaluated, the experience of liking or disliking follows immediately and automatically… Appraisal is a unitary function of which we may be aware when it is prolonged (deciding that we like the taste of a new drink), but of which we may also be completely unaware when it is immediately followed by emotion (e.g., seeing a snake and getting scared) (Arnold, 1960b, p.33).

The key word *appraisal* was her central construct (Lazarus, 2001), through which the theory of appraisal was formulated. Moreover, Arnold linked the emotion and appraisal process to the Papez's Theory (Papez circuit) and MacClean Theory (limbic system) which were described before:

> In our discussion of Papez's theory and the later contribution of Maclean, we noted that an emotion can occur only after the situation is perceived and appraised…..We hope to show that this appraisal and the following experience of liking and disliking are mediated by special system that receives relays from the sensory system. It includes the afferent connection from sensory receptors to the brain stem reticular formation, intraluminal and midline thalamic nuclei, and the cortex of the limbic lobe (Arnold, 1960b, p.34).

Furthermore, based on the system of relays, Arnold (1960b) uses the term "estimative system" that serves as appraisal or evaluation of incoming sensation, i.e., any situation or event. As soon as these relays reach the thalamus and limbic cortex, the estimates become more accurate and meaningful.

Another peculiarity of the appraisal process in the brain is its meditative nature, there is always mediation and interconnection between sensory, neural and motor functions, yet another important peculiarity is the impulse to action. Once one evaluates something good or bad, like or dislike, there is impulse to action which completes the whole process of experiencing emotion.

Thus, by bearing in mind above peculiarities of appraisal process, it can be concluded that through the estimative system which is operated in the brain, orchestrates the process by bringing relays from sensory motors to thalamic nuclei, and evaluation is "on" once it reaches the limbic cortical region. As an outcome, liking or disliking as well as pleasantness or unpleasantness are mediated, and only after that, the motor functions are activated which brings impulse to action. In simple terms, the described process was the sequence that is observed from perception to appraisal and from appraisal to demonstration of emotion.

2.1.6.3. *Sensory Functions and Memory*

In addition, Arnold (1960 b) classified sensory areas that are evaluated by an individual, which is considered fundamental in understanding appraisals such as evaluation of equilibrium, evaluation of sounds, evaluation of sights, evaluation of tastes, evaluation of somesthetic impressions, evaluation of smell, evaluation of action: body movement, eating and speaking and appraisal for action.

The evaluation of these sensory impressions is made in medial thalamus and the objects in limbic region near the sensory cortical area are the main mediator of the perception. Thus, through above mentioned sensory functions such as equilibrium, sounds, sights, tastes and etc play important role in appraisal process.

Moreover, Arnold (1960) gives a high importance to the memory as the situation or object is appraised immediately or must be determined by recalling earlier experience with them which is made only through memory. On the other hand, appraisal can be innate and action can be instinctive.

> The hungry infant, for instance, does not need memory to feel hunger and want to suck. But he must be able to judge that what he touches and seizes with his lips is good to suck; and also, that the milk he has in his mouth is good to swallow. He will not suck something sharp and cold nor

will he swallow something sour or bitter. Accordingly, he must be capable of an appraisal which is not only immediate and intuitive but innate – in the sense that human infant (like every other infant mammal) is so constituted that something sweet will be liked and wanted., and will arouse impulse to swallow; that something of the right consistency touched with his lips will feel good-for sucking, and that hunger will arouse an impulse to seek with his mouth until he finds a nipple (Arnold, 1960 b, p. 56).

From this example about infants, one can infer that actions can be instinctive which derive from intuitive and innate assessment for the sake of well-being of a human. Innate appraisal will be made when one encounters a situation or object that has harmed him or her in the past and will arouse impulse to fight against them or avoid them. Thus, one can claim that whether it is innate or intuitive, there is always an appraisal of the situation or object that may not be linked to memory before emotion occurs, therefore, the phenomena of instinctiveness and innateness should be all the time considered if one makes a research in the field of appraisal or memory. However, there is another side of the coin, not every appraisal is innate, nor is every action is instinctive (Arnold, 1960, p.56). People learn what is good or bad for them through experiences, they refer to their memory automatically, and determine their action accordingly whether to approach the object as well as enjoy the situation; or to avoid situation as well as to fight against encountered object.

Arnold (1960b) notes that hippocampus located in the brain could be responsible for memory mechanism and there are types of memories which are associated with sensory functions such as visual memory, auditory memory, olfactory memory, somesthetic memory (ability to recognize by touch) and motor memory (one remembers what was done in a particular situation).

The memory in whichever form it functions, can it be through auditory or visual memories, it plays an important role in appraisal process when the assessment of situation or object is not innate and intuitive.

2.1.6.4. *Seven Common Assumptions of Appraisal Theory by Roseman and Smith*

The appraisal of an event or situation that individuals encounter produces a particular emotion, and it is organized or demonstrated according to an evaluation of the situation or event (Arnold, 1970). Appraisal is a "good or bad for me" does produce an impulse toward or away

from thing so appraised (Arnold, 1970, p.174). Moreover, the interpretation and perception of events cause emotions rather than events themselves (Roseman & Smith, 2001). This leads to the thought that one particular event can cause different emotions in different people. This assumption is one of the seven common assumptions of appraisal theory that Roseman and Smith (2001) have proposed and will be elaborated further.

The appraisal theory has been summarized by Roseman and Smith (2001) circling it around seven common assumptions listed below with short explanations:

1. Emotions are differentiated by appraisals: Different appraisals cause different emotions,

2. Differences in appraisal can account for individual and temporal differences in emotional response: Same situation can be perceived and appraised differently by different individual, and at the same time individuals perceptions and appraisals may change over time,

3. All situations to which the same appraisal pattern is assigned will evoke the same emotion; a common pattern of appraisals are demonstrated in all situations or circumstances that evoke the same situation (for example: illness or death of the beloved one, generally causes deep sadness),

4. Appraisals precede and elicit emotions: First appraisal of an event occurs and an emotion is followed,

5. The appraisal process makes it likely that emotions will be appropriate responses to the situations in which they occur: Appraisal triggers and guides coping mechanism by selecting particular emotion from the available repertoire of an individual that are most likely to support requirements and goals under these circumstances. Thus emotions through appraisals could be adaptive and fine tuned to the internal and external conditions,

6. Conflicting, involuntary, or inappropriate appraisal may account for irrational aspects of emotions: The intuitive, automatic conscious as well as unconscious nature of appraisals may bring unreasonable and irrational emotions. Emotions can be also irrational due to conflicting and inappropriate appraisals, no matter what kind of appraisal occurs, the process of appraisal is always there,

7. Changes in appraisal may account for developmentally and clinically induced changes in emotions: During the course of development and growth of an individual, some changes may occur in appraising a situation and thus emotions can change due to the above developmental changes. (for example, infants do not feel fear when they find themselves in danger such as being on the corner of the cliff, surrounded by wild animals or left alone in the darkness).

The appraisal theory described by above common assumptions, once again proves that emotions are best explained through appraisal theory covering all possible perspectives and phenomena such as intuitive, conscious, unconscious nature of appraisals, developmental and growing changes, common patterns of emotions, adaptive nature and guidance to coping mechanism, pre-eminence of appraisal process before emotions, and flexible nature of appraisals and therefore emotions.

It is once again reiterated that emotions as well as appraisal processes are very complicated phenomena.

2.1.6.5. Primary and Secondary Appraisals of Emotion

If Magda Arnold is considered to be one of the pioneers of appraisal theory as was stated by Roseman and Smith (2001), then it is possible to call Lazarus as being one of the key figures of the Appraisal Theory who further developed the theory and brought other important considerations such as primary and secondary appraising as well as coping.

Lazarus (2001) makes a strong linguistic distinction between the word appraising and appraisal, where he refers to making an evaluation for appraising and evaluative product for appraisal. It has to be noted that while describing the primary and secondary appraising, he bases his considerations on the emotional phenomenon called stress; this is due the fact that appraisal process perhaps could be best described through particular phenomenon:

- Primary appraising: Primary appraising is the process of appraisal when it is limited only to relevance of one's values, goals, commitments, beliefs about self and world. Lazarus (2001) gives a very descriptive and a right word "no stake" for one's well-being. During primary appraising an answer should be sought for the key question such

as "Will my well-being be affected?" if not, then there is nothing to consider and no need for any emotion and therefore no action. But what about if one's well-being is affected? It will go beyond primary appraising to the evaluation of the consequences and what actions should be taken. In this case, a secondary appraisal will be referred,

- Secondary appraisal: This process involves actions on what can be done about the encountered event or object, because they were evaluated as harming, threatening and challenging Lazarus (2001). The term "secondary" does not mean that it is less important that "primary", primary appraising deals with only judgement whether the encounter is worthy for one's attention while secondary appraising signals as being worthy for attention and requires certain actions. Further Lazarus (2001) describes loss, harm, threat and challenges in terms of secondary appraising of stress which distinguish negatively toned emotions and benefits which distinguishes positively toned emotions.

In addition to the above considerations, Lazarus (2001) describes the antecedents of appraising of threat and challenge through:

- environmental variables (situational demand, constraints and opportunities) not depending on person but on circumstances around, for instance, career or job opportunities and,

- personality dispositions (self-confidence and self-efficacy), the more a person is self-confident and self-efficient the better or she can manage obstacles and dangers, thus, threats may become challenges, while the opposite could be relevant for those who are not self-confident and self-efficient enough.

Lazarus (2001) closely links secondary appraising process to coping actions which he elaborated in his Coping Stress Theory: "Secondary appraising and coping go hand in hand and overlap, which results in uncertainty about whether, in any given instance, a stress related thought or action is appraising or a coping process" (Lazarus, 2001, p.50).

One can infer that secondary appraising is somehow associated with negatively toned emotions or perhaps it is best demonstrated through them. Therefore, further elaborations on secondary appraising process will be described through Coping Stress Theory by Lazarus

(2001). It should not be accepted that Coping Stress Theory is one of the main themes of the given literature review, yet it has to be noted that through this theory, the secondary appraising, which is a very core theme in understanding appraisal process of emotion, is better grasped and become more meaningful through this theory. Appraisal is a compromise between life, as it is and what one wishes it to be, and efficacious coping depend on both (Lazarus, 2001, p.41).

Lazarus (2001) bases Coping Stress Theory on the following three main assumptions such as:

   a) There is no universally effective or ineffective coping strategy,

   b) The efficacy depends on person, threat or environment; therefore one strategy could be beneficial for one while harmful for another,

   c) The coping strategy such as denial could be harmful when one is seriously ill and denies medication which can bring fatal results. On the other hand, denial could be beneficial if one denies any fatal illness and tries to recover which could prolong his or her life.

The coping process which is also secondary appraising may require a long and detailed description what individual is doing and thinking with respect to threat. This may require longitudinal studies as person's evaluation and coping strategies may differ over time because of changes in the environment. There are at least two major functions of coping namely:

   - Problem focused function: when an individual tries to change the problem itself, by acting and mobilizing all possible resources. Lazarus (2001) was very open by giving a personal example from his life when he was fighting with prostate cancer. The problem focused function was demonstrated through his actions such as searching for different opinions of doctor for the appropriate treatment and selecting a surgeon,

   - Emotion focused function: it is a way of regulating and adjusting emotions rather than encountered problem or object. In his example, Lazarus was first anxious and later he tried to distance himself from potential danger through controlling his emotions. The regulation and control of emotions may lead to re-evaluation of the situation which may result in reappraisal. Lazarus (2001) gives a high importance to the process of reappraisal which is considered to be a sound form of coping.

In addition to above three themes, Lazarus elaborated the primary and secondary appraising by assigning three components for each appraising:

- Primary appraising: *goal relevance* (when an object or situation is considered as relevant to one's well-being); *goal congruence/incongruence* (when conditions of an encounter promotes or impedes one's wish to achieve something); *type of ego involvement* (types of ego involvement such as self-and social esteem, moral values, ego-ideals, meanings and ideas, other persons and their well-being, life goals are those that establishes the ego of an individual, and when goal commitment centering on these ego involvements types may affect the quality of emotional experiences. how much of ego),

- Secondary appraising: *blame or credit for outcome* (appraisals that require judgment about who or what is responsible for a harm to a well-being, if it is to tolerated than we credit, if not we blame), *coping potential* (ability to cope with a challenge, whether or not successfully coped so that threats and harms eliminated or mitigated) and *future expectations* (when negative or positive outcomes may influence the future for the better or worse).

Thus, the described components of the primary and secondary appraising give a clear idea that there are complex factors involved during appraisal process. This leads to the fact that the appraisal process is much more complicated than one can imagine. The primary appraising is "first filter" of evaluations, if found no stake for one's beliefs and values, then it "stops" there, if otherwise, than secondary appraising is "turned on" where appropriate actions are mobilized to cope any threats or challenges through possible reappraising or using the Lazarus's (2001) coping major functions as described above.

In conclusion, the appraisal theory strongly supports the cognitive theory of emotion, appraisal process of any encounter is purely cognitive action, which requires very complex processes in human brain and collaborates with human physiology so that emotion is elicited in its full capacity no matter how appropriate or inappropriate it is demonstrated. The primary goal was to figure out the importance of appraisal process and its peculiarities during emotional experience.

2.2. The Role of Emotion in Education

Thus far, the literature review on emotion described its components and peculiarities as well as highlighting it in terms of physiological, socio-cultural and cognitive perspectives. Moreover, as part of the cognitive theory of emotion, the role of appraisal theory in emotional experience was emphasized. The role of emotion in education and more specifically in ELT will further be reviewed, to explore both students' and teachers' emotions in an academic context.

As classroom contexts involve people, being emotional creatures, emotions do influence both students and teachers in their endeavors in learning and teaching processes. Students' learning and achievement as well as teachers' instructional behavior and professional development depend on their emotions (Schutz & Pekrun, 2007) and therefore their appraisal processes. Moreover, emotions contribute to defining classroom experiences, by bringing powerful rationales for engaging, mobilizing, considering, or avoiding and distancing, or on the contrary abandoning opportunities during teaching and learning processes (Meyer & Turner, 2007). One can infer from the available literature on emotion in education, that it is organized in a way that emotion is viewed from two angles: one from the angle of teachers and the other from the angle of students. Therefore, teachers' emotions and students' emotions will be further elaborated in teaching and learning processes also focusing on their implications in ELT.

2.2.1. Understanding Students' Emotions

The role of students' emotions in the learning process is paramount they can influence the learning process both in negative and positive ways. Emotions shape motivational behaviors in learning processes, as both negative and positive emotions contribute to enhancing and diminishing motivation (Lopez & Aguilar, 2013,) it is also true that, negative emotions may bring positive outcomes and motivational energy (Mendez Lopez, 2011; Mendez Lopez & Fabela Cárdenas, 2014).

Lopez and Aguilar (2013) in their comprehensive study of Mexican learners of English through narrative reports demonstrated the effects of emotional experiences, in which both

negative and positive emotions encouraged learners to continue learning processes. The effects were divided into four categories with their outcomes as indicated below:

- Positive effects of positive emotions brought self-efficacy feelings, positive learning environments and reloading their motivational energy,
- Negative effects of positive emotions led to absence of analysis but resting on obtained laurels,
- Negative effects of negative emotions contributed to the feelings of insecurity, poor class participation, negative learning environment and perceiving learning English as difficult,
- Positive effects of negative emotions resulted in developing a sense of responsibility towards their language learning processes and thus leading them to develop learning and motivational strategies.

Experiencing both negative and positive emotions helped students to regulate learning and thus regulate their emotions, although students may face negative situations more than positive ones, learners sometimes able to turn these to positive outcomes. Moreover, negative emotions can have immediate negative effects such as task avoidance and withdrawal from class participation, but in the long term, subsequent reflection, students were able to overcome the negative influence and adapt new strategies to continue the learning process (Lopez & Aguilar, 2013).

On other hand, a contrary view was put forward by Maclnytre and Gregersen (2012) pointing to the critical gap between effects of positive and negative emotions in learning a language: Positive emotion seemingly broadens a person's perspective, "opening the individual to absorb the language, in contrast negative emotion produces the opposite tendency, narrowing of focus and restriction of the range of potential language input" (Maclnytre & Gregersen, 2012, p.193).

Further, negative and positive emotions were described in two separate dimensions as positive-broadening and negative-narrowing in the context of language learning (Maclnytre & Gregersen, 2012). When emotions are positive, they are placed on the dimension of positive-broadening continuum, where person's perspective on language learning broadens, opening

new and potential horizons to learn language, and when emotions are negative, they are placed on the dimension of negative-narrowing continuum, narrowing the focus and blocking the ranges of language inputs.

Thus, the claim above on separate dimensions derived from positive broadening and negative narrowing continua brought by respective positive and negative emotions the above idea reject the positive outcomes of the negative emotions by separating and putting critical gap between effects of negative and positive emotions experienced by students in language learning.

By considering contrary views given above, one may conclude that both negative and positive emotions are the crucial factors that accompany language learning throughout their academic life and affect the motivational behaviors of the learners. It is obvious that it is not easy to organize positive classroom environment for all students in an equal manner and even if organized to maintain the "positivity" all the time, therefore, when one faces negative situation, it is very much important to help language learner to overcome or at least to expose to "self-repair" through self –evaluation, peer support and adapting alternative language earning strategies.

In addition to the above, it is worth noting about the socio-economic statuses of language learners as it is considered to be an important factor in bringing positive outcomes from experiences of negative emotions (Lopez, 2011; Lopez & Cardenas, 2014). Lopez (2011) further conducted her PhD study in a Mexican context and one of the conclusions of the study is that Mexican socio-economic context plays a significant role in helping students transform negative experiences into learning and motivational strategies which were found to be beneficial not only in terms of short term goals (learning processes) but also in relation to students' long term goals (personnel development). "Being able to obtain a place at the state university, participants in this study knew they were in the position of fulfilling a dream, not only for themselves but also for their families" (Lopez & Cardenas, 2014, p. 300).

The low socio-economic status of students puts higher responsibilities on their shoulders. In this context, language learners have no choice but to succeed in learning English as they act not only on their own behalves but on behalf of their families. This brings another question,

how much does Turkish socio-economic status play a role in shaping the emotional experiences of Turkish English Language learners? Despite the fact that this topic is beyond the scope of this study, one could claim that the Mexican context may not be different from Turkish context, as students enrolled in Turkish state universities carry similar responsibilities as their Mexican peers.

One could be curious to know about the most experienced emotions that students face in their endeavors of learning languages, Mendez Lopez (2011) found out the most experienced emotions by ELT students, sources for emotional reactions and aspects of impacting on students' motivation. The study based on twelve-week journal keeping by students revealed the following most experienced emotions:

- Positive emotions such as happiness, calmness, excitement, confidence, satisfaction and relaxation originated from learning activities that were found motivating, teacher's attitudes from which students felt cared for and positive teaching environment,
- Negative emotions such as fear (being laughed in case of mistake and being mocked by peers), worry (not being able to understand teachers), nervousness, sadness (lack of vocabulary), anger (being angry to themselves because of not performing well), frustration (not able to speak fluently), insecurity, anxiety and boredom (because of some learning activities).

The sources of these commonly expressed emotions are insecurity about their speaking skills, teachers' attitudes, and comparison with peers, classroom environment and the types of activities.

The two main aspects were identified such teachers' attitudes and classroom environment. The outcomes of Mendez Lopez's (2011) study did not surprise nor brought striking results, but rather, provided description of commonly experienced emotions by students and the sources that brought these emotions which are very usual and logical not only in their local contexts but also in global contexts.

In conclusion, the student's emotions in ELT should not be neglected at all. As language learning is a complex cognitive process, it is very much natural that different types of emotions may occur resulting in hindering or enhancing language learning process. It is

important to take emotion as an advantage in learning process and organize teachers' attitudes and classroom environment in such a way that emotions work for students and not against them (Mendez Lopez, 2011) and that positive outcomes are all the time *there* no matter how difficult it could be to deal with negative emotions.

2.2.2. Understanding Teachers' Emotions

Being an English teacher is more than just being a teacher [3]

Teachers as well as students are emotional by their nature. Without a doubt, emotions of teachers should not be neglected and studied on regular basis. Investigating and knowing all the features of teachers' emotions is important not only for the effective teaching and learning environment but also for the teachers' themselves as they are human beings teaching other humans.

> For teachers classroom can be an intense environment where emotions vary from extreme joy of exciting lesson to the heart-wrenching sorrow of knowing a student is being abused or bullied by his or her classmates. For anyone who has spent time in a classroom, it is clear: the classroom is an emotional place! (Schutz, Hong & Osbon, 2007, p.223).

Indeed, *the classroom is an emotional place* where both students' and teachers' emotions interfere with each other. So far, emotions of students were described, now it is turn to look into the emotions of EFL teachers. What kind of emotions do EFL teachers experience in their "emotional classrooms"? Answers to this question will be sought by reviewing the results of the studies conducted in the area of Teachers' Emotions.

Some studies show that teachers have in general positive emotions towards teaching processes and students, but experience negative emotions towards their colleagues and institutions (Cowie, 2003; Hariri, 2014). Based on the results of these studies, EFL teachers should talk to each other about their teaching whether inside or outside the institutional settings (Cowie, 2003) and discuss more collaboratively about their experiences and emotions (Hariri, 2014).

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[3] Quote from the ELT teacher of Turkish national, with whom a study was conducted on EFL teacher identity (Yavuz, 2010)

In her qualitative study with nine EFL teachers, Cowie (2003) elaborated the perceptions of emotions with students were more positive then the perceptions of emotions with colleagues and the institutions. Teachers described their negative emotions such as frustration, disappointment, and anger resulted from colleague relations and institutional context. Teachers indeed faced anger towards students' poor performance and because of small incidents, which were overcome soon and forgotten. The negative emotions derived from factors closely linked to staff relations and administration were very strong compared to those negative emotions towards factors linked to students.

A similar study was carried out by Hariri (2014), who investigated the effect of emotional attitudes of TEFL university instructors towards their students, colleagues and workplace. Instructors were dissatisfied with inability of students to do their best but in general they revealed positive emotions towards students as they liked interactions with students and their acknowledgements. The relationships with other instructors were not strong but respectful. Instructors had some problems with institutions, and expressed anger towards institutional context was even surpassed. It clearly shows that instructors had more positive emotions towards students rather than towards their colleagues and administration. It could be because of closer interaction with students and instructors valued the relations with students more than with other instructors which perhaps could be considered natural.

Another study by Vaezi and Fallah (2011) on emotional intelligence of EFL teachers with relation to burnout showed the significantly negative relationship between EFL teacher's emotional intelligence (manifested through the criteria such as emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility problem solving, reality testing, flexibility stress tolerance, impulse control, optimism, and happiness) and burnout highlighting important outcome that the more experienced EFL teacher is, the less exposure to burnout occurs. Negative exposures such as nervousness, disorganization and various stressors are more associated with novice teachers which replete with anxiety, and feelings of uneasiness, frustration and self-doubt. And only experience, which comes through years, cures these negative exposures and emotions by replacing with comfort with less stress and burnout (Vaezi & Fallah, 2011). As an outcome of this study, Vaezi and Fallah (2011) suggested establishing some courses for EFL

teachers especially for young and less experienced ones to raise teacher's awareness of stress levels and strategies to overcome chronic stress.

While Vaezi and Fallah (2011) explored the relationship between emotional intelligence of Iranian EFL teachers and burnout, after four years, Mousapour & Khorram (2015) made an attempt to find out the relationship between Iranian EFL teachers' emotional intelligence and their teaching styles. The study revealed the strong and positive statistical correlation between emotional intelligence of EFL teachers and their teaching styles. Four components of emotional intelligence (interpersonal intrapersonal, adaptability and stress management) could act as predictors for teacher's teaching styles, which signified to the fact that teachers with more emotional intelligence are more successful and use best and appropriate teaching styles in their classroom.

Similarly, Heydarnejad, Fatemi and Ghonsooly (2017) conducted research on 200 EFL Teachers both from public high schools and private language institutions to find out EFL Teachers' preferred teaching styles and the emotions experienced in their classes. Two most frequent preferred teaching styles of "Facilitator" and "Delegator" were endorsed by teachers and enjoyment was the most experienced emotions in their teaching endeavors. Moreover, the findings of the study revealed that positive emotions (enjoyment and pride) were highly correlated with student-centered styles (facilitator and delegator), whilst negative emotions were highly correlated with teacher-centered styles (expert, formal authority and personnel model). A conclusion was also made that "Facilitator" and "Delegator" styles are more flexible to regulate the negative emotions which enables pleasant learning environment.

In addition studies summarized above, emotions of preservice teachers during their practicum endeavors were investigated by Abou-Assali (2013). Abou-Assali (2013) made a research on emotional experiences of United Arab Emirates EFL Student Teachers during their practicum. Both positive (expressed though pride, happiness, excitement, enthusiasm, confidence, optimism, satisfaction, delightedness, joy, gratitude and thankfulness) and negative emotions (expressed through fear, panic, frustration,, disappointment, sadness, discomfort, anxiety, shock, worry, hatred, confusion, anger, lack of confidence and helplessness) were experienced in different contexts and situations. Abou-Assali, (2013) not only described the

experienced emotions of EFL teachers during their practicum but made a categorization in different themes as per below;

Positive emotions were experienced in the contexts associated with the following three themes (Abou-Assali, 2013):

- Professional learning though sub-themes such as classroom practices, rapport with students and communication with parents,
- Support and assistance though sub-themes such as country support and assistance, college support and assistance,
- Self-awareness: positive signs toward their "selves" before and after the practicum which resulted in remarkable change in their "selves".

Negative emotions were reflected though contexts associated with the following three themes:

- Student behavior management though sub-themes such as teaching students with special needs and failure to provide emotional support,
- Teacher as a role model: negative feelings such as fear, anxiety, confusion and discomfort, towards their image as teachers,
- Teacher responsibility: same feelings as above were accompanied with the desire to become responsible teacher, Fear of taking the lead in the classrooms to enable students' learning.

Abou-Assali (2013) attempted to describe the most common positive and negative emotions that occurred during practicum endeavors of preservice EFL teachers by categorizing the most common context through their associated categorizations. It definitely brought to practical implications for the training programmes of ELT.

Another study conducted by Gül Peker (2010), which served as an inspiration for the current study, explored the task appraisal styles of teacher trainees in Preservice Teacher Education in Turkey along with dimensions of pleasantness, goal congruence and coping potential. The learning tasks of the trainees were taken from the methodology input enriched with techniques, strategies and theoretical knowledge obtained from Neuro Linguistic Programming (NLP). The study was unique in a sense that it collected data from three different sources (The Likert scale questions, open ended questionnaires and a multi-

dimensional scaling analysis – S1, S2, S3) and complied in terms of criteria for each dimension. The table (Table No 1) reflects the major findings collected from three resources (S1, S2 and S3) on appraisal styles of teacher trainees against each task. The study attempted to reveal appraisal styles of trainees in front of tasks given them in their endeavor learning to teach English.

Moreover, the present study took the initiative to propose the following task appraisal scale which could be used for further similar studies:

Negative Valence			*Positive Valence*		
Boring	*Not applicable*	*Not useful*	*Useful*	*Applicable*	*Enjoyable*
1	*2*	*3*	*4*	*5*	*6*

Adapted from Gül Peker (2010, p.109)

The above appraisal scale proposed by Gül Peker (2010) was adapted in the present study, which will be detailed in Chapter III (Methodology).

In sum, this part of the literature review presented the role of emotion in education and more specifically in ELT by highlighting the emotions of students and teachers. Students are able to convert the negative emotions into positive emotions (Mendez Lopez, 2011; Mendez Lopez & Fabela Cardenas, 2014), while there is no study reporting the same case for teachers. Teachers experience more negative emotions towards institutions, where they are employed or to the colleagues with whom they interact or share same institutional settings (Cowie, 2003). It can be concluded that further research on teacher and student emotions in ELT field should be conducted as the outcomes of such studies are most likely to give useful implications for the effective teaching and learning.

Table 1

Dimensions of Pleasantness, Goal Congruence and Coping Potential

Positive and Negative Task Appraisals along the Dimension of Pleasantness and Criteria			
Criteria for Appraisals of Pleasantness			
Tasks	S1	S2	S3
Positively appraised			
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
Positive and Negative Task Appraisals along the Dimension of Goal Congruence and Criteria			
Criteria for Appraisals of Goal Congruence			
Tasks	S1	S2	S3
Positively appraised			
Presuppositions	Useful Applicable		Useful Applicable Enjoyable
Visualization		Useful Enjoyable	Useful Applicable Enjoyable
Implications		Useful Enjoyable	Useful Applicable Enjoyable
Negatively appraised			
Core Concepts	Not applicable		Not applicable
Models		Not competent	Not competent
Implications		Not competent	Not competent
Task Appraisals along the Dimension of Coping potential (assessment)			
Assessment Criteria for Appraisals			
Tasks	S1	S2	S3
Presentation	Enjoyable A real-life experience Nervous in front of audience		Challenging
Portfolio		Creativity required	Chance for reflection on Easier to grade
Multiple-choice exam	Appropriate question design Easy to guess answers		Practical Appropriate question design

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The Microteaching in ELT will be further described as the present study attempts to elicit the task appraisal styles of teacher students during their endeavors in microteaching sessions. This part of the chapter, provides general overview and recent studies carried out on microteaching in education programmes.

2.3. Microteaching in ELT

2.3.1. The Role of Microteaching in ELT

Microteaching is a powerful (Seidman, 1968), prospective (Bağatur, 2015) professional development tool (Ogeyik, 2009) and laboratory technique (Singh, 2014) in teacher training program widely used in the pre-service training of teachers (Ismail, 2011). ELT, like any other education program uses microteaching as an effective method in the training of future English language teachers. Microteaching in ELT is particularly used in the pre-service training of teachers and are taught in the third and fourth years of teacher training programs (YÖK, 2007). In such contexts, the aim is to train prospective teachers in the systematic experimentation of teaching behaviors (Taşkaya, 2014). Microteaching involves presenting a micro lesson that gives a sample picture of what/how/where/whom to teach. This, in turn, offers opportunities for obtaining feedback on teaching styles, material evaluation, teaching performance in constructive manner through observation of an instructor (Ogeyik, 2009).

In fact, micro-teaching was first developed by Dwight W. Allen in 1960th and his colleagues at Stanford University as a teacher training technique and since then, it was applied by institutions involved in teacher education and become a powerful tool in teacher training (Seidman, 1968). Microteaching included several technical skills such as establishing rapport between students and teacher to have immediate involvement, appropriate frameworks through which students could understand concepts, cognitive links between past and new knowledge, using effective questions that are provocative and answerable, recognizing attending behaviour and reducing non attending behavior, and controlling participation (Cruickshank, 1984).

Like any other method or technique, microteaching has its own peculiar advantages and disadvantages. First of all, microteaching helps to analyze current capacity of preservice teachers and tailor them against weaknesses and flaws though obtaining useful and effective feedback from peers and instructors. The method can help bridge the gap between theory and practice as it provides simulated situation to put theories and knowledge into practice and develop confidence and teaching skills (Ismail, 2011). Yet, microteaching could be also considered as a laboratory technique of teacher training program in which the complexities of real classroom teaching are simplified (Singh, 2014). It could be seen as scaled down version of the real world, as teacher students have limited time, it is assumed that the particular microteaching clinic will have beneficial effects (Seidman, 1968) when a teacher student becomes a real teacher and encounters a real classroom.

Cruickshank (1984) enumerates the advantages of the method as follows:

- It is real teaching, involving student in the direct role of teacher as opposed to role playing,
- It reduces the complexity of the teaching act, allowing concentration on acquiring a specific skill,
- It provides environment in which the focus is on analysis of teaching act
- It provides relatively safe and controlled environment,
- Technical skills learned during this act can with further reinforcement, resulting in use in real classrooms.

Like Cruickshank, Seidman (1968) points to the advantages of microteaching as "a corollary of its highly focused nature is the teach-reteach cycle" meaning it is a results based action, where a trainee has an opportunity to receive immediate feedback from both peers and supervisor; trainee attempts to incorporate comments received from peers and supervisor. Further, Seidman (1968) describes the so-called cycle "The teach-conference-reteach" where a student:

- acts out the microteaching,
- receives comments from peers and supervisor and incorporate them to his or her teaching style,

- again acts out microteaching but this time to a different peer students.

This cycle is "considered one of the most vital and valuable aspects of micro-teaching." (Seidman, 1968, p.48).

In terms of the disadvantages, the first is that, it may create what is termed as unnatural surrounding as stated by students in a study (Ogeyik, 2009). It can even be conceptualized as "fake teaching" (Ismail, 2011) as it is not a real classroom situation with real teacher and real students. The microteaching may require considerable time and equipment to practice and the time is limited to practice more than a few technical skills (Cruickshank, 1984).

In sum, given the general overview on microteaching includıng the description of microteaching and the discussion of its advantages and disadvantages, it seems that microteaching remains the most optimal and suitable method despite its few flaws. The next section about recent studies on microteaching aims at clarifying this issue further.

2.3.2. Recent Studies on Microteaching

In the field of teacher education programmes there have been many studies on microteaching across the world (Fernandez, 2010; Fernandez, 2005; Kılıc, 2010; Ogeyik, 2009; Ismail, 2011; Amobi, 2005; Savas, 2012; Arsal, 2014; Bağatur, 2015, Seferoğlu, 2006; Bozyigit & Yangin Eksi, 2017). Particularly, some researchers were very keen revealing perceptions and attitudes of teacher trainees towards the microteaching of English Teacher Education Program (Bağatur, 2015; Ismail, 2011; Ogeyik, 2009). Finding out the attitudes and perception of teacher trainees will better tailor their needs in microteaching and provide insights for future teaching. Moreover, understanding and considering the concerns and perceptions of teacher trainees is very important for improving and promoting the teacher education programmes (Ismail, 2011).

This part of the chapter firstly describes the studies on impact of microteaching on teaching competence and language improvement (Seferoğlu, 2006 and Ismail, 2011). Secondly, the studies on attitudes and perceptions students towards microteaching (Bağatur, 2015 & Ogeyik, 2009) are discussed. Thirdly, studies on changes in the behaviors of using microteaching particular model (Kılıc, 2010) and improvement of sense of self efficacy after the

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microteaching experience (Arsal, 2014) are described. Finally, studies using the micro-teaching videos at ELT (Savas, 2012 and Bozyiğit & Ekşi, 2017) are highlighted.

When investigating 176 teacher trainees' reflections on the methodology and practice components of pre-service English teacher programs in Turkey through a qualitative case study, microteaching was found to have the most positive impact on their teaching competence (Seferoğlu, 2006). The study focused on the patterns sought from extensive evaluation reports that trainees wrote just before their graduations. Moreover, the frequent use of microteaching was emphasized, the following quote from one of the trainees could be a good example to understand the crucial role of microteaching in ELT methodology classes:

> We dealt too much with meta-language in methodology courses but instead we could have done more microteaching and could have achieved excellence in application. Honestly, I can say that I can't remember all of the theoretical knowledge covered, but my friends' microteachings are still vivid in my mind (EA) (Seferoğlu, 2006, p.373).

Another research on impact of microteaching was carried out through questionnaire and focus group discussions. The study set out to find out the ESL teacher trainees' views about language improvement and teaching competence as well as views of trainees in relation to their managerial and preparation skills. Additionally, last but not least, attitudes of trainees on microteaching (Ismail, 2011). The study presented the following findings and recommendations:

- The microteaching was found to have a positive effect on trainees language and teaching competence as well as good enthusiasm to practice further,
- It helped them to improve their language proficiency and appreciated the usefulness
- It provides valuable opportunity to try different instructional theories that trainees learned from the programme so far,
- More and varied microteaching session could be organized with different teaching strategies,
- More attention could be given to trainees' views and concerns during performance assessment on microteaching.

The above study clearly indicates the importance of views and perceptions of teacher trainees who are exposed to microteaching. Since microteaching is a kind of collaborative activity, the

views of trainees themselves, peer trainees who act on behalf of real students and instructor could be well weighted and assessed.

Combining with qualitative and quantitative method, Bağatur (2015) investigated the attitudes of ELT students towards microteaching and effect of gender, GPA and grade on the participants' attitudes. Her study revealed positive attitude towards microteaching and regardless of their gender, GPA and grade students have in general positive attitude towards microteaching and beneficial.

Moreover, another study conducted via Likert scale survey on the attitudes of teacher trainees towards microteaching in ELT programmes revealed perceptions of trainees and presented the following benefits and disadvantages of microteaching (Ogeyik, 2009):

- Acknowledgement of overall beneficial role of microteaching though giving opportunity for trainees to prepare lesson plan, materials considering the language and age levels,
- They are enjoyable when applied individually,
- beneficial to assess teacher trainees' teaching performances,
- Teaching methods were better grasped after microteaching activities,
- Exposure to different kinds of activities as trainees see form each other's performances,
- Unnatural classroom setting as the target audience of microteaching are not real students but peers of trainees,
- Material production could be cumbersome also because of limited budget of trainees.

From the above study, one can clearly infer that microteaching in methodology courses of ELT programmes are beneficial in general terms; however, the drawbacks such as an unnatural surrounding and challenges in materials production need to be investigated while assessing the trainees' performance.

Yet another study investigated the effects of learner-centered microteaching model on the development of teaching competencies of a teacher trainees using pre-test and post-test design without a control group (Kılıç, 2010). The learner centered microteaching model consists of the following three parts:

- Thinking processes (self- thinking, creative and critical thinking),
- Activities (prior preparation, selection of content, material preparation, lesson planning, lesson presentation etc) and,
- Main stages (decision making, planning, application, evaluation and reflection).

Kılıc (2010) attempted to find out the changes in the behaviors of teacher trainees through the application of the above model and indeed the behaviors improved. Kılıc's (2010) study shows that:

- Perception of teacher trainees of their own competencies develop consistently through teaching activities,
- The challenges that trainees face in learning abstract concepts could overcome though giving examples form real life and by giving concrete examples,
- Certain concepts could only be learned not only by hearing them but also by being exposed to examples of them,
- For effective communication, both oral and tacit behaviours such as eye contact, body language are crucial,
- The model was effective for planning lesson, drawing students' attention, using materials,
- Trainees may not feel comfortable when they are being using videotaped in their first presentations, however, it could change in their second attempts. The use of vidieotapes are certainly very useful for them to assess their performances,
- The involvement of trainees in the process makes the process more effective and interesting for them.

The above study presented useful and practical outcomes and clearly noted the positive effect of using the learner centered microteaching model on the trainees' competencies, which is very important to prepare them for professional life.

Microteaching improves the teaching skills of teacher trainees, helps overcome their teaching challenges, and enhances their classroom management skills (Arsal, 2014; Savas, 2012; Kılıc, 2010). A study carried out using pre-test/post-test quasi-experimental design revealed that microteaching experience improved the sense of self efficacy in teaching of pre-service

teachers due to their close interaction with instructor and peers though sharing experiences, receiving constructive feedback, modelling themselves on the instructor (Arsal, 2014). It is very well known that enhancing the sense of self efficacy of teacher trainees are very crucial for their professional endeavours (Arsal, 2014).

Using the microteaching in the classrooms is very crucial for the prospective EFL teachers to acquire necessary skills and techniques, For instance, using micro-teaching videos were found effective in improving EFL teacher trainees' English proficiency and EFL teacher trainees' teaching English skills (Kılıc, 2010; Savas, 2012) EFL teacher trainees could check and correct their language use when watching recorded videos during microteachings acts. In addition to monitoring and correcting of language proficiency they could reflect their specific teaching skills. The positive effect of videos recorded during microteaching acts were widely presented and provided suggestion to record videos during microteaching in ELT methodology courses (Savas, 2012). Another study on video-assisted written constructivist feedback of ELT student teachers in microteaching sessions was conducted by Bozyiğit and Ekşi (2017). The study was conducted though action research to increase the participation of students into feedback sessions and changed their perception into positive on providing perception of the feedback. The study also revealed the good opportunity for the professional development of teacher students.

This part of the literature review has emphasized the role of microteaching in methodology courses and practice endeavours of teacher trainees in education programmes and particularly in ELT. Despite some drawbacks, like any other method or techniques, microteaching is indeed very first experience of teaching, and its effects and consequences should not be neglected. The collaboration between trainees, peers and instructors was highlighted to boost their self-efficacy (Arsal, 2014), perceptions and attitudes of trainees should be well considered when designing and planning the methodology courses (Bağatur, 2015; Ismail, 2011; Ogeyik, 2009), video recordings could be a good helping hand in enhancing both teaching skills and language proficiency (Kılıc,2010; Savas, 2012), body language, tacit behavior, examples form real life help overcome possible problems during microteaching (Kılıc, 2010).

The microteaching at the state university where the present study was conducted, is not an exception, and very similar settings, mentioned above, occur. The microteaching at the state university is demonstrated by third year teacher trainees are entitled Teaching Special Methods (Özel Öğretim Yöntemleri) and Teaching Language Skills Teaching (Dil Becerileri Öğretimi) at the ELT programme of the same state university. The microteaching is done through preparing and presenting demos on receptive and productive skills (Reading, Listening, Speaking and Writing) as well as inductive teaching of grammar. Trainees spend a big amount of effort in preparing and presenting those demos/performance which, in turn, are critically evaluated by instructors. The microteaching practices by teacher trainees are the very first experiences in acting as a teacher in front of the class albeit in front of peers.

2.4.   Conclusion

The current chapter has reviewed emotion by describing its components and peculiarities as well as highlighting it in terms of physiological, socio-cultural and cognitive perspectives. In order to have deeper understanding on task appraisal styles, the appraisal theory was further elaborated. Additionally, the topics on emotion were narrowed down to emotion in education and more specifically to emotion in ELT to shed light on both students' and teachers' emotions. Lastly, previous studies conducted on microteaching were discussed.

In conclusion, the appraisal theory strongly backs the cognitive theory of emotion; appraisal process of any encounter is purely cognitive action, which requires very complex processes in the brain and collaborates with human physiology so that emotion is elicited in its full capacity.

In sum, the chapter has reviewed the role of emotion in education and more specifically in ELT by highlighting the emotions of students and teachers. While some of previous studies report that students are able to convert the negative emotions into positive emotions, there is no study mentioning the same case for teachers. Teachers experience more negative emotions towards institution where they are employed or to the colleagues with whom they interact or share same institutional settings. It can be concluded that researches on teachers and students

emotions in ELT field should be further conducted and updated as the outcomes of such studies give useful implications for the effective teaching and learning.

CHAPTER III

METHODOLOGY

This chapter presents the methodology used in the study. First, the chapter describes the method by providing information on participants and instruments of the quantitative and qualitative methods. Second, the chapter explores how the data was collected and analysed with a discussion of the issues related to validity and reliability.

3.1. Research Design

The present study used the mixed method approach comprising quantitative and qualitative methods. Seven different questionnaires were developed and administered with a total of 343 questionnaires analyzed. In addition, in order to find out the reasons leading to these results, 16 in depth interviews were conducted, translated, coded, categorized and analyzed. The following table (Table-2) presents the overview of data collection method and data analysis methods to seek results and answers to the research questions.

3.1.1. Participants

The different types of micro teaching demonstrated by third year teacher trainees are entitled Teaching Special Methods (Özel Öğretim Yöntemleri-ÖÖY) and Teaching Language Skills (Dil Becerileri Öğretimi (DBO) at the ELT programme at the state university. The students of TLS I (Teaching Language Skills – Reading and Listening during first semester) and TLS II (Teaching Language Skills – Speaking and Writing during second semester) were selected.

The participants of the study were third year students of the two branches (C1 and C2)[4] of TLS I and TLS II classes at ELT programme of the state university, with average age of 20-22 years old. The demographic profiles for each stage and for each skill were presented (Appendix 10). In total there were five branches (classes) of DBO at the department during 2015-2016 academic year. Further information on participants given in the description of the instruments used for the study.

Table 2

Overview Data Collection Methods and Analysis in Relation to Research Questions

Research Questions	Data Collection Methods	Data Analysis Method/Tools
1. What are the task appraisal styles of teacher trainees in the teaching of four language skills? a) What are the micro teaching skills that students appraise as having positive and negative valence in the preparation for the microteaching of the four language skills and what are the reasons behind of these appraisals? b) What are the micro teaching skills that students appraise as having positive and negative valence in the presentation for the microteaching of the three language skills[5] and what are the reasons behind of these appraisals? c) Is there a difference between the preparing stage and the presenting stage for all skills in general and in terms of the following criteria: (A: boring- enjoyable; B: useful - not useful and C: applicable - not applicable)	Quantitative Method: Seven Different Questionnaires: Four questionnaires for Preparing Stage Three questionnaires for Presenting Stage	Excel software programme 2016 SPSS 20.0 statistical program Tables
2. What are the reasons for positive and negative tasks appraisal styles during the microteaching of language skills in both stages of preparing and presenting?	Qualitative Method: Letter of Consent Recording Device	Recordings, Transcripts, Translations, Coding and Categorization

_____

[4] The pseudonyms were given to the branches (classes) to maintain the confidentiality
[5] The microteaching of writing skills is limited to be preparing stage as teacher trainees only prepare a writing lesson plan and do not present in the class

3.1.2. Instruments

Since the research design of the present study was both qualitative and quantitative, a questionnaire and in depth interview questions were developed and administered accordingly.

3.1.2.1. *Pilot Study*

The piloting of questionnaires as well as in depth interview questions were carried out with students of TLS I to check the smooth transition of questions and to make necessary improvements. The main advantage of the pilot study is to obtain ideas, approaches and clues not foreseen before, and these ideas and clues, help to obtain clear-cut findings of the main study (Isaac & Micheal, 1990). Based on pilot surveys, only slight changes and improvements in the questionnaires for qualitative and quantitative studies were made.

The teacher trainees for pilot study were invited to fill in the questionnaires for pilot study and some participants for in depth (face to face) interviews, while branches of C1 and C2 were selected to be involved in the main study both for questionnaires and in depth interviews. Each student had to fill in the two different questionnaires (Preparing and Presenting) for each language skill.

3.1.2.2. *Questionnaires*

Seven different questionnaires were developed comprising the microteaching of four language skills in the methodology courses (TLS I and TLS II) in ELT programme of the state university. The content of the questionnaires was divided into two stage: Preparing (P1) and Presenting (P2). As mentioned, microteaching consists not only of presenting stage, but also the presenting stage in which teacher trainees demonstrate their final products on particular skill.

As mentioned, the questionnaires were developed based on a previous study investigating task appraisal styles of teacher trainees in Preservice Teacher Education in Turkey along the dimensions of pleasantness, goal congruence and coping potential (Gül Peker, 2010) which also served as an inspiration for the current study. The questionnaires were built based on the following continuum derived from the study of Gül Peker (2010).

Negative Valence			Positive Valence		
Boring	Not applicable	Not useful	Useful	Applicable	Enjoyable
1	2	3	4	5	6

Figure 5. Continuum on positive and negative valences (Adapted from Gül Peker, 2010, p. 109).

The following criteria for evaluation was developed and incorporated into all seven different questionnaires.

Evaluation of each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Evaluation of each criterion from positive (5 most) to negative (1 least) valence		
A	*B*	*C*
Enjoyable……..…Boring	Applicable.........Not Applicable	Useful ………… Not useful
5.... 4..... 3..... 2....... 1	5.... 4..... 3.... 2.... 1	5... 4... 3... 2... 1

Figure 6. The developed continuum of the current study.

Considering the nature of the microteaching demos performed by students for each skill throughout the academic year, the statements of the questionnaires were designed for each skill for both presenting and preparing stages. The statements of the questionnaires of language skills for both preparing and presenting stages were discussed in detail with the instructor of TLS I and TLS II who is at the same time is originator of the scale (Gül Peker, 2010) and finalized for administering (Appendices 2,3,4,5,6,7 and 8). The overviews of the content of the questionnaires are presented below (Table 2 and Table 3) for both stages.

Participants of the study evaluated above mentioned statements versus developed criteria (A: enjoyable-boring; B: applicable-not applicable; C: useful-not useful) by giving grades from 1 to 5 for each criterion/valence.

The survey for writing skills was developed based on the following reasons:

- Students prepared lesson plans for teaching writing and submitted them to their instructor for evaluation as a final product,

- There was no demo on teaching writing as such, like it was the case with other three skills.

Therefore, the survey on writing skills was developed only for preparation stage and was called as "Preparing a lesson plan" therefore, the survey for "Presenting" was not made.

3.1.2.3. In-depth Interviews

The second instrument used was in depth interview[6]. In depth interview is another instrument used in qualitative methods. It would support the quantitative method and enable the researcher to make sense of quantitative finding and help to explain why the quantitative results were as they were (Kaplan and Maxwell, 2005).

The in-depth interviews were carried out with the students who completed their microteaching activities in one particular language skill. In depth interviews were not conducted separately for preparing and presenting experiences, the inputs were retrieved for both at the same time.

Table 3

Statements for Preparing Stages

Reading Preparing	Listening Preparing	Speaking Preparing	Writing Preparing (lesson plan)
		1. Selecting an appropriate topic	1. Selecting an appropriate topic
1. Selecting an appropriate reading text	1. Selecting an appropriate listening text	2. Selecting listening/reading text	2. Selecting a writing sample/template
2. Selecting and preparing handouts	2. Selecting and preparing handouts	3. Selecting and preparing handouts	3. Selecting and preparing (a) handout(s)
3. Selecting and preparing pictures/flashcards	3. Selecting and preparing pictures/flashcards	4. Selecting and preparing pictures/flashcards	4. Selecting and preparing pictures/flashcards
4. Selecting video(s)	4. Selecting video(s)	5. Selecting video(s)	5. Selecting video(s)
5. Selecting and preparing Powerpoint presentation	5. Selecting and preparing Powerpoint presentation	6. Selecting and preparing a Powerpoint presentation	6. Selecting and preparing a PowerPoint presentation
6. Planning warm up activities	6. Planning warm up activities	7. Planning warm up activities	7. Planning warm up activities
7. Planning reading task for the following stages:	7. Planning listening task for the following stages:	8. Planning speaking task for the following stages:	8. Planning a writing lesson plan for the following criteria:
7.1. Pre Stage	7.1. Pre Stage	8.1. Pre Stage	8.1. Aim
7.2. While reading for gist (skimming)	7.2. While listening for gist	8.1.1. Warmer/Lead in	8.2. Genre
7.3. While reading for specific information (scanning)	7.3. While listening for specific information	8.1.2. Input	8.3. Audience
		8.2. Task	9. Planning a writing lesson plan for the following

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[6] The sample questionnaire for in depth interview is presented in Appendix 9.

			stages:
			9.1. Pre Stage
			9.1.1. Lead in
		8.2.1. Role Play/Discussion/Debate	9.1.2. Input
		8.2.2. Preparing role cards	9.1.2.1. Using visuals to set the context for the new topic
		8.2.3. Useful language	9.1.2.2. Providing ideas on new topic through reading or listening text
		8.2.4. Designing info gap	9.1.2.3. Eliciting students' ideas by making the input visual through mind map on board
		8.2.5. Error Correction	9.2. Task
			9.2.1. Instructions for Task
			9.2.1.1. Role play, debate, etc (if role play, then role cards)
			9.2.1.2. Useful Language Chart (include example sentences that students will use during task)
			9.2.2. Error Correction: Delayed (self/peer/whole-class); immediate correction (depending on aim of task)
7.4. Post Stage	7.4. Post Stage	8.3. Post Stage (Wrap up)	9.3. Post Stage
			9.3.1. Wrap up
			9.3.1.1. Summarizing /Reviewing
			9.3.1.2. End with a nice quote on topic (on flashcard)
			9.3.2. Follow up (homework) (Optional)
8. Organizing /creating activities for real life purposes	8. Organizing /creating activities for real life purposes	9. Organizing /creating activities for real life purposes	10. Organizing /creating activities for real life purposes
9. Planning the use of language (where and how to say and when)	9. Planning the use of language (where and how to say and when)	10. Planning the use of language (where and how to say and when)	11. Planning the use of language (writing the steps and procedures)
10. Overall planning of classroom management:	10. Overall planning of classroom management:	11. Overall planning of classroom management:	
10.1. Tone of voice	10.1. Tone of voice	11.1. Tone of voice	
10.2. Gestures	10.2. Gestures	11.2. Gestures	
10.3. Body language	10.3. Body language	11.3. Body language	
11. Rehearsing the final product (demo) in front of mirror	11. Rehearsing the final product (demo) in front of mirror	12. Rehearsing the final product (demo) in front of mirror	
12. Consulting peer/s before the demo	12. Consulting peer/s before the demo	13. Consulting peer/s before the demo	12. Consulting peer/s before handing over the lesson plan
13. Consulting instructor before the demo	13. Consulting instructor before the demo	14. Consulting instructor before the demo	13. Consulting instructor before handing over the lesson plan

Table 4

Statements for Presenting Stages

Reading Presenting	Listening Presenting	Speaking Presenting
1. Presenting a warm-up task	1. Presenting a warm-up task	1. Presenting a warm-up task
2. Presenting task for the following stages:	2. Presenting task for the following stages:	2. Presenting task for the following stages:
2.1. Pre Stage	2.1. Pre Stage	2.1. Pre Stage
		2.1.1. Warmer/Lead in
		2.1.2. Input
2.2. While reading for gist (skimming) stage	2.2. While listening for gist stage	2.2. Task
		2.2.1. Role Play/Discussion/Debate
		2.2.2. Providing role cards
		2.2.3.Useful language
		2.2.4. Info gap
		2.2.5. Error Correction
2.3. While –reading for specific information (scanning)	2.3. While listening for specific information	2.3. Post Stage (Wrap up)
2.4. Post Stage	2.4. Post Stage	
3. Distributing and using handouts	3. Distributing and using handouts	3. Distributing and using handouts
4. Using pictures/flashcards	4. Using pictures/flashcards	4. Using pictures/flashcards
5. Using Powerpoint presentation	5. Using Powerpoint presentation	5. Using a PowerPoint presentation
6. Using video(s)	6. Using video(s)	6. Using video(s)
7. Conducting activities for real life purposes	7. Conducting activities for real life purposes	7. Conducting activities for real life purposes
8. Overall classroom management:	8. Overall classroom management:	8. Overall classroom management:
8.1. Tone of voice	8.1. Tone of voice	8.1. Tone of voice
8.2. Gestures	8.2. Gestures	8.2. Gestures
8.3. Body language	8.3. Body language	8.3. Body language
9. Use of English during the whole demo	9. Use of English during the whole demo	9. Use of English during the whole demo
10. Being observed by instructor at the back of the class	10. Being observed by instructor at the back of the class	10. Being observed by instructor at the back of the class
11. Feedback from instructor after the demo	11. Feedback from instructor after the demo	11. Feedback from instructor after the demo
12. Feedback from peer/s after the demo	12. Feedback from peer/s after the demo	12. Feedback from peer/s after the demo

After completion of the surveys of each skill, an analysis was made in order to find out most positive and negative evaluations, based on that, students were selected and invited for in depth interview. Additionally, the selected teacher trainees signed the Letter of Consent (Appendix 1) that enabled the use of the collected data in this study.

 The following in depth interviews were conducted:

Reading Skills with 4 teacher trainees during the first semester,

Listening Skills with 4 teacher trainees during the first semester,

Speaking Skills with 4 teacher trainees during the second semester,

Writing skills with 4 teacher trainees during the second semester.

Selection of participants for the in-depth interview was also based on the reason why preparation stage for each skill was evaluated as positive while presenting stage was assessed as negative and vice versa. The in-depth interviews were conducted in Turkish, native language of students, so that they could express themselves more comfortably and easily. Four students preferred to have the interview in English, which was accepted.

3.2.   Data Collection Procedures

The data was collected throughout one academic year during the first and second semesters. During the first semester, data was collected for the teaching of reading and listening skills, and during the second semester the data for the teaching of speaking and writing skills was collected. The following is a list of the seven questionnaires that were administered in the first semester:

Questionnaire 1: Scale Survey for Preparing Teaching Reading Skills,

Questionnaire 2: Scale Survey for Presenting Teaching Reading Skills,

Questionnaire 3: Scale Survey for Preparing Teaching Listening Skills,

Questionnaire 4: Scale Survey for Presenting Teaching Listening Skills.

And during second semester at TLS II:

 Questionnaire 5: Scale Survey for Preparing Teaching Speaking Skills,

Questionnaire 6: Scale Survey for Presenting Teaching Speaking Skills,

Questionnaire 7: Scale Survey for Preparing Teaching Writing Skills (a lesson plan).

The researcher was visiting the two classes of TLS I and II frequently during two semesters of the academic year, to distribute, collect the questionnaires and conduct the in-depth interviews. The questionnaires for preparing stage of each skill were given to students before they performed their demos and collecting back, and the questionnaires for presenting stage were given after their demos.

The in-depth interviews for reading and listening (TLS I) were conducted during first semester and these for speaking and writing skills (TLS II) were conducted during second semester of the academic year. The in-depth interviews were conducted once all questionnaires both for preparing and presenting stages of a particular skill was collected, the researcher based on these questionnaires identified the teacher trainees and invited them to conduct face to face interviews. The interviews were conducted in the premises of the ELT Department of the state university and recorded with the permission of the interviewees.

3.3. Data Analysis

3.3.1. Quantitative Analysis

After the quantitative data was collected, the analysis was made according to two stages for each of the four skills and for each of the three criteria. Additionally, common tasks were also identified and analyzed accordingly as per Table-5.

The data collected by means of questionnaires were analysed through two software programmes: package Excel software programme 2016 and SPSS 20.0 statistical program. Firstly the questionnaire data was entered into Excel software programme 2016 and transmitted to SPSS 20.0 statistical package program. Secondly the retrieved results were presented through tables. Finally, the results of the quantitative analysis are provided in the next chapter on "Results and Discussion".

Table 5

Stages in Relation to Skills and Criteria

Two Stages	Four Skills	Three Criteria (A: Enjoyable – Boring; B: Applicable – Not Applicable; C: Useful – Not Useful)
Preparing	Reading	Preparing Reading for Criteria A Preparing Reading for Criteria B Preparing Reading for Criteria C
	Listening	Preparing Listening for Criteria A Preparing Listening for Criteria B Preparing Listening for Criteria C
	Speaking	Preparing Speaking for Criteria A Preparing Speaking for Criteria B Preparing Speaking for Criteria C
	Writing	Preparing Writing for Criteria A Preparing Writing for Criteria B Preparing Writing for Criteria C
	Common tasks	Preparing Common Tasks for Criteria A Preparing Common Tasks for Criteria B Preparing Common Tasks for Criteria C
Presenting	Reading	Presenting Reading for Criteria A Presenting Reading for Criteria B Presenting Reading for Criteria C
	Listening	Presenting Listening for Criteria A Presenting Listening for Criteria B Presenting Listening for Criteria C
	Speaking	Presenting Speaking for Criteria A Presenting Speaking for Criteria B Presenting Speaking for Criteria C
	Common tasks	Presenting Common Tasks for Criteria A Presenting Common Tasks for Criteria B Presenting Common Tasks for Criteria C

In total, 343 questionnaires were analysed and the following table reflects the details on analyzed questionnaires.

Table 6

Number of Analyzed Questionnaires

Microteaching of Language Skills	Branch C1	Branch C2	Total
Reading Preparing	20	27	47
Reading Presenting	20	27	47
Listening Preparing	15	29	44
Listening Presenting	15	29	44
Speaking Preparing	28	27	55
Speaking Presenting	25	26	51
Writing Preparing a lesson plan	26	29	55
Total	149	194	343

The levels of validity and reliability for both Preparing and Presenting Questionnaires for all demos on four skills were high. This is due to the fact that Cronbach Alpha Coefficients were found high for all questions when they were analyzed against following each criterion (Criterion A, Criterion B, Criterion C).

Table 7

Developed Criteria for Appraisals

Criterion A	Criterion B	Criterion C
Enjoyable.....Boring	Applicable....Not Applicable	Useful…..Not useful
5…..4…..3…..2…..1	5…..4…..3…..2…..1	5…..4…..3…..2…..1

The Cronbach α Coefficient were calculated and analyzed for validity and reliability purposes. After having confirmations that results are both valid and reliable, the receptive types of test were used. *Chi-Square Test* was used to analyze negative and positive valences between stages for each skill and for each Criterion, In addition, *Independent Samples t Test* or *One Way ANOVA* tests were applied for analyzing mean scores of three criteria between two stages about gender, educational background. The *Pearson Correlation Coefficient* was used to analyze the three criteria mean score. Descriptive statistics of continuous variables were given as mean ± standard deviation, as categorical variables' were given in terms of counts of respondents (N) and percentage (%).

For the current study, the statistical analysis was made through SPSS 20.0 statistical package program. The test results as *p* values were evaluated at α=0.05 significance level.

The Cronbach α Coefficient for validity and reliability are given below. For the all stages, criteria and skills the coefficients are higher than 0.700, so it can be concluded that the survey results have high validity and reliability levels.

Table 8

The Cronbach Coefficients for All Three Criteria (A, B, C)

Cronbach α	Criteria A	Criteria B	Criteria C
Reading Preparing	0.827	0.856	0.834
Reading Presenting	0.722	0.783	0.725
Listening Preparing	0.905	0.879	0.843
Listening Presenting	0.834	0.852	0.774
Speaking Preparing	0.928	0.925	0.941
Speaking Presenting	0.938	0.934	0.929
Writing Preparing	0.961	0.968	0.966

3.3.2. Qualitative Analysis

The qualitative analysis was inspired by below components proposed by Gibson (2003) when analyzing the transcripts:

1. Organizing the data,
2. Finding and organizing ideas and concepts,
3. Building overarching themes in the data,
4. Ensuring reliability and validity in the data analysis and in the findings,
5. Finding possible and plausible explanations for findings,
6. An overview of the final steps.

The qualitative analysis comprised of four stages: transcription, translation, coding and categorization. The data from in-depth interviews were first transcribed, translated from Turkish into English and coded. Each interview approximately lasted from 35 to 55 minutes.

Transcribing data is actually transforming the recordings made during in-depth interview into textual form where one may miss to transform the nonverbal aspects such as body language (Dörnyei, 2007).

The translation from Turkish into English was also carried out by the researcher[7], Turkish was specifically used as it was a native language of interviewees, and thus they could reflect their thoughts freely and comfortably. Only four interviewees preferred to speak in English as they thought it would be another good occasion to practice English. Only one interview preferred to have the interview in both languages, time to time switching from one language to another.

The translated data then was coded, coding process started with reading and rereading translated transcripts and noting down the thoughts appeared, it is actually giving the meaning to first impressions and compilations and further making sense (Dörnyei, 2007). Thus coding is putting all obtained thoughts from the thorough reading of transcripts into "specifically attributed shelves" of one's mind, report on them adequately and draw concrete conclusions. Since the coding process is a very crucial to adequately present the findings retrieved from the in-depth interview, one needs to be extremely precautious and be able justify its reliability and correct utilization. Thus, the current study utilized both Initial and Second Level Coding approaches (Dörnyei, 2007) for the translated transcripts and intra-coder reliability (Révész, 2011) was ensured.

The coding started with initial coding by thorough and multiple listening of recorded interviews and re-readings of the translated transcripts in order to obtain general thoughts and main themes. Key words and labels were used, specifically clarity and transparency of these (Dörnyei, 2007) were ensured. Then, second level of coding process started by going beyond the obtained descriptive labels and key words Dörnyei, 2007). It was high time to write "analytic memos" of main conclusions out of ideas and thoughts that researcher reached. "Analytic memos are invaluable in facilitating second level coding and are also likely to contain the embryos of some of the main conclusions to be drawn from the study" (p.254).

Additionally, it is important to the validity of any study that independent evidence of reliability is ensured (Révész, 2011) Intra-coder reliability was ensured in way that researcher was able to assign same coding labels, categories, key words to the same data on different occasions

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[7] A sample transcript and the translated version of one interview are presented in Appendix 10.

(Révész, 2011). The main threat to intra coder reliability which is coder drift could appear as coding goes on, the coding scheme may inadvertently applied differently due to human factors as fatigue, boredom or frustration (Maskey and Gass, 2012). The researcher was able to mitigate this threat by having adequate relaxing intervals scattered through broad time and keeping high extrinsic motivation.

In view of above considerations, the following steps were identified and followed during qualitative analysis for the current study:

1. Sixteen interviews were listened to many times and transcribed,
2. The Turkish transcripts were translated into English,
3. The template was designed to write down categories and concepts separately for each valence (negative and positive).
4. The table was populated with transcripts/ translation and coding and categorization was made based on negative and positive valences as per below screenshots.

Figure 7. Populated template with transcripts, translations and categories.

Figure 8. Overview of the populated template of one interview.

5. The categories for each interview on both valences were derived as per below screenshot
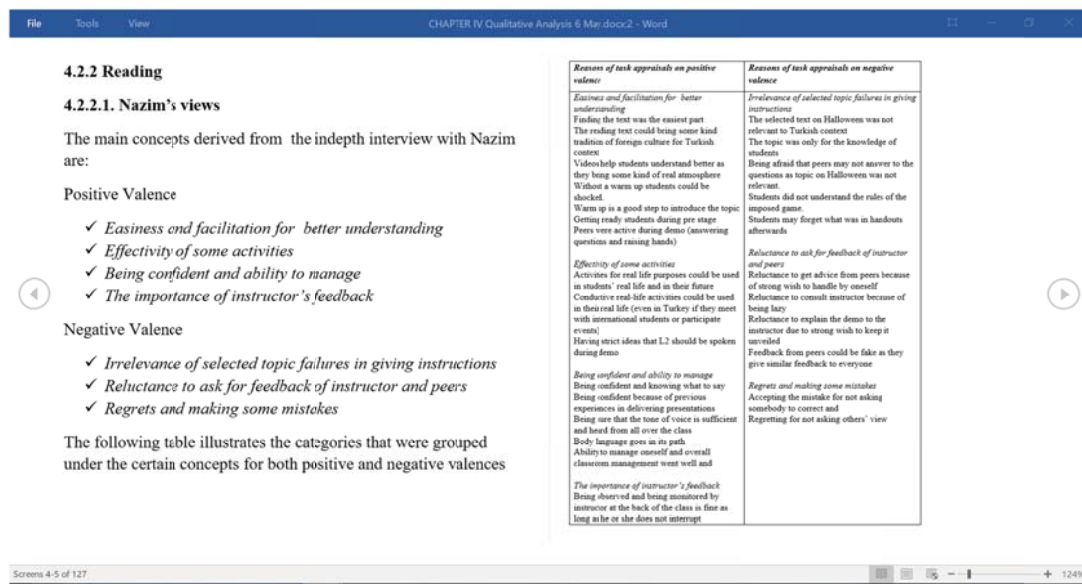
Figure 9. Main categories derived from transcripts for both valences.

6. For each skill, the categories were grouped and concepts were derived separately for positive and negative valences as per below screenshot

Figure 10. Main categories of four interviews of one particular skill.

7. Based on acquired categories, the concepts were derived for each skill separately on negative and positive valences which were also supported by most attractive quotes.

Figure 11. Quotes supporting the main outcomes.

8. Based on acquired concepts of each skill, the overall analysis was made for all skills.

In conclusion, the current chapter presented the main method which comprised of qualitative and quantitative methods. The instruments such as questionnaires and in-depth interviews and how the data was collected and analysed including the validity and reliability issues were explore.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter consists of two parts. The first part is about the quantitative results presented through tables and figures (graphs). The figures and tables with discussions of results are presented for all skills and for all stages separately. Moreover, the general results derived from all skills for all stages are also presented and discussed. Furthermore, the discussions and answers to the first and second research questions and sub questions are provided. The second part highlights the qualitative results presented through categories and main concepts for each skill for both preparing and presenting stages along with discussions. Further answers to the third research question were presented. Lastly, main conclusions of the results and correlations of findings with previous studies were highlighted.

4.1. Research Question 1 and Discussion

The quantitative results are presented in correspondence to the following two research question and sub questions.

1. What are the task appraisal styles of teacher trainees in the teaching of four language skills?

   a) What are the micro teaching skills that students appraise as having positive and negative valence in the preparation for the microteaching of the four language skills and what are the reasons behind of these appraisals?

b) What are the micro teaching skills that students appraise as having positive and negative valence in the presentation for the microteaching of the four language skills[8] and what are the reasons behind of these appraisals?

c) Is there a difference between the preparing stage and the presenting stage for all skills in general and in terms of the following criteria:

(A: boring- enjoyable; B: useful - not useful and C: applicable - not applicable)

4.1.1. Research Question 1 What are the Task Appraisals Styles of Teacher Trainees in Teaching Skills?

4.1.1.1. Sub Question A. What are the micro teaching skills that students appraise as having positive and negative valence in the preparation for the microteaching of the four language skills and what are the reasons behind of these appraisals?

In order to address the above mentioned sub question, the four microteaching skills in the preparing stage appraised as having positive valence and negative valence are presented below. Each skill for preparing stage for each Criterion A (Enjoyable...5... 4 ...3...2...1...Boring), Criterion B (applicable...5...4...3...2...1...not applicable) and Criterion C (useful ...5...4...3...2...1...not useful) were presented accordingly.

4.1.1.1.1. Reading Skills

The results for Reading skills for the preparation stage are presented through following tables (Tables 9, 10, 11 and 12).

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[8] The microteachning of writing skills is limited to be preparing stage as teacher trainees only prepare a writing lesson plan and do not present in the class

Table 9

Reading Preparing Stage for Criterion A

Reading (Preparing)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Selecting an appropriate reading text	9	19.20	15	31.90	23	49.00
2. Selecting and preparing handouts	5	10.60	9	19.10	33	70.20
3. Selecting and preparing pictures/flashcards	3	6.40	4	8.50	40	85.10
4. Selecting video(s)	3	7.00	6	14.00	34	79.00
5. Selecting and preparing PowerPoint presentation	15	34.10	8	18.20	21	47.70
6. Planning warm up activities	3	6.40	6	12.80	38	80.80
7.1. Pre Stage	3	6.40	7	14.90	37	78.70
7.2. While reading for gist (skimming)	6	12.70	13	27.70	28	59.50
7.3. While reading for specific information (scanning)	7	14.90	13	27.70	27	57.50
7.4. Post Stage	4	8.50	7	14.90	36	76.60
8. Organizing /creating activities for real life purposes	2	4.30	10	21.30	35	74.50
9. Planning the use of language (where and how to say and when)	2	4.30	17	36.20	28	59.60
10.1. Tone of voice	5	10.70	8	17.00	34	72.30
10.2. Gestures	2	4.30	9	19.10	36	76.50
10.3. Body language	3	6.40	6	12.80	38	80.90
11. Rehearsing the final product (demo) in front of mirror	12	25.50	6	12.80	29	61.70
12. Consulting peer/s before the demo	8	17.40	5	10.90	33	71.80
13. Consulting instructor before the demo	3	6.60	8	17.80	34	75.60

For criterion A, the tasks # 3 "Selecting and preparing pictures/flashcards", # 6 "Planning warm up activities" and # 10.3 "Body language" have the most positive valence respectively. The tasks #5 "Selecting and preparing PowerPoint presentation", #11 "Rehearsing the final product (demo) in front of mirror" and #1 "Selecting an appropriate reading text" have the most negative valence respectively.

Table 10

Reading Preparing Stage for Criterion B

Reading (Preparing)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Selecting an appropriate reading text	0	0.00	13	27.70	34	72.40
2. Selecting and preparing handouts	1	2.10	4	8.50	42	89.40
3. Selecting and preparing pictures/flashcards	1	2.10	5	10.60	41	87.20
4. Selecting video(s)	1	2.30	6	14.00	36	83.70
5. Selecting and preparing PowerPoint presentation	5	11.40	13	29.50	26	59.00
6. Planning warm up activities	0	0.00	5	10.60	42	89.40
7.1. Pre Stage	1	2.10	6	12.80	40	85.10
7.2. While reading for gist (skimming)	1	2.10	7	14.90	39	83.00
7.3. While reading for specific information (scanning)	2	4.30	9	19.10	36	76.60
7.4. Post Stage	2	4.20	6	12.80	39	82.90
8. Organizing /creating activities for real life purposes	1	2.10	3	6.40	43	91.50
9. Planning the use of language (where and how to say and when)	0	0.00	8	17.00	39	83.00
10.1. Tone of voice	0	0.00	8	17.40	38	82.60
10.2. Gestures	1	2.10	6	12.80	40	85.10
10.3. Body language	0	0.00	5	10.60	42	89.30
11. Rehearsing the final product (demo) in front of mirror	6	12.80	9	19.10	32	68.10
12. Consulting peer/s before the demo	6	13.00	4	8.70	36	78.20
13. Consulting instructor before the demo	3	6.60	4	8.90	38	84.40

For Criterion B, the tasks # 8 "Organizing /creating activities for real life purposes", # 6 "Planning warm up activities" and # 2 "Selecting and preparing handouts" have the most positive valence respectively. The tasks # 12 "Consulting peer/s before the demo", #11 "Rehearsing the final product (demo) in front of mirror" and #5 "Selecting and preparing PowerPoint presentation" have the most negative valence respectively.

Table 11

Reading Preparing Stage for Criterion C

Reading (Preparing)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Selecting an appropriate reading text	2	4.30	3	6.40	42	89.40
2. Selecting and preparing handouts	1	2.20	0	0.00	45	97.90
3. Selecting and preparing pictures/flashcards	2	4.20	4	8.50	41	87.20
4. Selecting video(s)	0	0.00	4	9.30	39	90.70
5. Selecting and preparing PowerPoint presentation	6	13.60	13	29.50	25	56.80
6. Planning warm up activities	0	0.00	2	4.30	45	95.80
7.1. Pre Stage	0	0.00	3	6.40	44	93.70
7.2. While reading for gist (skimming)	0	0.00	5	10.60	42	89.30
7.3. While reading for specific information (scanning)	0	0.00	5	10.60	42	89.30
7.4. Post Stage	2	4.20	3	6.40	42	89.30
8. Organizing /creating activities for real life purposes	1	2.10	4	8.50	42	89.30
9. Planning the use of language (where and how to say and when)	0	0.00	4	8.50	43	91.40
10.1. Tone of voice	0	0.00	3	6.50	43	93.40
10.2. Gestures	0	0.00	4	8.50	43	91.50
10.3. Body language	0	0.00	3	6.40	44	93.70
11. Rehearsing the final product (demo) in front of mirror	6	12.80	5	10.60	36	76.60
12. Consulting peer/s before the demo	5	10.80	3	6.50	38	82.60
13. Consulting instructor before the demo	2	4.40	5	11.10	38	84.50

For Criterion C, the tasks # 2 "Selecting and preparing handouts" , # 6 "Planning warm up activities", #10.3 "Body language" and # 7.1 "Pre Stage" have the most positive valence, respectively. The tasks # 5 "Selecting and preparing PowerPoint presentation", # 11 "Rehearsing the final product (demo) in front of mirror" and #12 "Consulting peer/s before the demo" have the most negative valence respectively.

Table 12

Reading Skills Preparing Stage for Criteria (A, B, C)

Reading (Preparing) Criterion(A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Selecting an appropriate reading text	3,98	0.63	2.67	5.00
2. Selecting and preparing handouts	4,18	0.61	2.00	5.00
3. Selecting and preparing pictures/flashcards	4,44	0.72	1.00	5.00
4. Selecting video(s)	4,30	0.68	2.67	5.00
5. Selecting and preparing PowerPoint presentation	3,44	0.95	1.33	5.00
6. Planning warm up activities	4,45	0.66	2.33	5.00
7.1 Pre Stage	4,33	0.67	2.33	5.00
7.2 While reading for gist (skimming)	4,21	0.77	1.33	5.00
7.3 While reading for specific information (scanning)	4,18	0.75	2.00	5.00
7.4 Post Stage	4,22	0.80	1.33	5.00
8. Organizing /creating activities for real life purposes	4,32	0.64	2.00	5.00
9. Planning the use of language (where and how to say and when)	4,15	0.64	2.67	5.00
10.1 Tone of voice	4,38	0.65	3.00	5.00
10.2 Gestures	4,42	0.62	2.67	5.00
10.3 Body language	4,44	0.59	3.00	5.00
11. Rehearsing the final product (demo) in front of mirror	3,94	1.07	1.00	5.00
12. Consulting peer/s before the demo	4,06	1.02	1.00	5.00
13. Consulting instructor before the demo	4,24	0.78	1.00	5.00

In order to unveil the most positive and most negative reading task appraisal styles of teacher trainees among all three criteria during preparing stage, the mean score was presented.

As qualitative findings reveal, the overall reasons for positive task appraisals for reading skills during the preparing stages were attracting the attention of students, whatever grabbed the students' attention was considered and appraised positively for all three criteria. In particular, the tasks that facilitated attracting the attention of students were warm up activities, using pictures and using proper body language and gesture. Tulay, for example, notes that "a video can grab the attention of the students' attention and it will help them to learn the language better" and for conducting real life and warm up activities since the teacher can get "the

students' attention" and you "talk about generally daily life". She seems to find it "funny" ...as "students also like to talk about their daily life". The reason for negative appraisals of power point presentations and rehearsal of demos was due to the negative attitude of learners to them. Activities for the real life purposes, power point presentations, videos and rehearsal of demo. Tulay found selecting and preparing power point presentations boring because as she notes "It is hard to prepare power point for me. Because, you can't balance the writing and pictures and I find it hard". And the reason for appraising negatively in terms of applicability she notes "Because, we closed the curtains and everywhere is dark and I feel sleepy" in terms of usefulness "I feel sleepy during power point presentation". For rehearsing demo in front of the mirror, she indicates "I think, it came to me a little bit stupid".

4.1.1.1.2. *Listening Skills*

The results for Listening skills during preparing stage are presented though tables (Tables 13, 14, 15 and 16).

Table 13

Listening Preparing Stage for Criterion A

Listening (Preparing)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Selecting an appropriate listening text	3	6.80	12	27.30	29	65.90
2. Selecting and preparing handouts	2	4.60	7	15.90	35	79.60
3. Selecting and preparing pictures/flashcards	3	7.00	1	2.30	39	90.70
4. Selecting video(s)	1	2.50	4	10.00	35	87.50
5. Selecting and preparing Powerpoint presentation	4	10.60	10	26.30	24	63.10
6. Planning warm up activities	1	2.30	3	6.80	40	90.90
7.1. Pre Stage	2	4.60	4	9.10	38	86.40
7.2. While listening for gist	2	4.50	7	15.90	35	79.50
7.3. While listening for specific information	1	2.30	9	20.50	34	77.30
7.4. Post Stage	2	4.50	5	11.40	37	84.00
8. Organizing /creating activities for real life purposes	1	2.30	5	11.40	38	86.30
9. Planning the use of language (where and how to say and when)	1	2.30	7	15.90	36	81.80
10.1. Tone of voice	5	11.60	3	7.00	35	81.40
10.2. Gestures	2	4.50	7	15.90	35	79.60
10.3. Body language	3	6.80	5	11.40	36	81.90
11. Rehearsing the final product (demo) in front of mirror	4	9.40	8	18.60	31	72.10
12. Consulting peer/s before the demo	2	4.80	8	19.00	32	76.20
13. Consulting instructor before the demo	1	2.30	9	20.90	33	76.80

For criterion A, the tasks # 6 "Planning warm up activities", #3 "Selecting and preparing pictures/flashcards" and #4 "Selecting video(s)" have the most positive valence, in order of tasks # 10.1 "Tone of voice", #5 "Selecting and preparing PowerPoint presentation" and #11 "Rehearsing the final product (demo) in front of mirror" have the most negative valence.

Table 14

Listening Preparing Stage for Criterion B

Listening (Preparing)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Selecting an appropriate listening text	0	0.00	6	13.60	38	86.30
2. Selecting and preparing handouts	0	0.00	3	6.80	41	93.20
3. Selecting and preparing pictures/flashcards	2	4.60	2	4.70	39	90.70
4. Selecting video(s)	1	2.50	1	2.50	38	95.00
5. Selecting and preparing Powerpoint presentation	3	7.90	4	10.50	31	81.50
6. Planning warm up activities	0	0.00	5	11.40	39	88.70
7.1. Pre Stage	1	2.30	1	2.30	42	95.40
7.2. While listening for gist	2	4.50	3	6.80	39	88.60
7.3. While listening for specific information	0	0.00	3	6.80	41	93.20
7.4. Post Stage	0	0.00	4	9.10	40	91.00
8. Organizing /creating activities for real life purposes	2	4.50	6	13.60	36	81.90
9. Planning the use of language (where and how to say and when)	1	2.30	6	13.60	37	84.10
10.1. Tone of voice	2	4.50	4	9.10	38	86.40
10.2. Gestures	3	6.80	3	6.80	38	86.40
10.3. Body language	3	6.80	4	9.10	37	84.10
11. Rehearsing the final product (demo) in front of mirror	5	11.70	4	9.30	34	79.10
12. Consulting peer/s before the demo	2	4.80	6	14.30	34	80.90
13. Consulting instructor before the demo	2	4.60	3	7.00	38	88.30

For Criterion B, the tasks # 7.1 "Pre Stage", 4 "Selecting video(s)", # 2 "Selecting and preparing handouts" and # 7.3 "While listening for specific information" have the most positive valence respectively, while tasks #11 "Rehearsing the final product (demo) in front of mirror", #5 "Selecting and preparing PowerPoint presentation", # 10.2 "Gestures" and # 10.3 "Body language" have the most negative valence respectively.

Table 15

Listening Preparing Stage for Criterion C

Listening (Preparing)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Selecting an appropriate listening text	0	0.00	2	4.50	42	95.40
2. Selecting and preparing handouts	1	2.30	2	4.50	41	93.20
3. Selecting and preparing pictures/flashcards	1	2.30	3	7.00	39	90.70
4. Selecting video(s)	1	2.50	2	5.00	37	92.50
5. Selecting and preparing PowerPoint presentation	3	8.10	4	10.80	30	81.10
6. Planning warm up activities	0	0.00	3	6.80	41	93.20
7.1. Pre Stage	0	0.00	2	4.50	42	95.50
7.2. While listening for gist	2	4.70	2	4.70	39	90.70
7.3. While listening for specific information	0	0.00	1	2.30	43	97.70
7.4. Post Stage	0	0.00	3	6.80	41	93.20
8. Organizing /creating activities for real life purposes	2	4.60	1	2.30	41	93.20
9. Planning the use of language (where and how to say and when)	1	2.30	2	4.50	41	93.20
10.1. Tone of voice	3	6.80	2	4.50	39	88.60
10.2. Gestures	2	4.50	2	4.50	40	90.90
10.3. Body language	2	4.50	1	2.30	41	93.20
11. Rehearsing the final product (demo) in front of mirror	3	7.00	3	7.00	37	86.10
12. Consulting peer/s before the demo	2	4.80	4	9.50	36	85.70
13. Consulting instructor before the demo	0	0.00	3	7.00	40	93.00

For Criterion C, the tasks # 7.3 "While listening for specific information", #1 "Selecting an appropriate listening text" and # 7.1 "Pre Stage" have the most positive valence, while the tasks # 5 "Selecting and preparing PowerPoint presentation", # 11 "Rehearsing the final product (demo) in front of mirror" and # 10.1 "Tone of voice" have the most negative valence.

Table 16

Listening Skills Preparing Stage for All Three Criteria (A, B, C)

Listening Preparing Criterion(A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Selecting an appropriate listening text	4.34	0.68	2.33	5.00
2. Selecting and preparing handouts	4.37	0.64	2.33	5.00
3. Selecting and preparing pictures/flashcards	4.53	0.85	1.00	5.00
4. Selecting video(s)	4.59	0.55	3.00	5.00
5. Selecting and preparing Powerpoint presentation	4.09	1.00	1.00	5.00
6. Planning warm up activities	4.59	0.61	3.00	5.00
7.1. Pre Stage	4.52	0.62	2.00	5.00
7.2. While listening for gist	4.39	0.76	2.00	5.00
7.3. While listening for specific information	4.45	0.56	3.00	5.00
7.4. Post Stage	4.53	0.65	2.67	5.00
8. Organizing /creating activities for real life purposes	4.43	0.77	2.00	5.00
9. Planning the use of language (where and how to say and when)	4.36	0.66	2.67	5.00
10.1. Tone of voice	4.37	0.82	2.00	5.00
10.2. Gestures	4.45	0.81	2.00	5.00
10.3. Body language	4.45	0.83	2.00	5.00
11. Rehearsing the final product (demo) in front of mirror	4.20	1.07	1.00	5.00
12. Consulting peer/s before the demo	4.20	0.97	1.00	5.00
13. Consulting instructor before the demo	4.47	0.68	2.33	5.00

In order to unveil the most positive and most negative listening task appraisal of teacher trainees among all three criteria during preparing stage, the mean score was presented as per above table.

As a result, tasks 4 "Selecting video(s)", 7.1 "Pre Stage" and 7.3 "While listening for specific information" have the most positive valence among three criteria, while the tasks 5 "Selecting and preparing PowerPoint presentation", 10.1 "Tone of voice" and 11 "Rehearsing the final product (demo) in front of mirror" have the most negative valence among three criteria.

The reason for appraising selecting video and materials for pre and while stages was because it was easy to do and available at the same time. Sahra for example, found it enjoyable because "there was a lot of text. Most of my friends had chosen their texts, it was bit stressful period. But I found the text which would at the same time boost the energy of the class and be applicable text. So it was easy to apply".

And the reason for appraising negatively the power point presentation was due to negative perception. For instance, Erol thinks that "it is so much computer centered or power point centered. Teacher (would become) just …..just like a puppet…. he is like a puppet… I want to get attention on me, not to the computer".

4.1.1.1.3.   Speaking Skills (Preparing Stage)

The results for speaking skills during preparing stage are presented through tables (Tables 17, 18, 19 and 20).

Table 17

Speaking Preparing Stage for Criterion A

Speaking (Preparing)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Selecting an appropriate topic	4	6.20	9	14.10	51	79.70
2. Selecting listening/reading text	7	11.00	16	25.00	41	64.10
3. Selecting and preparing handouts	7	11.00	16	25.00	41	64.10
4. Selecting and preparing pictures/flashcards	2	3.10	11	17.20	51	79.70
5. Selecting video(s)	3	4.80	6	9.70	53	85.40
6. Selecting and preparing a Powerpoint presentation	9	14.00	16	25.00	39	61.00
7. Planning warm up activities	2	3.20	8	12.90	52	83.90
8.1.1. Warmer/Lead in	2	3.20	10	15.90	51	80.90
8.1.2. Input	4	6.20	4	6.20	57	87.70
8.2.1. Role Play/Discussion/Debate	2	3.20	5	7.80	57	89.10
8.2.2. Preparing role cards	3	4.80	13	20.60	47	74.60
8.2.3. Useful language	5	8.00	8	12.70	50	79.30
8.2.4. Designing info gap	2	3.20	10	16.10	50	80.60
8.2.5. Error Correction	4	6.60	17	27.90	40	65.60
8.3. Post Stage (Wrap up)	2	3.20	7	11.10	54	85.70
9. Organizing /creating activities for real life purposes	2	3.20	6	9.80	53	86.90
10. Planning the use of language (where and how to say and when)	1	1.60	11	17.20	52	81.30
11.1. Tone of voice	3	4.70	5	7.80	56	87.50
11.2. Gestures	1	1.60	6	9.40	57	89.00
11.3. Body language	0	0.00	7	10.90	57	89.00
12. Rehearsing the final product (demo) in front of mirror	6	9.50	15	23.80	42	66.60
13. Consulting peer/s before the demo	2	3.40	12	20.00	46	76.70
14. Consulting instructor before the demo	2	3.30	9	15.00	49	81.70

For Criterion A, the tasks 8.2.1 "Role Play/Discussion/Debate", 11.2 "Gestures" and 11.3 "Body language" have the most positive valence, while the tasks # 6 "Selecting and preparing a PowerPoint presentation", # 2 "Selecting listening/reading text" and # 3 "Selecting and preparing handouts" have the most negative valence.

Table 18

Speaking Preparing Stage for Criterion B

Speaking (Preparing)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Selecting an appropriate topic	0	0.0	8	12.30	57	87.70
2. Selecting listening/reading text	3	4.60	8	12.30	54	83.10
3. Selecting and preparing handouts	1	1.50	6	9.20	58	89.20
4. Selecting and preparing pictures/flashcards	1	1.50	6	9.20	58	89.20
5. Selecting video(s)	1	1.60	6	9.50	56	88.90
6. Selecting and preparing a Powerpoint presentation	4	6.10	12	18.50	49	75.40
7. Planning warm up activities	0	0.00	5	8.10	57	91.90
8.1.1. Warmer/Lead in	2	3.20	6	9.40	56	87.50
8.1.2. Input	2	3.10	4	6.30	58	90.70
8.2.1. Role Play/Discussion/Debate	2	3.10	6	9.20	57	87.70
8.2.2. Preparing role cards	0	0.00	9	14.10	55	86.00
8.2.3. Useful language	4	6.30	4	6.30	56	87.50
8.2.4. Designing info gap	2	3.20	9	14.30	52	82.50
8.2.5. Error Correction	1	1.60	9	14.50	52	83.80
8.3. Post Stage (Wrap up)	1	1.60	6	9.40	57	89.10
9. Organizing /creating activities for real life purposes	1	1.60	6	9.70	55	88.70
10. Planning the use of language (where and how to say and when)	2	3.10	6	9.40	56	87.50
11.1. Tone of voice	2	3.10	8	12.50	54	84.40
11.2. Gestures	1	1.60	4	6.30	59	92.20
11.3. Body language	1	1.60	3	4.70	60	93.80
12. Rehearsing the final product (demo) in front of mirror	4	6.40	10	15.90	49	77.80
13. Consulting peer/s before the demo	2	3.30	3	5.00	55	91.70
14. Consulting instructor before the demo	2	3.30	3	5.00	55	91.70

For Criterion B, the tasks 11.3 "Body language", # 11.2 "Gestures" and # 7 "Planning warm up activities" have the most positive valence, while the tasks # 12 "Rehearsing the final product (demo) in front of mirror", # 8.2.3 "Useful language" and # 6 "Selecting and preparing a Powerpoint presentation" have the most negative valence.

Table 19.

Speaking Preparing Stage for Criterion C

Speaking (Preparing)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Selecting an appropriate topic	0	0.00	3	4.60	62	95.40
2. Selecting listening/reading text	1	1.50	4	6.20	60	92.30
3. Selecting and preparing handouts	0	0.00	4	6.20	61	93.90
4. Selecting and preparing pictures/flashcards	3	4.60	3	4.60	59	90.80
5. Selecting video(s)	0	0.00	4	6.30	59	93.70
6. Selecting and preparing a Powerpoint presentation	3	4.60	11	16.90	51	78.50
7. Planning warm up activities	0	0.00	4	6.30	59	93.60
8.1.1. Warmer/Lead in	2	3.20	5	7.80	57	89.00
8.1.2. Input	1	1.50	5	7.70	59	90.80
8.2.1. Role Play/Discussion/Debate	1	1.50	5	7.70	59	90.70
8.2.2. Preparing role cards	0	0.00	5	7.80	59	92.20
8.2.3. Useful language	3	4.70	3	4.70	58	90.70
8.2.4. Designing info gap	1	1.60	6	9.50	56	88.90
8.2.5. Error Correction	1	1.60	7	11.30	54	87.10
8.3. Post Stage (Wrap up)	1	1.60	4	6.30	59	92.20
9. Organizing /creating activities for real life purposes	1	1.60	5	8.10	56	90.40
10. Planning the use of language (where and how to say and when)	1	1.60	5	7.80	58	90.60
11.1. Tone of voice	4	6.30	4	6.30	56	87.50
11.2. Gestures	1	1.60	2	3.10	61	95.30
11.3. Body language	0	0.00	4	6.30	60	93.70
12. Rehearsing the final product (demo) in front of mirror	4	6.40	7	11.30	51	82.30
13. Consulting peer/s before the demo	1	1.70	5	8.30	54	90.00
14. Consulting instructor before the demo	2	3.30	4	6.70	54	90.00

For Criterion C, the tasks # 1 "Selecting an appropriate topic", # 11.2 "Gestures" and # 3 "Selecting and preparing handouts" have the most positive valence, while the tasks # 12 "Rehearsing the final product (demo) in front of mirror", # 11.1 "Tone of voice" and # 8.2.3 "Useful language" have the most negative valence.

In order to unveil the most positive and most negative speaking task appraisal styles of teacher trainees among all three criteria during preparing stage, the mean score was presented as per below table.

Table 20

Speaking Skills Preparing Stage Descriptive Statistics Means: For all Criteria (A, B, C)

Speaking (Preparing) Criteria (A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Selecting an appropriate topic	4.41	0.57	3.00	5.00
2. Selecting listening/reading text	4.22	0.63	2.00	5.00
3. Selecting and preparing handouts	4.28	0.61	2.67	5.00
4. Selecting and preparing pictures/flashcards	4.50	0.63	2.00	5.00
5. Selecting video(s)	4.52	0.62	2.67	5.00
6. Selecting and preparing a Powerpoint presentation	3.76	1.12	.00	5.00
7. Planning warm up activities	4.55	0.56	3.00	5.00
8.1.1. Warmer/Lead in	4.47	0.72	1.00	5.00
8.1.2. Input	4.41	0.65	2.00	5.00
8.2.1. Role Play/Discussion/Debate	4.52	0.68	1.67	5.00
8.2.2. Preparing role cards	4.37	0.67	2.00	5.00
8.2.3. Useful language	4.28	0.79	1.00	5.00
8.2.4. Designing info gap	4.35	0.65	2.00	5.00
8.2.5. Error Correction	4.21	0.68	2.00	5.00
8.3. Post Stage (Wrap up)	4.47	0.63	2.00	5.00
9. Organizing /creating activities for real life purposes	4.57	0.68	1.00	5.00
10. Planning the use of language (where and how to say and when)	4.40	0.62	2.00	5.00
11.1. Tone of voice	4.39	0.68	2.00	5.00
11.2. Gestures	4.55	0.61	2.00	5.00
11.3. Body language	4.59	0.58	2.67	5.00
12. Rehearsing the final product (demo) in front of mirror	4.09	0.99	1.00	5.00
13. Consulting peer/s before the demo	4.42	0.69	2.00	5.00
14. Consulting instructor before the demo	4.45	0.68	2.00	5.00

The tasks # 11.3 "Body language", # 9 "Organizing /creating activities for real life purposes", 7 "Planning warm up activities" and # 11.2 "Gestures" have the highest positive valence (highest means) as seen. The tasks # 6 "Selecting and preparing a Powerpoint presentation", # 8.2.3 "Useful language" and # 12 "Rehearsing the final product (demo) in front of mirror" have the most negative valence among three criteria.

Like reading skills, speaking skills for preparing stage had similar tasks most positively appraised. The reasons behind were realization of importance of warm up, for example, Su says "When we were at the high school, the lesson started with "good morning, how are you? open the page….could it be warm up or lead in? … when using them (warm up and lead in), at

least children do not need to explain why it is so, it would be more enjoyable. That is why these things (lead in, warm up) are important". Moreover, the importance of body language was emphasized "It is useful because I use my hands very much as a body language. In other words, I am doing my best to use the body language. For instance, if the teacher stays there without any motion and no matter how the topic is so exciting, students after some time may get bored" indicates Su.

4.1.1.1.4. Writing Skills (Preparing Stage)

The results for writing skills during preparing stage are presented through tables (Tables 21, 22, 23 and 24).

Table 21

Writing Preparing Stage for Criterion A

Writing (Preparing)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Selecting an appropriate topic	3	5.50	8	14.50	44	80.00
2. Selecting a writing sample/template	4	7.30	16	29.10	35	63.60
3. Selecting and preparing (a) handout(s)	2	3.60	8	14.50	45	81.90
4. Selecting and preparing pictures/flashcards	3	5.40	7	12.70	45	81.80
5. Selecting video(s)	3	5.70	2	3.80	48	90.60
6. Selecting and preparing a PowerPoint presentation	6	11.10	7	13.00	41	76.00
7. Planning warm up activities	2	3.60	5	9.10	48	87.20
8.1. Aim	4	7.30	12	21.80	39	71.00
8.2. Genre	3	5.50	10	18.20	42	76.40
8.3. Audience	3	5.50	6	10.90	46	83.60
9.1.1. Lead in	3	5.60	8	14.80	43	79.60
9.1.2.1. Using visuals to set the context for the new topic	3	5.60	8	14.80	43	79.60
9.1.2.2. Providing ideas on new topic through reading or listening text	1	1.90	9	16.70	44	81.50
9.1.2.3. Eliciting students' ideas by making the input visual through mind map on board	4	7.40	4	7.40	46	85.20
9.2.1.1. Role play, debate, etc (if role play, then role cards)	2	3.70	6	11.10	46	85.20
9.2.1.2. Useful Language Chart (include example sentences that students will use during task)	3	5.60	7	13.00	44	81.50
9.2.2. Error Correction: Delayed (self/peer/whole-class); immediate correction (depending on aim of task)	5	9.40	6	11.30	42	79.20
9.3.1.1. Summarizing/Reviewing	1	1.90	5	9.30	48	88.90
9.3.1.2. End with a nice quote on topic (on flashcard)	4	7.60	6	11.30	43	81.20
9.3.2. Follow up (homework) (Optional)	6	11.50	10	19.20	36	69.30
10. Organizing /creating activities for real life purposes	5	9.60	5	9.60	42	80.80
11. Planning the use of language (writing the steps and procedures)	5	9.60	6	11.50	41	78.90
12. Consulting peer/s before handing over the lesson plan	7	13.40	7	13.50	38	73.10
13. Consulting instructor before handing over the lesson plan	7	13.40	4	7.70	41	78.80

For Criterion A, the tasks # 5 "Selecting video(s)", 9.3.1.1 "Summarizing/Reviewing" and 7 "Planning warm up activities" have the most positive valence, while the tasks #12 "Consulting peer/s before handing over the lesson plan", #13 "Consulting instructor before handing over the lesson plan" and # 9.3.2 "Follow up (homework) (Optional)" have the most negative valence.

Table 22

Writing Preparing Stage for Criterion B

Writing (Preparing)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Selecting an appropriate topic	0	0.00	10	18.20	45	81.80
2. Selecting a writing sample/template	1	1.80	8	14.50	46	83.60
3. Selecting and preparing (a) handout(s)	1	1.80	4	7.30	50	90.90
4. Selecting and preparing pictures/flashcards	3	5.50	3	5.50	49	89.10
5. Selecting video(s)	1	1.90	4	7.50	48	90.60
6. Selecting and preparing a PowerPoint presentation	5	9.30	7	13.00	42	77.80
7. Planning warm up activities	2	3.60	2	3.60	51	92.80
8.1. Aim	4	7.30	6	10.90	45	81.80
8.2. Genre	2	3.60	7	12.70	46	83.70
8.3. Audience	4	7.30	4	7.30	47	85.40
9.1.1. Lead in	1	1.90	7	13.00	46	85.20
9.1.2.1. Using visuals to set the context for the new topic	3	5.60	3	5.60	48	88.90
9.1.2.2. Providing ideas on new topic through reading or listening text	1	1.90	8	14.80	45	83.40
9.1.2.3. Eliciting students' ideas by making the input visual through mind map on board	3	5.60	6	11.10	45	83.30
9.2.1.1. Role play, debate, etc (if role play, then role cards)	3	5.60	2	3.70	49	90.70
9.2.1.2. Useful Language Chart (include example sentences that students will use during task)	2	3.70	4	7.40	48	88.90
9.2.2. Error Correction: Delayed (self/peer/whole-class); immediate correction (depending on aim of task)	3	5.70	6	11.30	44	83.00
9.3.1.1. Summarizing/Reviewing	1	1.90	1	1.90	52	96.30
9.3.1.2. End with a nice quote on topic (on flashcard)	5	9.40	2	3.80	46	86.80
9.3.2. Follow up (homework) (Optional)	4	7.70	5	9.60	43	82.70
10. Organizing /creating activities for real life purposes	2	3.80	4	7.70	46	88.50
11. Planning the use of language (writing the steps and procedures)	3	5.70	4	7.70	45	86.50
12. Consulting peer/s before handing over the lesson plan	6	11.50	3	5.80	43	82.60
13. Consulting instructor before handing over the lesson plan	4	7.70	4	7.70	44	84.60

For Criterion B, the tasks # 9.3.1.1 "Summarizing/Reviewing", # 7 "Planning warm up activities" and # 3 "Selecting and preparing (a) handout(s)" have the most positive valence, while the tasks # 12 "Consulting peer/s before handing over the lesson plan", # 9.3.1.2 "End with a nice quote on topic (on flashcard)" and # 6 "Selecting and preparing a PowerPoint presentation" have the most negative valence.

Table 23

Writing Preparing Stage for Criterion C

Writing (Preparing)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Selecting an appropriate topic	3	5.50	5	9.10	47	85.50
2. Selecting a writing sample/template	1	1.80	6	10.90	48	87.30
3. Selecting and preparing (a) handout(s)	0	0.00	3	5.50	52	94.60
4. Selecting and preparing pictures/flashcards	3	5.50	1	1.80	51	92.70
5. Selecting video(s)	1	1.90	4	7.50	48	90.60
6. Selecting and preparing a PowerPoint presentation	4	7.50	6	11.10	44	81.50
7. Planning warm up activities	1	1.80	4	7.30	50	90.90
8.1. Aim	4	7.30	2	3.60	49	89.10
8.2. Genre	2	3.70	5	9.30	47	87.00
8.3. Audience	2	3.70	2	3.70	50	92.60
9.1.1. Lead in	2	3.70	4	7.40	48	88.90
9.1.2.1. Using visuals to set the context for the new topic	2	3.70	5	9.30	47	87.10
9.1.2.2. Providing ideas on new topic through reading or listening text	1	1.90	6	11.10	47	87.00
9.1.2.3. Eliciting students' ideas by making the input visual through mind map on board	2	3.80	5	9.30	47	87.10
9.2.1.1. Role play, debate, etc (if role play, then role cards)	3	5.60	3	5.60	48	88.90
9.2.1.2. Useful Language Chart (include example sentences that students will use during task)	2	3.70	3	5.60	49	90.70
9.2.2. Error Correction: Delayed (self/peer/whole-class); immediate correction (depending on aim of task)	1	1.90	6	11.30	46	86.80
9.3.1.1. Summarizing/Reviewing	0	0.00	2	3.70	52	96.30
9.3.1.2. End with a nice quote on topic (on flashcard)	4	7.60	5	9.40	44	83.00
9.3.2. Follow up (homework) (Optional)	4	7.60	5	9.60	43	82.70
10. Organizing /creating activities for real life purposes	2	3.80	2	3.80	48	92.30
11. Planning the use of language (writing the steps and procedures)	3	5.70	2	3.80	47	90.30
12. Consulting peer/s before handing over the lesson plan	6	11.50	3	5.80	43	82.70
13. Consulting instructor before handing over the lesson plan	5	9.60	2	3.80	45	86.50

For Criterion C, the tasks # 9.3.1.1 "Summarizing/Reviewing" ,# 3 "Selecting and preparing (a) handout(s)" and # 4 "Selecting and preparing pictures/flashcards" have the most positive valence, while the tasks # 12 "Consulting peer/s before handing over the lesson plan", #13 "Consulting instructor before handing over the lesson plan", # 9.3.1.2 "End with a nice quote on topic (on flashcard)" and # 9.3.2 "Follow up (homework) (Optional)" have the most negative valence.

Table 24

Writing Preparing Stage for All Three Criteria (A, B, C)

Writing (Preparing) Criterion(A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Selecting an appropriate topic	4.30	0.71	3.00	5.00
2. Selecting a writing sample/template	4.14	0.75	2.33	5.00
3. Selecting and preparing (a) handout(s)	4.34	0.61	2.33	5.00
4. Selecting and preparing pictures/flashcards	4.39	0.72	2.00	5.00
5. Selecting video(s)	4.57	0.64	2.33	5.00
6. Selecting and preparing a PowerPoint presentation	3.90	1.20	0.00	5.00
7. Planning warm up activities	4.49	0.64	2.00	5.00
8.1. Aim	4.23	0.79	2.00	5.00
8.2. Genre	4.32	0.76	2.00	5.00
8.3. Audience	4.36	0.74	2.00	5.00
9.1.1. Lead in	4.33	0.73	2.00	5.00
9.1.2.1. Using visuals to set the context for the new topic	4.39	0.71	2.00	5.00
9.1.2.2. Providing ideas on new topic through reading or listening text	4.44	0.66	2.33	5.00
9.1.2.3. Eliciting students' ideas by making the input visual through mind map on board	4.44	0.78	1.67	5.00
9.2.1.1. Role play, debate, etc (if role play, then role cards)	4.47	0.74	2.00	5.00
9.2.1.2. Useful Language Chart (include example sentences that students will use during task)	4.34	0.70	2.00	5.00
9.2.2. Error Correction: Delayed (self/peer/whole-class); immediate correction (depending on aim of task)	4.28	0.73	2.00	5.00
9.3.1.1. Summarizing/Reviewing	4.49	0.61	2.67	5.00
9.3.1.2. End with a nice quote on topic (on flashcard)	4.38	0.89	1.00	5.00
9.3.2. Follow up (homework) (Optional)	4.16	0.87	1.33	5.00
10. Organizing /creating activities for real life purposes	4.50	0.74	1.00	5.00
11. Planning the use of language (writing the steps and procedures)	4.23	0.90	1.00	5.00
12. Consulting peer/s before handing over the lesson plan	4.13	1.00	1.00	5.00
13. Consulting instructor before handing over the lesson plan	4.32	0.87	1.33	5.00

In order to unveil the most positive and most negative writing task appraisal styles of teacher trainees among all three criteria during preparing stage, the mean score was presented as per above table.

The tasks # 5 "Selecting video(s)", # 10 "Organizing /creating activities for real life purposes", # 7 "Planning warm up activities" and # 9.3.1.1 "Summarizing/Reviewing" have the highest positive valence (highest means) while tasks # 12 Consulting peer/s before handing over the lesson plan and # 13 Consulting instructor before handing over the lesson plan were appraised as most negative.

The main reason of appraising the above task positively were due to grabbing attention of students and remembering afterwards for example Hira indicates "I found a video which was close to my topic. I thought that it would grab the attention of students" and Su notes " If we enter into the topic with positivity, and it would continue like that, and I think that if we do not grab the attention of students at the beginning then it would not be possible to wrap up later. There should be something attractive so that peers could be interested and could learn new things" Additionally, the importance of real life activities was highlighted, for instance Eda thinks that "Because, in the real life, in the future when they (students) travel abroad, or meet some foreigners, and they make friends, or meeting somebody though internet, student may write an invitation message to someone from the already learnt stuff" and Su indicates "When you give something for real life purpose, in the future, students will face for sure similar situations, they will have opportunity to use them. Again I appraised like this by thinking that it would be useful".

4.1.1.1.5. Common Tasks Most Positively and Most Negatively Appraised Among Four Skills (Preparing Stage)

The common tasks in all four skills were grouped and analyzed to find out most positively and negatively appraised tasks in all four skills during preparing stage.

Table 25

Common Tasks among All Four Skills during Preparing Stage

Common tasks (Preparing)	Listening	Reading	Speaking	Writing
1. Selecting an appropriate text	1	1	2	2
2. Selecting and preparing handouts	2	2	3	3
3. Selecting and preparing pictures/flashcards	3	3	4	4
4. Selecting video(s)	4	4	5	5
5. Selecting and preparing PowerPoint presentation	5	5	6	6
6. Planning warm up activities	6	6	7	7
7. Planning task for the stages	7.1 / 7.2 / 7.3 / 7.4	7.1 / 7.2 / 7.3 / 7.4	8.1.1 / 8.1.2 / 8.2.1 / 8.2.2 / 8.2.3 / 8.2.4 / 8.2.5 / 8.3	9.1.1 / 9.1.2.1 / 9.1.2.2 / 9.1.2.3 / 9.2.1.1 / 9.2.1.2 / 9.2.2 / 9.3.1.1 / 9.3.1.2 / 9.3.2
8. Organizing /creating activities for real life purposes	8	8	9	10
9. Planning the use of language	9	9	10	11
10. Tone of voice	10.1	10.1	11.1	
11. Gestures	10.2	10.2	11.2	
12. Body language	10.3	10.3	11.3	
13. Rehearsing the final product (demo) in front of mirror	11	11	12	
14. Consulting peer/s before the demo	12	12	13	12
15. Consulting instructor before the demo	13	13	14	13

Table 26

Common Tasks for Preparing Stage for All Three Criteria

Preparing	Negative Valence				Positive Valence	
	N	%	N	%	N	%
1. Selecting an appropriate text	31	4.91	109	17.25	492	77.85
2. Selecting and preparing handouts	21	3.33	66	10.46	544	86.21
3. Selecting and preparing pictures/flashcards	27	4.29	50	7.95	552	87.76
4. Selecting video(s)	16	2.68	49	8.22	531	89.09
5. Selecting and preparing PowerPoint presentation	67	11.15	111	18.47	423	70.38
6. Planning warm up activities	11	1.76	52	8.32	562	89.92
7. Planning task for the stages	22	3.58	57	9.28	535	87.13
8. Organizing /creating activities for real life purposes	195	4.13	506	10.73	4016	85.14
9. Planning the use of language	20	3.22	78	12.56	523	84.22
10. Tone of voice	24	5.19	45	9.74	393	85.06
11. Gestures	13	2.80	43	9.25	409	87.96
12. Body language	12	2.58	38	8.17	415	89.25
13. Rehearsing the final product (demo) in front of mirror	50	10.92	67	14.63	341	74.45
14. Consulting peer/s before the demo	49	8.17	63	10.50	488	81.33
15. Consulting instructor before the demo	33	5.50	58	9.67	509	84.83

As a result, the tasks # 6 "Planning warm up activities", # 12 "Body language" and # 4 "Selecting video(s)" have the most positive valence for all three criteria.

For all skills, the tasks # 5. Selecting and preparing PowerPoint presentation, #13. Rehearsing the final product (demo) in front of mirror, # 14. Consulting peer/s before the demo have the most negative valence among all three Criteria.

Table 27

Common Tasks for Preparing Stage for Criterion A

Preparing (A)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Selecting an appropriate text	23	10.95	59	28.10	128	60.95
2. Selecting and preparing handouts	16	7.62	40	19.05	154	73.33
3. Selecting and preparing pictures/flashcards	11	5.26	23	11.00	175	83.73
4. Selecting video(s)	10	5.05	18	9.09	170	85.86
5. Selecting and preparing Powerpoint presentation	34	17.00	41	20.50	125	62.50
6. Planning warm up activities	8	3.85	22	10.58	178	85.58
7. Planning task for the stages	10	4.90	26	12.75	168	82.35
8. Organizing /creating activities for real life purposes	93	5.93	236	15.04	1240	79.03
9. Planning the use of language	9	4.35	41	19.81	157	75.85
10. Tone of voice	13	8.44	16	10.39	125	81.17
11. Gestures	5	3.23	22	14.19	128	82.58
12. Body language	6	3.87	18	11.61	131	84.52
13. Rehearsing the final product (demo) in front of mirror	22	14.38	29	18.95	102	66.67
14. Consulting peer/s before the demo	19	9.50	32	16.00	149	74.50
15. Consulting instructor before the demo	13	6.50	30	15.00	157	78.50

For Criterion A, the tasks # 5   "Selecting and preparing PowerPoint presentation", # 13 "Rehearsing the final product (demo) in front of mirror", # 1 "Selecting an appropriate text have the most negative valence, while tasks such as # 4 "Selecting video(s)", # 6 "Planning warm up activities" and # 12 "Body language" have the most positive valence.

Table 28

Common Tasks for Preparing Stage for Criterion B

Preparing (B)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Selecting an appropriate text	4	1.90	35	16.59	172	81.52
2. Selecting and preparing handouts	3	1.42	17	8.06	191	90.52
3. Selecting and preparing pictures/flashcards	7	3.33	16	7.62	187	89.05
4. Selecting video(s)	4	2.01	17	8.54	178	89.45
5. Selecting and preparing PowerPoint presentation	17	8.46	36	17.91	148	73.63
6. Planning warm up activities	2	0.96	17	8.17	189	90.87
7. Planning task for the stages	6	2.93	19	9.27	180	87.80
8. Organizing /creating activities for real life purposes	59	3.75	153	9.71	1363	86.54
9. Planning the use of language	6	2.90	24	11.59	177	85.51
10. Tone of voice	4	2.60	20	12.99	130	84.42
11. Gestures	5	3.23	13	8.39	137	88.39
12. Body language	4	2.58	12	7.74	139	89.68
13. Rehearsing the final product (demo) in front of mirror	15	9.80	23	15.03	115	75.16
14. Consulting peer/s before the demo	16	8.00	16	8.00	168	84.00
15. Consulting instructor before the demo	11	5.50	14	7.00	175	87.50

For Criterion B, the tasks # 6 "Planning warm up activities", # 2 "Selecting and preparing handouts" and # 12 "Body language" have the most positive valence, while the tasks # 13 "Rehearsing the final product (demo) in front of mirror", # 5 "Selecting and preparing" and # 14 "PowerPoint presentation have the most negative valence.

For Criterion C, the tasks # 2 "Selecting and preparing handouts", # 12 "Body language" and # 6 "Planning warm up activities" have the most positive valence, while the tasks # 13. Rehearsing the final product (demo) in front of mirror, 5. Selecting and preparing PowerPoint presentation, # 14. Consulting peer/s before the demo have the most negative valence.

Table 29

Common Tasks for Preparing Stage for Criterion C

Preparing (C)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Selecting an appropriate text	4	1.90	15	7.11	192	91.00
2. Selecting and preparing handouts	2	0.95	9	4.29	199	94.76
3. Selecting and preparing pictures/flashcards	9	4.29	11	5.24	190	90.48
4. Selecting video(s)	2	1.01	14	7.04	183	91.96
5. Selecting and preparing PowerPoint presentation	16	8.00	34	17.00	150	75.00
6. Planning warm up activities	1	0.48	13	6.22	195	93.30
7. Planning task for the stages	6	2.93	12	5.85	187	91.22
8. Organizing /creating activities for real life purposes	43	2.73	117	7.44	1413	89.83
9. Planning the use of language	5	2.42	13	6.28	189	91.30
10. Tone of voice	7	4.55	9	5.84	138	89.61
11. Gestures	3	1.94	8	5.16	144	92.90
12. Body language	2	1.29	8	5.16	145	93.55
13. Rehearsing the final product (demo) in front of mirror	13	8.55	15	9.87	124	81.58
14. Consulting peer/s before the demo	14	7.00	15	7.50	171	85.50
15. Consulting instructor before the demo	9	4.50	14	7.00	177	88.50

The main reason for appraising positively the common tasks during preparing stages were;

- Easy and quick preparation period as well as availability of materials, for Tulay selecting an appropriate reading text is enjoyable because "I like reading some text, they are many different subjects" and applicable "because, it is easy, you can find and you can research, there are a lot of text in internet. I think it is applicable". On the other hand, Sahra describes preparation period "I found it not enjoyable because there was a lot of text. Most of my friends had chosen their texts, it was bit stressful period. But I found the text which would at the same time boost the energy of the class and be applicable text. So it was easy to apply", Nil, for instance, found listening easier "It was easy comparing to reading. We did first reading. That is why you know what to do. It took around 5 days". For Hira, "The speaking topics are broader than writing.

There are a lot of topics for discussion. I searched from internet. It was easier for me in terms of searching comparing to other skills" and lastly, Eda indicates "I did not have difficulty when I choosing the topic, since it was related to speaking, when we open our old English books, we can find many ideas. It is enjoyable, we produce something related to our speaking, finally, we do not find something based on text, since it is something productive, I did not see any difficulty".

- Relishing the processes

Teacher trainees enjoyed the preparing process for example, Erol indicates "I like preparing speech. I like the thinking process what I will say. Thinking the students answer, my answer to them and I take note".

- Grabbing attention through videos, picture and flash cards

For instance, Tulay says "Because, video can grab the attention of the students attention and it will help them to learn the language better" and, "it is a game for me and for the students….It minimizes teacher talking time, it maximizes student talking time".

In general, during preparation stage, for all skills students appraised "Planning warm up activities", "Body language" and "Selecting video(s)" as most positive tasks in all three criteria as most enjoyable, applicable and useful. More specifically, planning warm up activities was appraised as most enjoyable, useful and applicable task. "Selecting video (s)" and "Body language" most enjoyable and most applicable while "Selecting and preparing handouts" as most useful and most applicable. It seems that planning warm up activities is the champion task that was most positively appraised in terms three criteria.

Particularly, for the reading skills, tasks such as "Planning warm up activities", "Selecting and preparing pictures/flashcards", "Body language" and "Gestures" were appraised on the highest positive valence. Students or the Listening skills, tasks such as "Selecting video(s)", "Planning warm up activities", "Selecting and preparing pictures/flashcards", "Post Stage" and 7.1 "Pre Stage" have the highest positive valence. For the speaking skills, students' task appraisal styles were very positive for the "Selecting video(s)", "Planning warm up activities", "Selecting and preparing pictures/flashcards", "Post Stage" and "Pre Stage". Moreover, for preparing the writing lesson plan the tasks "Selecting video(s)", "Organizing /creating

activities for real life purposes", "Planning warm up activities" and "Summarizing/Reviewing" students had most positive task appraisals.

On the negative valence, students appraised most negatively the tasks such as "Selecting and preparing PowerPoint presentation", "Rehearsing the final product (demo) in front of mirror", and "Consulting peer/s before the demo" during preparation stage for all four skills and among all three criteria.

In terms of all three criteria, the tasks such as "Selecting and preparing PowerPoint presentation" "Rehearsing the final product (demo) in front of mirror" as most boring, least applicable and least useful. Therefore, the champion among tasks in terms most negatively appraised task during preparation stage were Selecting and preparing PowerPoint presentation" followed by "Rehearsing the final product (demo) in front of mirror". "Selecting an appropriate text" was appraised as another most boring while Consulting peer/s before the demo were appraised as least applicable and least useful. Particularly, for Reading skills "Selecting and preparing PowerPoint presentation", "Selecting an appropriate reading text" and "Rehearsing the final product (demo) in front of mirror " were appraised most negatively. Again, "Selecting and preparing PowerPoint presentation" for both listening and speaking skills was found as most negatively appraised task. Moreover, students' task appraisal styles for writing skills were most negative for "Consulting peer/s before handing over the lesson plan" and "Consulting instructor before handing over the lesson plan".

4.1.1.2. Sub Question B. What are the microteaching skills that students appraise as having positive valence and negative in the presentation of the three language skills and what are the reasons of these appraisals?

4.1.1.2.1.   Reading Skills (Presenting Stage)

In order to answer to the above mentioned sub question, four microteaching skills in the presenting stage appraised as having positive valence and negative valence are presented below. Each skill for preparing stage for each Criterion A (Enjoyable...5... 4 ...3...2...1...Boring), Criterion B (applicable...5...4...3...2...1...not applicable) and Criterion C (useful ...5...4...3...2...1...not useful) were viewed accordingly.

The results for Reading skills during presenting stage are presented through following tables (Tables 28, 29, 30 and 31).

Table 30

Reading Presenting Stage for Criterion A

Reading (Presenting)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	1	2.10	5	10.60	41	87.20
2.1 Pre Stage	0	0.00	6	12.80	41	87.20
2.2 While reading for gist (skimming) stage	0	0.00	13	28.30	33	71.70
2.3 While –reading for specific information (scanning)	1	2.20	11	23.90	34	73.90
2.4 Post Stage	2	4.30	6	12.80	39	82.90
3. Distributing and using handouts	5	10.90	6	13.00	35	76.10
4. Using pictures/flashcards	2	4.40	4	8.70	40	86.90
5. Using Powerpoint presentation	10	23.80	9	21.40	23	54.80
6. Using video(s)	1	2.30	1	2.30	42	95.50
7. Conducting activities for real life purposes	0	0.00	5	10.60	42	89.40
8.1 Tone of voice	1	2.10	9	19.10	37	78.70
8.2 Gestures	1	2.10	5	10.60	41	87.20
8.3 Body language	2	4.30	4	8.50	41	87.20
9. Use of English during the whole demo	1	2.20	5	10.90	40	87.00
10. Being observed by instructor at the back of the class	11	23.40	11	23.40	25	53.20
11. Feedback from instructor after the demo	2	4.30	3	6.40	42	89.30
12. Feedback from peer/s after the demo	2	4.20	7	14.90	38	80.80

For Criterion A, The tasks # 6 "Using video(s)", #7 "Conducting activities for real life purposes" and # 11 "Feedback from instructor after the demo" have the most positive valence, while the tasks #10 "Being observed by instructor at the back of the class" and #3 "Distributing and using handouts" have the most negative valence.

Table 31

Reading Presenting Stage for Criterion B

Reading (Presenting)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	3	6.40	44	93.60
2.1. Pre Stage	1	2.10	6	12.80	40	85.10
2.2. While reading for gist (skimming) stage	1	2.20	3	6.50	42	91.30
2.3. While –reading for specific information (scanning)	1	2.10	5	10.60	41	87.30
2.4. Post Stage	1	2.20	4	8.70	41	89.10
3. Distributing and using handouts	0	0.00	3	6.40	44	93.60
4. Using pictures/flashcards	2	4.40	0	0.00	44	95.70
5. Using PowerPoint presentation	4	9.50	13	31.00	25	59.60
6. Using video(s)	0	0.00	3	6.80	41	93.20
7. Conducting activities for real life purposes	1	2.10	1	2.10	45	95.70
8.1. Tone of voice	0	0.00	8	17.00	39	83.00
8.2. Gestures	0	0.00	6	12.80	41	87.20
8.3. Body language	1	2.10	5	10.60	41	87.20
9. Use of English during the whole demo	0	0.00	3	6.40	44	93.60
10. Being observed by instructor at the back of the class	3	6.40	7	14.90	37	78.70
11. Feedback from instructor after the demo	0	0.00	4	8.50	43	91.50
12. Feedback from peer/s after the demo	1	2.10	4	8.50	42	89.40

For Criterion B, the tasks #4 "Using pictures/flashcards", # 7 "Conducting activities for real life purposes", # 1 "Presenting a warm-up task", # 3 "Distributing and using handouts" and # 9 "Use of English during the whole demo" have the most positive valence, while the tasks # 5 "Using PowerPoint presentation", # 10 "Being observed by instructor at the back of the class" and # 4 "Using pictures/flashcards" have the most negative valence.

For Criterion C, the tasks # 2.2 "While reading for gist (skimming) stage", #6 "Using video(s)" and #9 "Use of English during the whole demo" have the most positive valence, while the tasks #5 "Using PowerPoint presentation", #4 "Using pictures/flashcards" and #7 "Conducting activities for real life purposes" have the most negative valence.

Table 32

Reading Skills Presenting Stage for Criterion C

Reading (Presenting)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	2	4.30	45	95.70
2.1 Pre Stage	0	0.00	5	10.60	42	89.40
2.2 While reading for gist (skimming) stage	0	0.00	1	2.20	45	97.80
2.3 While –reading for specific information (scanning)	0	0.00	3	6.40	44	93.70
2.4 Post Stage	0	0.00	4	8.70	42	91.30
3. Distributing and using handouts	1	2.10	4	8.50	42	89.30
4. Using pictures/flashcards	2	4.40	1	2.20	43	93.50
5. Using PowerPoint presentation	9	21.90	11	26.80	21	51.20
6. Using video(s)	0	0.00	1	2.30	43	97.70
7. Conducting activities for real life purposes	2	4.30	0	0.00	45	95.70
8.1 Tone of voice	0	0.00	6	12.80	41	87.30
8.2 Gestures	0	0.00	4	8.50	43	91.50
8.3 Body language	0	0.00	4	8.50	43	91.50
9. Use of English during the whole demo	0	0.00	2	4.30	45	95.80
10. Being observed by instructor at the back of the class	1	2.10	4	8.50	42	89.40
11. Feedback from instructor after the demo	0	0.00	3	6.40	44	93.70
12. Feedback from peer/s after the demo	1	2.10	3	6.40	43	91.50

In order to unveil the most positive and most negative reading task appraisal styles of teacher trainees among all three criteria during presenting stage, the mean score was presented as per above table.

The tasks # 11 "Feedback from instructor after the demo", # 1 "Presenting a warm-up task", # 4 "Using pictures/flashcards" and 7 "Conducting activities for real life purposes" have the highest positive valence (highest means) while task # 5 Using PowerPoint presentation was appraised most negatively among three criteria.

Table 33

Reading Skills Presenting Stage for All Three Criteria (A, B, C)

Reading (Presenting) Criterion(A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Presenting a warm-up task	4.60	0.49	3.00	5.00
2.1 Pre Stage	4.49	0.58	2.67	5.00
2.2 While reading for gist (skimming) stage	4.46	0.51	3.00	5.00
2.3 While –reading for specific information (scanning)	4.36	0.62	2.33	5.00
2.4 Post Stage	4.51	0.58	3.00	5.00
3. Distributing and using handouts	4.34	0.65	2.67	5.00
4. Using pictures/flashcards	4.54	0.71	1.00	5.00
5. Using Powerpoint presentation	3.41	0.89	1.33	5.00
6. Using video(s)	4.51	0.66	2.33	5.00
7. Conducting activities for real life purposes	4.54	0.60	2.33	5.00
8.1 Tone of voice	4.39	0.62	2.67	5.00
8.2 Gestures	4.47	0.57	3.00	5.00
8.3 Body language	4.52	0.61	2.67	5.00
9. Use of English during the whole demo	4.46	0.59	3.00	5.00
10. Being observed by instructor at the back of the class	4.10	0.77	1.67	5.00
11. Feedback from instructor after the demo	4.63	0.53	3.00	5.00
12. Feedback from peer/s after the demo	4.39	0.80	1.00	5.00

The reason behind positive appraisals for reading presenting stage was appreciation and acknowledgment of instructors' feedback and their deep knowledge.

Acknowledgement and appreciation of instructors' feedback. Nil for instance says "Because nobody is perfect. Maybe I have done some mistakes and I did…. I should know what kind of mistakes I made… and I should learn about that, …. I should…. you know.. I should learn from my mistakes so that in the future I will not…(do)".Moreover, she found enjoyable receiving feedback from the instructor "Because, I think, being observed means that the teacher cares about me. ……which is good for me."

Knowledgeability of instructor for example, Ada says "In general, the instructor does not criticize that much, she only touches upon on important things, they may only say such things such as you were very silent, very slow or quick". Moreover, she indicates "I believe that whatever she (the instructor) says is correct and she knows perfectly both theory and practice and I fully accept all these. İt is very much sound for me if one criticize on something that he or she knows very well. İn the end, she observes according to the rules and criticizes accordingly".

The importance of activities for real-life purposes was emphasized, for example Tulay points out "Because, students are already doing it their normal life and they enjoyed doing in the class, also. And, I find it enjoyable because they have really fun".

4.1.1.2.3. Listening Skills (Presenting Stage)

The results for Listening skills during presenting stage are presented through following tables (Tables 34, 35, 36 and 37).

For criterion A, the tasks # 6 "Using video(s)", # 7 "Conducting activities for real life purposes" and # 4 "Using pictures/flashcards" have the most positive valence, while the tasks # 5 "Using PowerPoint presentation", # 2.4 "Post Stage" and # 10 "Being observed by instructor at the back of the class" have the most negative valence.

For criterion B, the tasks # 6 "Using video(s)", # 3 "Distributing and using handouts" and # 1 "Presenting a warm-up task" have the most positive valence while the tasks # 5 "Using PowerPoint presentation", # 12 "Feedback from peer/s after the demo" and # 8.3 "Body language" have the most negative valence.

Table 34

Listening Skills Presenting Stage for Criterion A

Listening (Presenting)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	3	6.80	41	93.20
2.1 Pre Stage	1	2.30	2	4.50	41	93.20
2.2 While listening for gist stage	1	2.30	6	13.60	37	84.10
2.3 While listening for specific information	0	0.00	4	9.10	40	90.90
2.4 Post Stage	3	6.80	2	4.50	39	88.70
3. Distributing and using handouts	1	2.30	4	9.10	39	88.70
4. Using pictures/flashcards	1	2.30	1	2.30	41	95.30
5. Using Powerpoint presentation	3	7.70	4	10.30	32	82.00
6. Using video(s)	0	0.00	1	2.60	38	97.40
7. Conducting activities for real life purposes	0	0.00	2	4.50	42	95.40
8.1 Tone of voice	0	0.00	7	15.90	37	84.10
8.2 Gestures	0	0.00	6	13.60	38	86.40
8.3 Body language	0	0.00	7	15.90	37	84.10
9. Use of English during the whole demo	1	2.30	6	13.60	37	84.00
10. Being observed by instructor at the back of the class	2	4.60	8	18.20	34	77.30
11. Feedback from instructor after the demo	1	2.30	3	6.80	40	91.00
12. Feedback from peer/s after the demo	2	4.50	4	9.10	38	86.30

Table 35

Listening Skills Presenting Stage for Criterion B

Listening (Presenting)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	2	4.50	42	95.50
2.1. Pre Stage	0	0.00	3	6.80	41	93.20
2.2. While listening for gist stage	1	2.30	7	15.90	36	81.80
2.3. While listening for specific information	0	0.00	2	4.50	42	95.40
2.4. Post Stage	0	0.00	4	9.10	40	90.90
3. Distributing and using handouts	0	0.00	1	2.30	43	97.70
4. Using pictures/flashcards	1	2.30	1	2.30	41	95.40
5. Using Powerpoint presentation	4	10.20	5	12.80	30	76.90
6. Using video(s)	0	0.00	0	0.00	39	100.00
7. Conducting activities for real life purposes	0	0.00	3	6.80	41	93.20
8.1. Tone of voice	0	0.00	6	13.60	38	86.40
8.2. Gestures	1	2.30	4	9.10	39	88.70
8.3. Body language	2	4.50	4	9.10	38	86.40
9. Use of English during the whole demo	1	2.30	5	11.40	38	86.30
10. Being observed by instructor at the back of the class	0	0.00	3	6.80	41	93.10
11. Feedback from instructor after the demo	0	0.00	2	4.50	42	95.40
12. Feedback from peer/s after the demo	3	6.80	3	6.80	38	86.30

For criterion C, the tasks # 1 "Presenting a warm-up task", # 2.3 "While listening for specific information" and # 11 "Feedback from instructor after the demo" have the most positive valence while the tasks # 5 "Using PowerPoint presentation" and # 12 "Feedback from peer/s after the demo" have the most negative valence.

Table 36

Listening Skills Presenting Stage for Criterion C

Listening Presenting	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	0	0.00	44	100.00
2.1. Pre Stage	0	0.00	2	4.50	42	95.40
2.2. While listening for gist stage	1	2.30	2	4.50	41	93.20
2.3. While listening for specific information	0	0.00	0	0.00	44	100.00
2.4. Post Stage	0	0.00	3	6.80	41	93.10
3. Distributing and using handouts	0	0.00	1	2.30	43	97.70
4. Using pictures/flashcards	1	2.30	0	0.00	42	97.70
5. Using Powerpoint presentation	4	10.20	6	15.40	29	74.40
6. Using video(s)	0	0.00	1	2.50	39	97.50
7. Conducting activities for real life purposes	0	0.00	2	4.50	42	95.50
8.1. Tone of voice	1	2.30	3	6.80	40	90.90
8.2. Gestures	1	2.30	4	9.10	39	88.70
8.3. Body language	1	2.30	4	9.10	39	88.60
9. Use of English during the whole demo	1	2.30	4	9.10	39	88.60
10. Being observed by instructor at the back of the class	0	0.00	3	6.80	41	93.20
11. Feedback from instructor after the demo	0	0.00	0	0.00	44	100.00
12. Feedback from peer/s after the demo	4	9.00	1	2.30	39	88.70

In order to unveil the most positive and most negative listening task appraisal styles of teacher trainees among all three criteria during presenting stage, the mean score was presented as per following table.

The tasks # 6 "Using video(s)", # 11 "Feedback from instructor after the demo", # 4 "Using pictures/flashcards", # 1 "Presenting a warm-up task" and # 2.1 "Pre Stage" have the highest positive valence (highest means) while the task # 5 Using PowerPoint presentation was appraised most negatively among three criteria.

Table 37

Listening Skills Presenting Stage: For all Three Criteria (A, B, C)

Listening (Presenting) Criterion(A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Presenting a warm-up task	4.66	0.48	3.33	5.00
2.1. Pre Stage	4.66	0.55	2.67	5.00
2.2. While listening for gist stage	4.45	0.70	2.00	5.00
2.3. While listening for specific information	4.51	0.47	3.67	5.00
2.4. Post Stage	4.53	0.63	2.67	5.00
3. Distributing and using handouts	4.49	0.51	3.00	5.00
4. Using pictures/flashcards	4.71	0.70	1.00	5.00
5. Using Powerpoint presentation	4.09	1.11	1.00	5.00
6. Using video(s)	4.79	0.37	4.00	5.00
7. Conducting activities for real life purposes	4.60	0.50	3.33	5.00
8.1. Tone of voice	4.47	0.68	3.00	5.00
8.2. Gestures	4.55	0.71	2.33	5.00
8.3. Body language	4.51	0.73	2.33	5.00
9. Use of English during the whole demo	4.42	0.73	2.00	5.00
10. Being observed by instructor at the back of the class	4.44	0.62	2.67	5.00
11. Feedback from instructor after the demo	4.74	0.42	3.67	5.00
12. Feedback from peer/s after the demo	4.36	0.96	1.00	5.00

Like reading skills, "Feedback from instructor after the demo" was most positively appraised because of same reasons, teacher trainees highly appreciated the feedback given by instructors and importance of using visual aids. In particular, instructors' feedback and accepting the constructive criticisms was very much appreciated, Sahra, for instance, notes down "We always talk after the demos, where and what kind of mistake I did…what I could have done instead.. Same as evaluation of instructor. Of course, the comments of instructor are much more important, but still I find criticisms of my peers constructive. I also see it, as an opportunity for myself". Using visual aids was highlighted as Sahra says "I would like to refer to my academic life, we used to have a teacher who graduated from this university, he used to

use the visual aids, and for us it was not a usual case. When you look at this from the perspective of student, you feel good when you see that teacher uses a lot of efforts. What did we really see? We only listen, do and mark what we are said to. We feel happy when we do something correctly and feel worry when we do something wrong. Using visual aids are always good for us, for the students that are why I gave five".

The reason for negative appraisal for power point presentation was the same as for other skills, it did not attract the student's attention.

4.1.1.2.4.   Speaking Skills (Presenting Stage)

The results for speaking skills during presenting stage are presented through following tables (Tables 38, 39, 40 and 41).

Table 38

Speaking Skills Presenting Stage for Criterion A

Speaking (Presenting)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N		N	%	N	%
1. Presenting a warm-up task	1	1.90	3	5.80	48	92.30
2.1.1. Warmer/Lead in	3	5.80	2	3.80	47	90.40
2.1.2. Input	1	1.90	5	9.60	46	88.40
2.2.1. Role Play/Discussion/Debate	1	1.90	2	3.80	49	94.20
2.2.2. Providing role cards	4	7.70	4	7.70	44	84.60
2.2.3. Useful language	5	9.80	3	5.90	43	84.40
2.2.4. Info gap	4	8.00	2	4.00	44	88.00
2.2.5. Error Correction	1	2.00	10	20.40	38	77.50
2.3. Post Stage (Wrap up)	1	2.00	4	8.00	45	90.00
3. Distributing and using handouts	3	5.80	3	5.80	46	88.40
4. Using pictures/flashcards	2	4.00	1	2.00	48	94.10
5. Using a PowerPoint presentation	4	8.00	8	16.00	38	76.00
6. Using video(s)	0	0.00	5	10.00	45	90.00
7. Conducting activities for real life purposes	1	2.00	4	7.80	46	90.20
8.1. Tone of voice	2	3.90	7	13.70	42	82.30
8.2. Gestures	1	1.90	6	11.50	45	86.60
8.3. Body language	1	1.90	6	11.50	45	86.60
9. Use of English during the whole demo	1	1.90	8	15.40	43	82.70
10. Being observed by instructor at the back of the class	8	15.40	14	26.90	30	57.70
11. Feedback from instructor after the demo	5	9.60	3	5.80	44	84.60
12. Feedback from peer/s after the demo	3	5.70	5	9.60	44	84.60

For Criterion A, the tasks # 2.2.1 "Role Play/Discussion/Debate", # 4 "Using pictures/flashcards" and # 1 "Presenting a warm-up task" have the most positive valence while the tasks # 10 "Being observed by instructor at the back of the class", # 2.2.3 "Post Stage (Wrap up)" "Useful language" and # 11 "Feedback from instructor after the demo" have the most negative valence.

Table 39

Speaking Skills Presenting Stage for Criterion B

Speaking (Presenting)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	4	7.50	49	92.50
2.1.1. Warmer/Lead in	1	1.90	3	5.70	49	92.40
2.1.2. Input	0	0.00	6	11.30	47	88.70
2.2.1. Role Play/Discussion/Debate	0	0.00	5	9.40	48	90.60
2.2.2. Providing role cards	1	1.90	5	9.40	47	88.60
2.2.3. Useful language	2	3.80	4	7.70	46	88.50
2.2.4. Info gap	2	4.00	4	7.80	45	88.20
2.2.5. Error Correction	0	0.00	9	18.00	41	82.00
2.3. Post Stage (Wrap up)	1	2.00	2	3.90	48	94.10
3. Distributing and using handouts	2	3.80	1	1.90	49	94.20
4. Using pictures/flashcards	1	1.90	3	5.80	48	92.30
5. Using a PowerPoint presentation	4	7.80	3	5.90	44	86.30
6. Using video(s)	0	0.00	4	7.80	47	92.10
7. Conducting activities for real life purposes	3	5.70	2	3.80	47	90.30
8.1. Tone of voice	2	3.80	3	5.80	47	90.40
8.2. Gestures	2	3.80	5	9.60	45	86.50
8.3. Body language	2	3.80	2	3.80	48	92.30
9. Use of English during the whole demo	2	3.80	5	9.60	45	86.50
10. Being observed by instructor at the back of the class	3	5.70	9	17.30	40	77.00
11. Feedback from instructor after the demo	2	3.80	0	0.00	50	96.20
12. Feedback from peer/s after the demo	3	5.70	3	5.80	46	88.50

For Criterion B, the tasks # 11 "Feedback from instructor after the demo", # 3 "Distributing and using handouts" and # 2.3 "Post Stage (Wrap up)" have the most positive valence, while

the tasks # 5 "Using a PowerPoint presentation", 7 "Conducting activities for real life purposes", 10 "Being observed by instructor at the back of the class" and 12 "Feedback from peer/s after the demo" have the most negative valence.

Table 40

Speaking Skills Presenting Stage for Criterion C

Speaking (Presenting)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	6	11.30	47	88.70
2.1.1. Warmer/Lead in	1	1.90	2	3.80	50	94.30
2.1.2. Input	0	0.00	3	5.70	50	94.40
2.2.1. Role Play/Discussion/Debate	1	1.90	2	3.80	50	94.30
2.2.2. Providing role cards	1	1.90	3	5.70	49	92.50
2.2.3. Useful language	3	5.70	0	0.00	49	94.20
2.2.4. Info gap	2	4.00	4	7.80	45	88.20
2.2.5. Error Correction	0	0.00	11	22.00	39	78.00
2.3. Post Stage (Wrap up)	0	0.00	1	2.00	50	98.00
3. Distributing and using handouts	2	3.80	1	1.90	49	94.20
4. Using pictures/flashcards	1	1.90	1	1.90	50	96.10
5. Using a PowerPoint presentation	4	7.80	1	2.00	46	90.20
6. Using video(s)	0	0.00	2	3.90	49	96.10
7. Conducting activities for real life purposes	1	1.90	1	1.90	50	96.10
8.1. Tone of voice	2	3.90	4	7.80	45	88.30
8.2. Gestures	1	1.90	2	3.80	49	94.20
8.3. Body language	1	1.90	3	5.80	48	92.30
9. Use of English during the whole demo	3	5.70	4	7.70	45	86.50
10. Being observed by instructor at the back of the class	2	3.80	7	13.50	43	82.70
11. Feedback from instructor after the demo	0	0.00	3	5.90	48	94.10
12. Feedback from peer/s after the demo	2	3.80	5	9.60	45	86.50

For Criterion C, the tasks # 2.3 "Post Stage (Wrap up)", # 4 "Using pictures/flashcards", # 6 "Using video(s)" and 7 "Conducting activities for real life purposes" have the most positive valence, while the tasks # 5 "Using a PowerPoint presentation", # 2.2.3 "Useful language" and # 9 "Use of English during the whole demo" have the most negative valence.

Table 41

Speaking Skills Presenting Stage for All Three Criteria (A, B, C)

Speaking (Presenting) Criteria (A, B, C)	Mean	Standard Deviation	Minimum	Maximum
1. Presenting a warm-up task	4.58	0.56	3.00	5.00
2.1.1. Warmer/Lead in	4.54	0.63	2.00	5.00
2.1.2. Input	4.50	0.61	3.00	5.00
2.2.1. Role Play/Discussion/Debate	4.76	2.04	2.00	21.67
2.2.2. Providing role cards	4.48	0.66	2.00	5.00
2.2.3. Useful language	4.35	0.94	0.00	5.00
2.2.4. Info gap	4.43	0.78	1.00	5.00
2.2.5. Error Correction	4.22	0.69	2.00	5.00
2.3. Post Stage (Wrap up)	4.57	0.58	2.67	5.00
3. Distributing and using handouts	4.55	0.64	2.00	5.00
4. Using pictures/flashcards	4.69	0.64	1.00	5.00
5. Using a PowerPoint presentation	4.04	1.08	1.00	5.00
6. Using video(s)	4.72	0.49	3.00	5.00
7. Conducting activities for real life purposes	4.69	0.66	1.00	5.00
8.1. Tone of voice	4.47	0.73	2.00	5.00
8.2. Gestures	4.58	0.63	2.00	5.00
8.3. Body language	4.57	0.70	1.00	5.00
9. Use of English during the whole demo	4.54	0.78	1.00	5.00
10. Being observed by instructor at the back of the class	4.04	0.86	1.00	5.00
11. Feedback from instructor after the demo	4.59	0.58	2.33	5.00
12. Feedback from peer/s after the demo	4.41	0.81	1.00	5.00

In order to unveil the most positive and most negative reading task appraisal styles of teacher trainees among all three criteria during presenting stage, the mean score was presented as per above table.

The tasks # 2.2.1 "Role Play/Discussion/Debate", 6 "Using video(s)", 4 "Using pictures/flashcards" and 7 "Conducting activities for real life purposes" have the highest positive valence (highest means) as seen. The tasks # 5 "Using a PowerPoint presentation" and # 10 "Being observed by instructor at the back of the class" have the most negative valence among three criteria.

The main reason for having positive appraise for above tasks, were having fun and acknowledging the importance of visuals. Burcu, for instance, indicates "When I go there, in

fact, I am enjoying, the difficult preparation stage has already finished, and then finally you are in front of the class, in fact it is a good thing…You entry with warm up, you smile a bit, everyone says something, all these smiles are good in fact. And presenting this is a good thing. There is no strain, you do not expect what they would answer. Everyone says something from their side. There are no right answers that is why. The visuals was emphasized. Hira, for example, points out "the visuals are very important, when one listens to it and sees something in front, it is nice. But since I used the video, the pictures were seen behind".

4.1.1.2.5. Common Tasks Most Positively and Negatively Appraised Among Three Skills (Presenting Stage)

The common tasks in all four skills were grouped and analyzed to find out most positively and negatively appraised tasks in all four skills during presenting stage.

Table 42

Common Tasks among All Three Skills for Presenting Stage

Presenting	Listening	Reading	Speaking
1. Presenting a warm-up task	1	1	1
2. Presenting task for the stages	2.1 / 2.2 / 2.3 / 2.4	2.1 / 2.2 / 2.3 / 2.4	2.1.1 / 2.1.2 / 2.2.1 / 2.2.2 / 2.2.3 / 2.2.4 / 2.2.5 / 2.3
3. Distributing and using handouts	3	3	3
4. Using pictures/flashcards	4	4	4
5. Using Powerpoint presentation	5	5	5
6. Using video(s)	6	6	6
7. Conducting activities for real life purposes	7	7	7
8. Tone of voice	8.1	8.1	8.1
9. Gestures	8.2	8.2	8.2
10. Body language	8.3	8.3	8.3
11. Use of English during the whole demo	9	9	9
12. Being observed by instructor at the back of the class	10	10	10
13. Feedback from instructor after the demo	11	11	11
14. Feedback from peer/s after the demo	12	12	12

The writing skills were excluded as it was only limited to the preparing lesson plan and teacher trainees did not present demos on this.

Table 43

Common Tasks for Presenting Stage for All Three Criteria

Presenting	Negative Valence				Positive Valence	
	N	%	N	%	N	%
1. Presenting a warm-up task	2	0.46	28	6.50	401	93.04
2. Presenting task for the stages	49	2.11	200	8.60	2077	89.29
3. Distributing and using handouts	14	3.27	24	5.61	390	91.12
4. Using pictures/flashcards	13	3.08	12	2.84	397	94.08
5. Using PowerPoint presentation	46	11.68	60	15.23	288	73.10
6. Using video(s)	1	0.25	18	4.48	383	95.27
7. Conducting activities for real life purposes	8	1.87	20	4.67	400	93.46
8. Tone of voice	8	1.87	53	12.41	366	85.71
9. Gestures	7	1.63	42	9.79	380	88.58
10. Body language	10	2.33	39	9.09	380	88.58
11. Use of English during the whole demo	10	2.34	42	9.81	376	87.85
12. Being observed by instructor at the back of the class	30	6.99	66	15.38	333	77.62
13. Feedback from instructor after the demo	10	2.34	21	4.91	397	92.76
14. Feedback from peer/s after the demo	21	4.90	35	8.16	373	86.95

For all three Criteria during presenting stage the common tasks # 6 "Using video(s)", # 4 "Using pictures/flashcards" and # 7 "Conducting activities for real life purposes" have the most positive valence, while the tasks #5 Using PowerPoint presentation" and #12 Being observed by instructor at the back of the class" have the most negative valence.

For Criterion A, the common tasks # 6 "Using video(s)", # 4 "Using pictures/flashcards" and # 7 "Conducting activities for real life purposes" have the most positive valence while the tasks # 12 "Being observed by instructor at the back of the class" and # 5. "Using PowerPoint presentation" have the most negative valence.

Table 44

Common Tasks for Presenting Stage for Criterion A

Presenting (A)	Negative Valence (Boring)		Neither Boring Nor Enjoyable		Positive Valence (Enjoyable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	2	1.40	11	7.69	130	90.91
2. Presenting task for the stages	28	3.64	82	10.65	660	85.71
3. Distributing and using handouts	9	6.34	13	9.15	120	84.51
4. Using pictures/flashcards	5	3.57	6	4.29	129	92.14
5. Using PowerPoint presentation	17	12.98	21	16.03	93	70.99
6. Using video(s)	1	0.75	7	5.26	125	93.98
7. Conducting activities for real life purposes	1	0.70	11	7.75	130	91.55
8. Tone of voice	3	2.11	23	16.20	116	81.69
9. Gestures	2	1.40	17	11.89	124	86.71
10. Body language	3	2.10	17	11.89	123	86.01
11. Use of English during the whole demo	3	2.11	19	13.38	120	84.51
12. Being observed by instructor at the back of the class	21	14.69	33	23.08	89	62.24
13. Feedback from instructor after the demo	8	5.59	9	6.29	126	88.11
14. Feedback from peer/s after the demo	7	4.90	16	11.19	120	83.92

Table 45

Common Tasks for Presenting Stage for Criterion B

Presenting (B)	Negative Valence (Not Applicable)		Neither Applicable Nor Inapplicable		Positive Valence (Applicable)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	9	6.25	135	93.75
2. Presenting task for the stages	12	1.54	72	9.25	694	89.20
3. Distributing and using handouts	2	1.40	5	3.50	136	95.10
4. Using pictures/flashcards	4	2.84	4	2.84	133	94.33
5. Using Powerpoint presentation	12	9.09	21	15.91	99	75.00
6. Using video(s)	0	0.00	7	5.22	127	94.78
7. Conducting activities for real life purposes	4	2.80	6	4.20	133	93.01
8. Tone of voice	2	1.40	17	11.89	124	86.71
9. Gestures	3	2.10	15	10.49	125	87.41
10. Body language	5	3.50	11	7.69	127	88.81
11. Use of English during the whole demo	3	2.10	13	9.09	127	88.81
12. Being observed by instructor at the back of the class	6	4.20	19	13.29	118	82.52
13. Feedback from instructor after the demo	2	1.40	6	4.20	135	94.41
14. Feedback from peer/s after the demo	7	4.90	10	6.99	126	88.11

For Criterion B, the common tasks # 3 "Distributing and using handouts" # 6 "Using video(s)" and # 13 "Feedback from instructor after the demo" have the most positive valence while the task # 5 "Using Powerpoint presentation" has the most negative valence.

Table 46

Common Tasks for Presenting Stage for Criterion C

Presenting (B)	Negative Valence (Not Useful)		Neither Useful Nor Useless		Positive Valence (Useful)	
	N	%	N	%	N	%
1. Presenting a warm-up task	0	0.00	8	5.56	136	94.44
2. Presenting task for the stages	9	1.16	46	5.91	723	92.93
3. Distributing and using handouts	3	2.10	6	4.20	134	93.71
4. Using pictures/flashcards	4	2.84	2	1.42	135	95.74
5. Using Powerpoint presentation	17	12.98	18	13.74	96	73.28
6. Using video(s)	0	0.00	4	2.96	131	97.04
7. Conducting activities for real life purposes	3	2.10	3	2.10	137	95.80
8. Tone of voice	3	2.11	13	9.15	126	88.73
9. Gestures	2	1.40	10	6.99	131	91.61
10. Body language	2	1.40	11	7.69	130	90.91
11. Use of English during the whole demo	4	2.80	10	6.99	129	90.21
12. Being observed by instructor at the back of the class	3	2.10	14	9.79	126	88.11
13. Feedback from instructor after the demo	0	0.00	6	4.23	136	95.77
14. Feedback from peer/s after the demo	7	4.90	9	6.29	127	88.81

For Criterion C, the common tasks # 6 "Using video(s)", # 7 "Conducting activities for real life purposes", # 13 "Feedback from instructor after the demo" and # 4 "Using pictures/flashcards" have the most positive valence while the task # 5 "Using Powerpoint presentation" has the most negative valence.

The main reason for having positive appraisals for common tasks during presenting stages were meeting the expectations and even exceeding them. Despite the fact that preparing stage was a bit difficult the presenting stages went well. Su for instance indicates "During the demo my mood was not good. As I left the things until the last moment, I was a bit sleepless and weak. This was also reflected on my demo. Although we plan to say this or that, during the

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demo itself, there are some discrepancies for sure. Despite the fact that my mood was bad, I tried to smile and gather myself up. I think I got the expected grade". Another reason was having fun and joyfulness in using conducting real life and warm up as well as in using the tone of voice, gestures. The presentation stage was found funny as Tulay notes "you get the student attention and you talk about generally about daily life. I think it is funny….students also like to talk about their daily life". For conducting activities for real life purposes, she indicates "students are already doing it in their normal life and they enjoyed doing in the class. Also, I find it enjoyable because they have really fun".

In sum, the presentation stage, for all skills (Reading, Listening and Speaking) task appraisal styles of the students for "Using pictures/flashcards", "Using video(s)", "Conducting activities for real life purposes" and "Feedback from instructor after the demo" were most positive. "Using video(s)", "Using pictures/flashcards" and "Conducting activities for real life purposes" were appraised as most enjoyable while "Feedback from instructor after the demo" was most applicable and useful. "Distributing and using handouts" was most applicable. In addition, "Conducting activities for real life purposes" and "Using pictures/flashcards were found most useful.

For the Reading skills, task appraisals for "Feedback from instructor after the demo", "Presenting a warm-up task", "Using pictures/flashcards" and "Conducting activities for real life purposes" were the highest positive valence. For Listening skills, the tasks "Feedback from instructor after the demo", "Presenting a warm-up task", "Using pictures/flashcards" and "Conducting activities for real life purposes" were highly positively appraised. The students found "Using video(s)", "Feedback from instructor after the demo", "Using pictures/flashcards", "Presenting a warm-up task" and "Pre Stage" as most positive tasks during presenting demo on Speaking skills.

4.2. Sub question #3 and Discussion

The current part of the chapter seeks the answers to third sub research question "Is there a difference between the preparing stage and the presenting stage for all skills in general and in terms of the following Criteria: (A: boring- enjoyable; B: useful - not useful and C:

applicable - not applicable). In order to answer the above sub research question, preparing and presenting stages were compared overall and in terms of above mentioned criteria.

4.2.1. Preparing Stage versus Presenting Stage on Negative and Positive Valences

Table 47

Preparing Stage versus Presenting Stage on Negative and Positive Valences

	Negative Valence	Positive Valence	Total
Preparing	601 (5.2%)	11039 (94.8%)	11640 (100%)
Presenting	229 (3.2%)	6941 (96.8%)	7170 (100%)
Total	830 (4.4%)	17980 (95.6%)	18810 (100%)

The presenting stage has by far positive valence (96.8%) than preparing stage (94.8%), so reversely preparing stage has more negative valence (5.2%) than presenting stage (3.2%) in terms of all three criteria for all four skills.

Figure 12. Preparing stage versus presenting stage on negative and positive valences.

As a result of Chi-Square Test (p value=0); there is a statistically significant difference between preparing vs. presenting stages about negative and positive valence.

4.2.2. Preparing Stage versus Presenting Stage for Criterion A

Table 48

Preparing Stage versus Presenting Stage for Criterion A

	Negative Valence (Boring)	Positive Valence (Enjoyable)	Total
Preparing	299 (8.1%)	3382 (91.9%)	3681 (100.0%)
Presenting	110 (4.8%)	2205 (95.2%)	2315 (100.0%)
Total	409 (6.8%)	5587 (93.2%)	5996 (100.0%)

For Criterion A for all four skills at preparing and presenting stages, presenting stage has more positive valence (95.2%) than preparing stage (91.9%), so reversely preparing stage has more negative valence (8.1%) than presenting stage (4.8%).
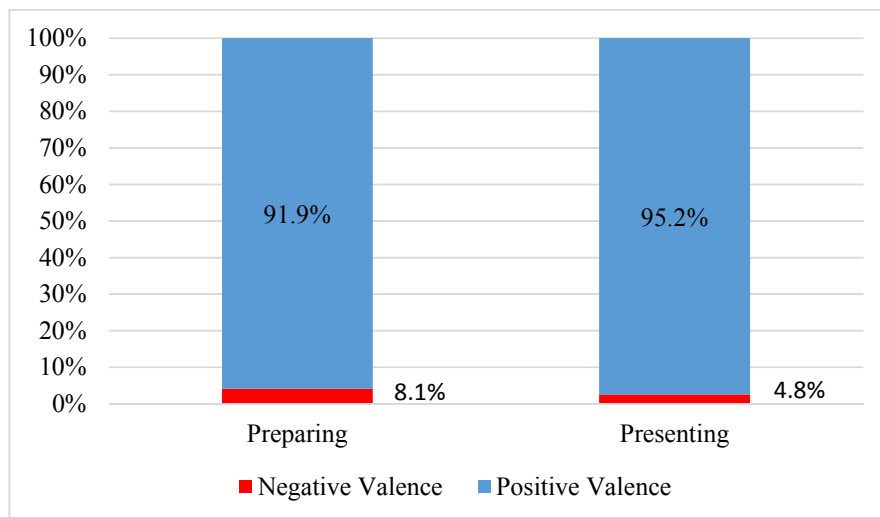
Figure 13. Preparing stage versus presenting stage for criterion A.

As a result of Chi-Square Test (p value=0); there is a statistically significant difference between preparing vs. presenting stages for negative (boring) and positive (enjoyable) valences.

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4.2.3. Preparing stage versus Presenting stage for Criterion B

Table 49

Preparing Stage versus Presenting Stage for Criterion B

	Negative Valence (Not Applicable)	Positive Valence (Applicable)	Total
Preparing	163 (4.2%)	3751 (95.8%)	3914 (100.0%)
Presenting	62 (2.6%)	2339 (97.4%)	2401 (100.0%)
Total	225 (3.6%)	6090 (96.4%)	6315 (100.0%)

For Criterion B for all four skills at preparing and presenting stages. Presenting stage has more positive valence (97.4%) than preparing stage (95.8%), so reversely preparing stage has more negative valence (4.2%) than presenting stage (2.6%).
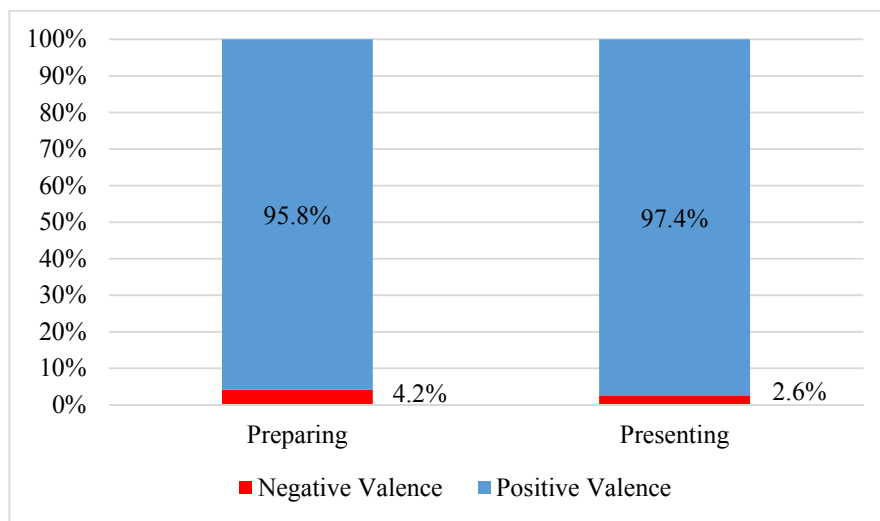
Figure 14. Preparing stage versus presenting stage for criterion B.

As a result of Chi-Square Test (p value=0.001); there is a statistically significant difference between preparing vs. presenting stages about negative (applicable) and positive (not applicable) valence.

4.2.4. Preparing stage versus Presenting stage for Criterion C

Table 50

Preparing Stage versus Presenting Stage for Criterion C

	Negative Valence (Not Useful)	Positive Valence (Useful)	Total
Preparing	139 (3.4%)	3906 (96.6%)	4045 (100.0%)
Presenting	57 (2.3%)	2397 (97.7%)	2454 (100.0%)
Total	196 (3.0%)	6303 (97.0%)	6499 (100.0%)

For Criterion C for all four skills at preparing and presenting stages. Presenting stage has more positive valence (97.7%) than preparing stage (96.6%), so reversely preparing stage has more negative valence (3.4%) than presenting stage (2.3%).
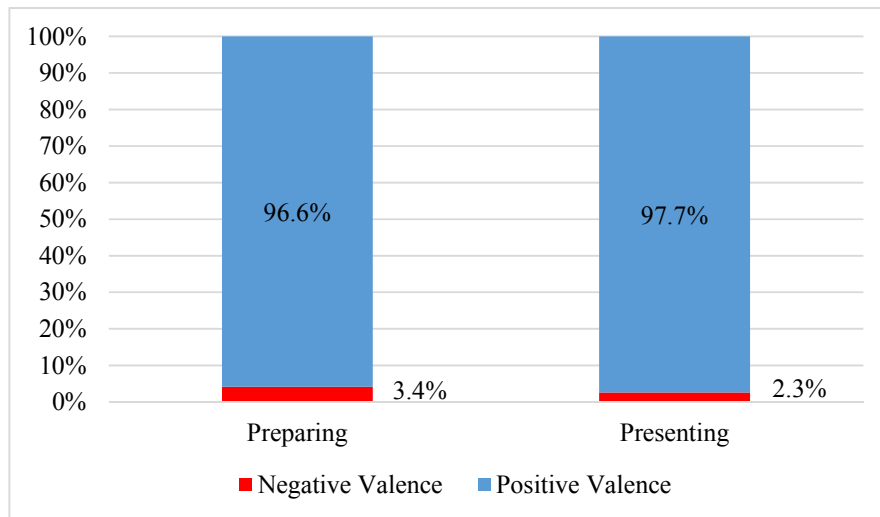
Figure 15. Preparing stage versus presenting stage for criterion C.

As a result of Chi-Square Test (p value=0.011); there is a statistically significant difference between preparing vs. presenting stages about negative (not useful) and positive (useful) valence.

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4.2.5. Preparing Stage versus Presenting Stage for Reading Skills

Table 51

Preparing Stage versus Presenting Stage for Reading Skills

	Negative Valence	Positive Valence	Total
Preparing	153 (7.1%)	2001 (92.9%)	2154 (100.0%)
Presenting	74 (3.5%)	2041 (96.5%)	2115 (100.0%)
Total	227 (5.3%)	4042 (94.7%)	4269 (100.0%)

For reading skills at preparing and presenting stages. Presenting stage has more positive valence (96.5%) than preparing stage (92.9%), so reversely preparing stage has more negative valence (7.1%) than presenting stage (3.5%).
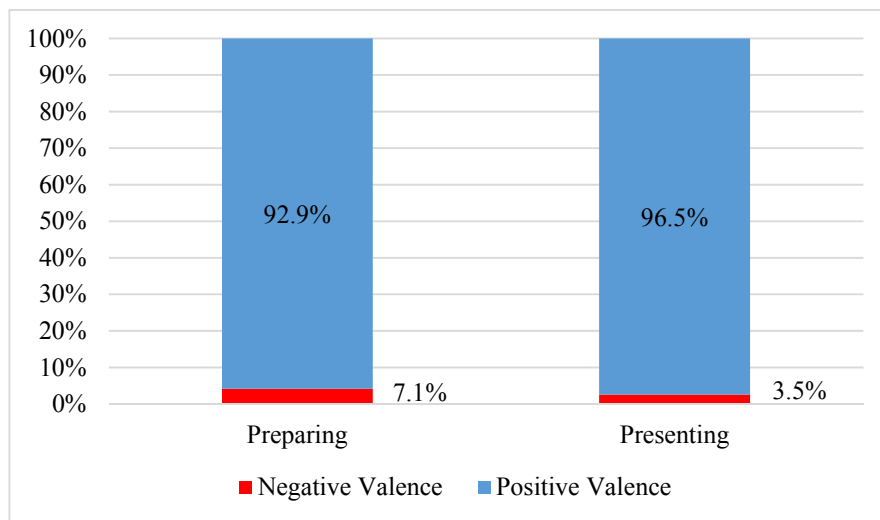
Figure 16. Preparing stage versus presenting stage for reading skills.

As a result of Chi-Square Test (p value=0); there is a statistically significant difference between preparing vs. presenting stages about negative and positive valence.

4.2.6. Preparing Stage versus Presenting Stage for Listening Skills

Table 52

Preparing Stage versus Presenting stage for Listening Skills

	Negative Valence	Positive Valence	Total
Preparing	92 (4.4%)	2012 (95.6%)	2104 (100.0%)
Presenting	43 (2.1%)	2008 (97.9%)	2051 (100.0%)
Total	135 (3.2%)	4020 (96.8%)	4155 (100.0%)

For total three criteria for listening skills at preparing and presenting stages. Presenting stage has more positive valence (97.9%) than preparing stage (95.6%), so reversely preparing stage has more negative valence (4.4%) than presenting stage (2.1%).
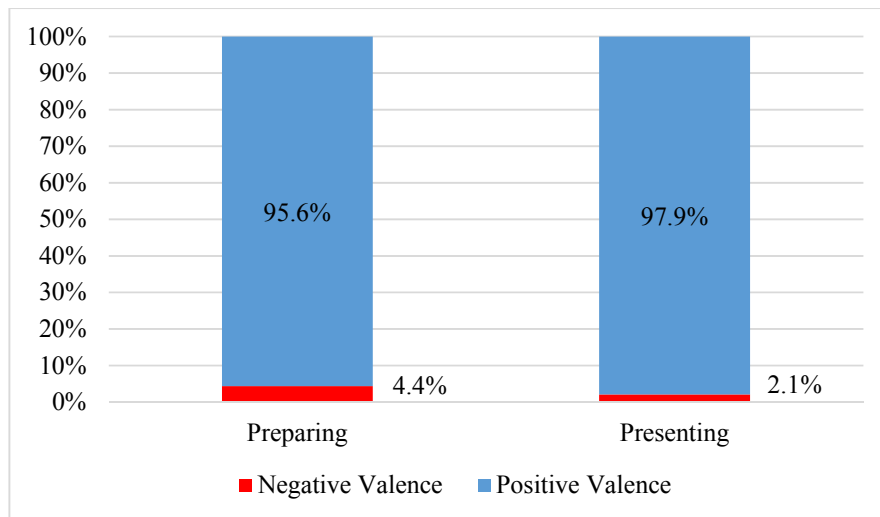
Figure 17. Preparing stage versus presenting stage for listening skills.

As a result of Chi-Square Test (p value=0); there is a statistically significant difference between preparing vs. presenting stages about negative and positive valence.

4.2.7. Preparing Stage versus Presenting Stage for Speaking Skills

Table 53

Preparing Stage versus Presenting Stage for Speaking Skills

	Negative Valence	Positive Valence	Total
Preparing	145 (3.7%)	3743 (96.3%)	3888 (100.0%)
Presenting	112 (3.7%)	2892 (96.3%)	3004 (100.0%)
Total	257 (3.7%)	6635 (96.3%)	6892 (100.0%)

For Speaking skills at preparing and presenting stages. Presenting stage has equal (96.3%) positive valence to preparing stage, also preparing stage has equal (3.7%) negative valence to presenting stage.
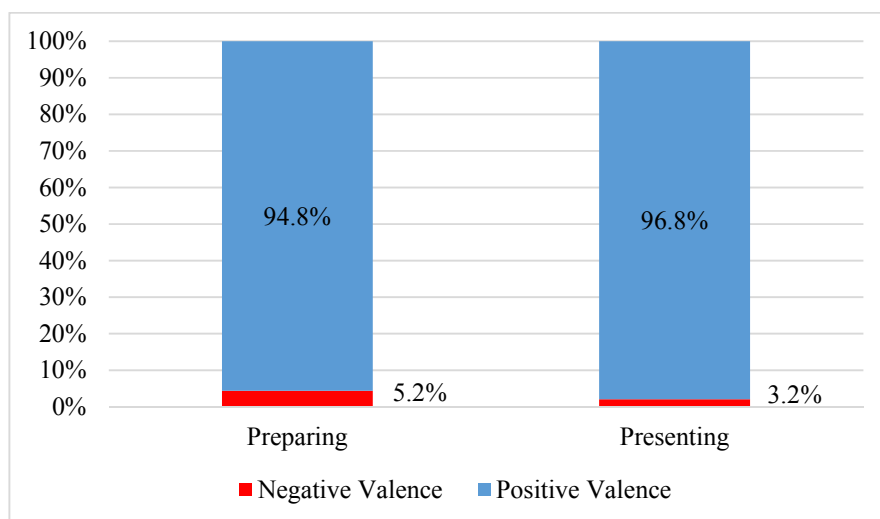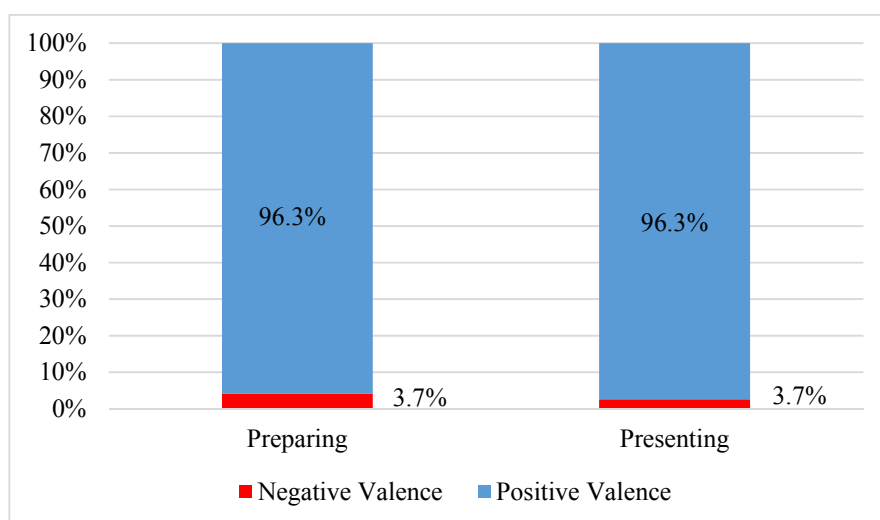

Figure 18. Preparing stage versus presenting stage for speaking skills.

As a result of Chi-Square Test (p value=0.998); there is not a statistically significant difference between preparing vs. presenting stages about negative and positive valence.

4.2.8. Means for Both Stages and All Skills

According to below Figure, in total and also for each skill except writing, presenting stages' means are higher than preparing stages' means. So it can be said that both stages have high positive valence but presenting stage has more positive valence than preparing stage.
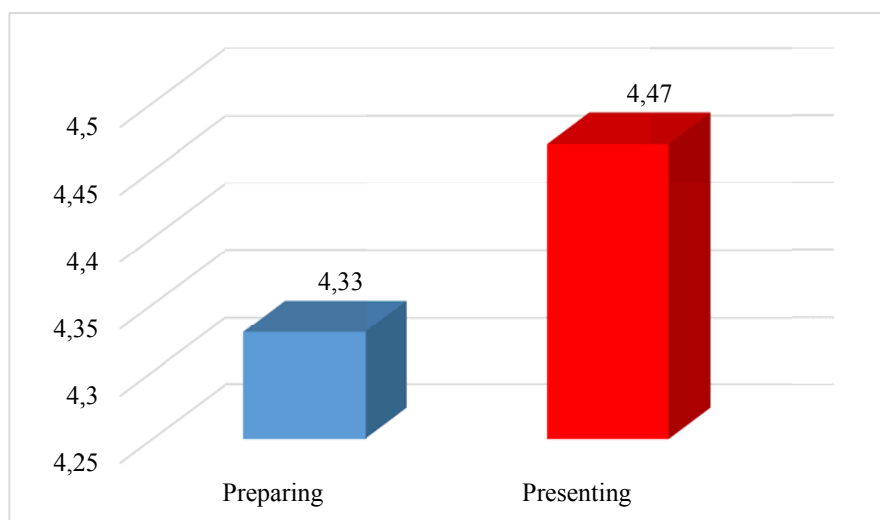
Figure 19. Means for preparing stage versus presenting stage for all skills.
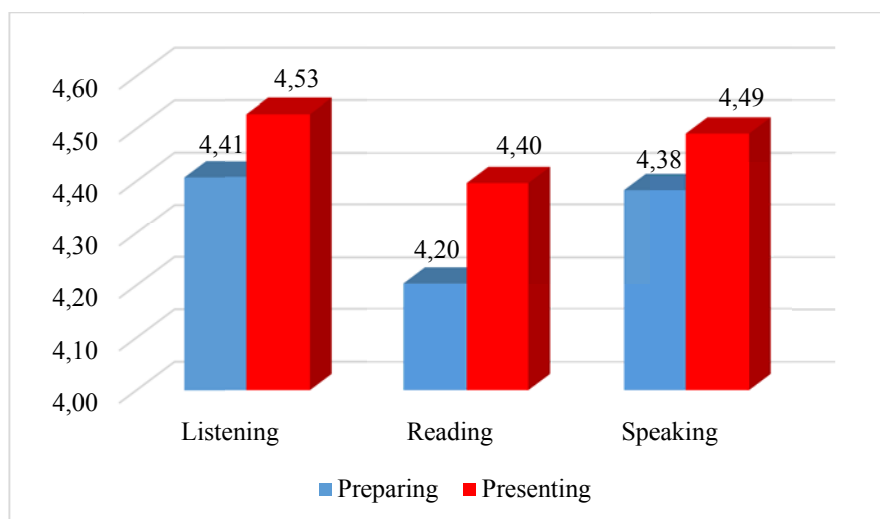
Figure 20. Means for preparing stage versus presenting for each skill.

As a result of the findings of the study, it can be argued that the task appraisals of learning tasks were found significantly positive than expected. Since the task appraisals during microteaching endeavors are not only limited to presenting the microteaching demos of all skills, the preparation stages for demos were also included. Therefore, in order to better understand the task appraisals of teacher trainees, these were studied during these two stages for all skills. The presenting of microteaching skills were appraised significantly positive than the preparing stage for total three criteria for all four skills. Therefore, closer look was taken into the positive valence. The overall appraisals for the positive valence are given below.

Table 54

Positive Valence among Three Criteria

| Microteaching Skills | Positive Valence | | | |
	Enjoyable	Applicable	Useful	Total
Reading Preparing	29,16%	34,13%	36,71%	100,00%
Readıng Presenting	31,12%	33,97%	34,91%	100,00%
Listening Preparing	30,90%	33,77%	35,32%	100,00%
Listening Presenting	32,46%	33,33%	34,21%	100,00%
Speaking Preparing	30,81%	33,99%	35,20%	100,00%
Speaking Presenting	32,08%	33,59%	34,33%	100,00%
Writing Preparing	31,36%	33,88%	34,75%	100,00%

In general the "usefulness" of the task appraisals was found to be the highest, followed by "applicability" and placing "enjoyableness" as the last choice.
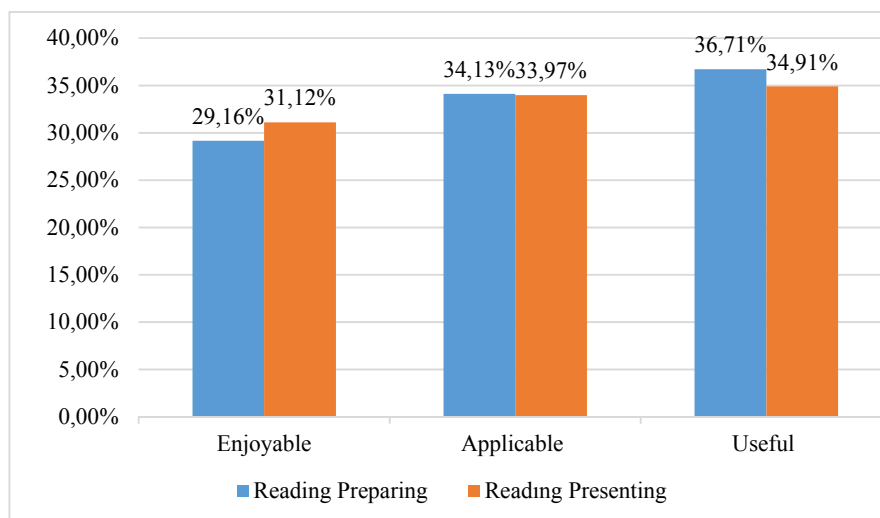
Figure 21. Criteria for reading skills.

There is not a big discrepancy between preparing and presenting stages of microteaching of reading skills, Applicability is appraised as almost the same at both stages, preparing stage seems more useful than presenting stage, while presenting stage is more enjoyable than preparing stage.
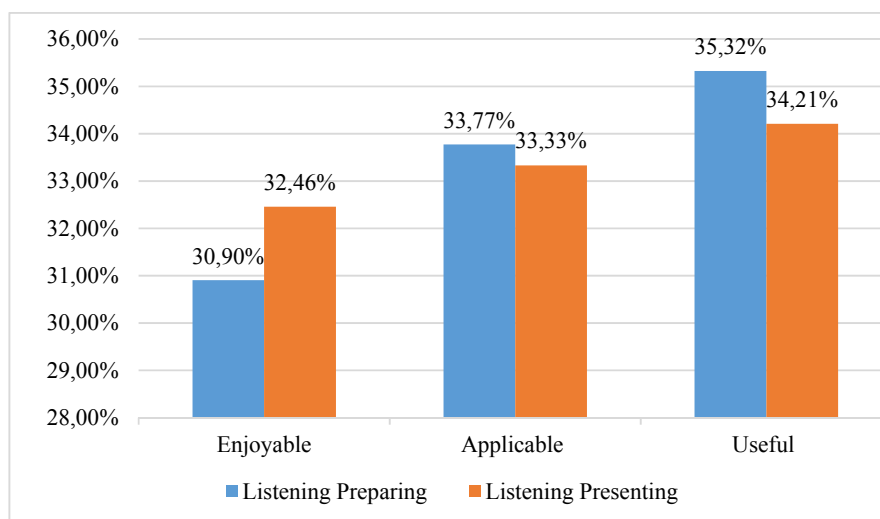
Figure 22. Criteria for listening skills.

Presenting stage for Microteaching of Listening skills seems more enjoyable rather than preparing stage, however preparing stage found out to be a bit more applicable and useful rather than presenting stage.
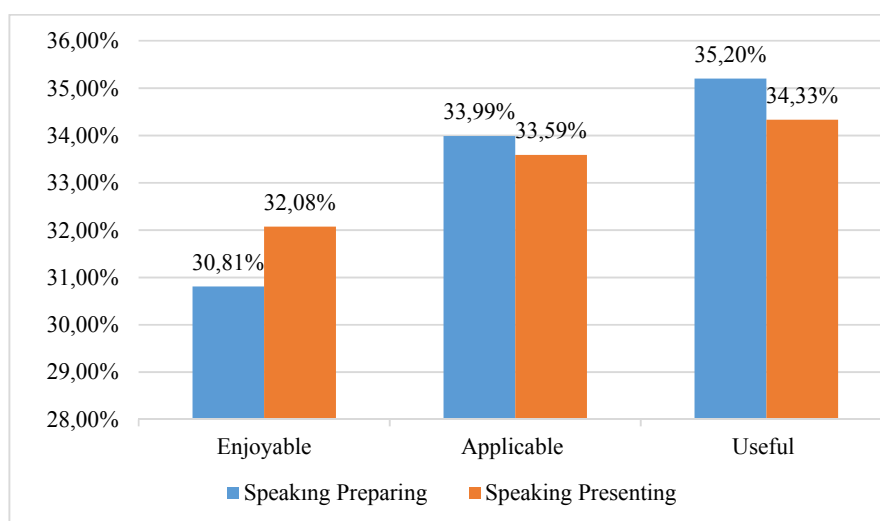
Figure 23. Criteria for speaking skills.

Preparing stage of the microteaching of speaking skills is less enjoyable than the presenting stage while it is more applicable and useful than the presenting stage.
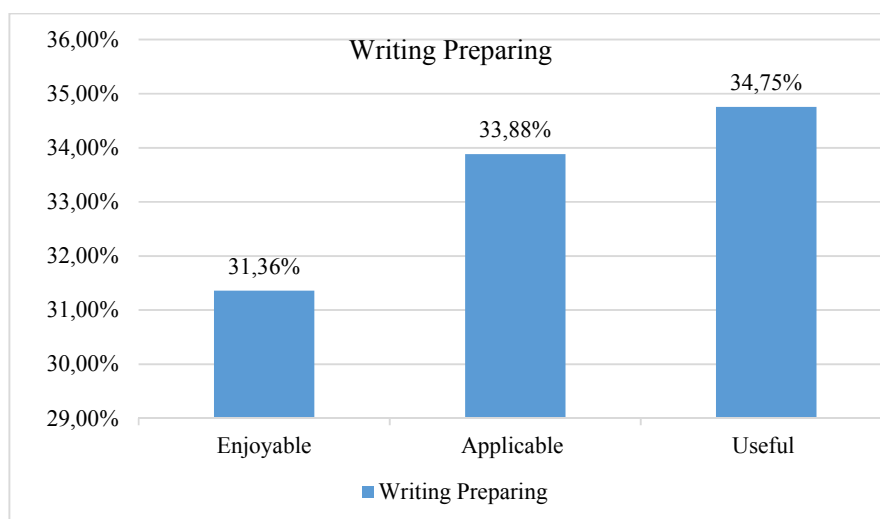
Figure 24. Criteria for writing skills.

Since microteaching of writing skills was limited to preparations stage only, the task appraisals were evaluated as most useful and less enjoyable.

On the other hand, it is important to know why students appraised the tasks on positive valence, the next research question will provided further insights on the reasons of such appraisals through qualitative study.

4.3.   Research Question 2 and Discussion

The current part of the chapter presents the results of Research Question 2 "What are the reasons for positive and negative tasks appraisal styles during the microteaching of language skills in preparing and presenting stages? The results have been derived from sixteen in depth interviews to find out the reasons behind of task appraisal styles. First brief information about participants was presented, then the individual description for each participant indicating the categories derived for negative and positive valences were given.

As mentioned above, in total, sixteen in-depth interviews were conducted, four interviews per each skill. The findings were obtained from the interviews, most of which were conducted in Turkish. The interviews were translated from Turkish into English, coded and categorized. All participants used their pseudonyms in order to keep confidentiality of their personal information. The categories derived from the transcripts were presented through tables splitting the categories into positive and negative valences.

4.3.1.   Brief Information About Interviewed Participants

In total, two male and ten female participants were interviewed. Same participants for speaking skills were also interviewed for writing skills. Eleven interviews were conducted in Turkish and five interviews were conducted in English.

Table 55

Participants of In Depth Interviews

#	Pseudonym	Gender	Age	The skill for which interview was conducted	The language of the interview
1.	Nazim	Male	20-22	Reading skills	English
2.	Ada	Female	20-22	Reading skills	Turkish
3.	Tulay	Female	20-22	Reading skills	English
4.	Naz	Female	20-22	Reading skills	English
5.	Inci	Female	20-22	Listening skills	English
6.	Erol	Male	20-22	Listening skills	English
7.	Nil	Female	20-22	Listening skills	Turkish
8.	Sahra	Female	20-22	Listening skills	Turkish
9.	Burcu	Female	20-22	Speaking skills	Turkish
10.	Eda	Female	20-22	Speaking skills	Turkish
11.	Hira	Female	20-22	Speaking skills	Turkish
12.	Su	Female	20-22	Speaking skills	Turkish
13.	Burcu	Female	20-22	Writing skills	Turkish
14.	Eda	Female	20-22	Writing skills	Turkish
15.	Hira	Female	20-22	Writing skills	Turkish
16.	Su	Female	20-22	Writing skills	Turkish

4.3.2. Reading Skills

4.3.2.1. Nazim's Views

The main concepts derived from the in-depth interview with Nazim are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Nazim's main reasons for positive appraisals were finding topic easy and facilitation for better understanding through warm ups and videos, effectivity of some activities. Another basement of positive appraisals were being confident and ability to manage the class during demo. Moreover, another stimulus for positive appraisals was high appreciation of the instructor's feedback which shows that instructor care about teacher trainees.

As for reasons for negative appraisals, Nazim selected irrelevant topic for the Turkish context and therefore he had some difficulties in giving proper instructions, he was also reluctant to ask for feedback of instructor and peers, particularly the feedback of peers were found fake and therefore he did not trust them much. Hoverer, after the demo, he regretted that he did not ask for the views of the instructor and peers.

Table 56

Nazim's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Finding topic easy and facilitation for better understanding through warm ups and videos Finding the text was the easiest part The reading text could bring some kind tradition of foreign culture for Turkish context Videos help students understand better as they bring some kind of real atmosphere Without a warm up students could be shocked. Warm up is a good step to introduce the topic. Getting ready students during pre stage Peers were active during demo (answering questions and raising hands) *Effectivity of some activities* Activities for real life purposes could be used in students' real life and in their future Conductive real-life activities could be used in their real life (even in Turkey if they meet with international students or participate events) Having strict ideas that L2 should be spoken during demo *Being confident and ability to manage* Being confident and knowing what to say Being confident because of previous experiences in delivering presentations Being sure that the tone of voice is sufficient and heard from all over the class Body language goes in its path Ability to manage oneself and overall classroom management went well and *The importance of instructor's feedback* Being observed and being monitored by instructor at the back of the class is fine as long as he or she does not interrupt With a feedback from instructor one would know the mistakes and learn Instructor's feedback means that the instructor cares about the presenter	*Irrelevance of selected topic and failures in giving instructions* The selected text on Halloween was not relevant to Turkish context The topic was only for the knowledge of students Being afraid that peers may not answer to the questions as topic on Halloween was not relevant. Students did not understand the rules of the imposed game. Students may forget what was in handouts afterwards *Reluctance to ask for feedback of instructor and peers* Reluctance to get advice from peers because of strong wish to handle by oneself Reluctance to consult instructor because of being lazy Reluctance to explain the demo to the instructor due to strong wish to keep it unveiled Feedback from peers could be fake as they give similar feedback to everyone *Regrets and making some mistakes* Accepting the mistake for not asking somebody to correct and Regretting for not asking others' view

4.3.2.2. Ada's Views

The main concepts derived from the in-depth interview with Ada are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 57

Ada's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Usability of some activities and good transitions The process of selecting a text forces to think and using the imagination The transition among the activities went well	*Having certain difficulties in preparation stage* Having difficulties in selecting the topic The selected topic was a bit difficult and therefore searching was hard Being careful in avoiding sensitive issues which may disturb students
Meeting some few expectations Some prejudices were not met Still better than expected overall	Having difficulties in developing questions Being stressful when developing a text as instructor may criticize Having difficulties in thinking how to link, associate and integrate all inputs in practice Having some hesitance in preparing suitable questions
Acknowledging the knowledgeability of the instructor Acknowledging the fact that instructor is most knowledgeable Appreciating the criticism of the most knowledgeable person (instructor) İt is good to have such a reference as a view of the instructor	*Having negative perception about rules and theoretical knowledge* Against having strict rules (instructor strong instruction not using the direct questions) Being against the theoretical knowledge and rules Strong belief that rules limits the imagination
	Having certain negative perceptions about the instructor's views Criticism of instructor on speech and for not being active Having troubles and confusions after consultation with instructor The certain structures imposed by instructor limits the imagination Being observed by the instructor is stressful
	Having strong and negative prejudices Strong prejudice that the demo would be difficult An excitement (anxiety) because of prejudices (what if not be able to answer to the imposed questions) Being stressed due to inability address the different views and answer questions
	Being excited, stressed and having dropped mood Feeling stressed in giving proper instructions to the students to write for instance Failing expectations in using body language better Not being able to show the true capacity because of stress Having negative evaluations for planning from own perspective Having confusions because of excitement Having dropped mood Not being on its own mood and dithering because of stress

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For Ada, the main reasons for positive appraisals were usability of some activities and good transitions between the activities, another reason for positive appraisal was meeting few expectations and the knowledgeability of the instructor.

Ada mainly had negative appraisals rather than positive ones as she faced certain difficulties in preparation stage, she owed negative perception about rules and theoretical knowledge as they could limit the imagination. Moreover, she had certain negative perception about the instructor's views in addition to strong and negative prejudices that the demo would not be successful. Another strong reasons were excitement, stress and dropped mood which brought also confusions and inability to show the real capacity.

4.3.2.3. Tulay's Views

The main concepts derived from the in-depth interview with Tulay are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Tulay was able to express thoroughly the reasons for both negative and positive appraisals, she mainly had positive appraisals rather than negative ones as she had undergone easy preparation stage particularly in searching for a topic, specific information, gist activity and questions. She acknowledged the high importance of tone of voice, body language, gestures and classroom management/ she strongly believed that videos, picture and games grab the attention of students. She also enjoyed the using body language, warm up, watching video, specific information and conducting real life activities and accepted high importance and helping hand of warm up activities. The feedback received from instructor was highly acknowledged and appreciated.

The negative appraisals occurred because she had some negative attitudes towards to real life purposes, power point presentations, videos and rehearsal of demo. She felt discomfort and nervousness during certain stages and having limited time for distributing the handouts. She had some negative perceptions about instructor's and peers' feedback and felt nervous during demo.

Table 58. *Tulay's Reasons*

Tulay's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Easy preparation stage (searching for a topic, specific information, gist activity and questions)	*Negative attitude to the activities for the real life purposes, power point presentations, videos and rehearsal of demo*
Searching topic was easy as there were many available texts in the internet	Organizing and creating activities for real life purposes is hard as one need to know the foreign culture and from daily life.
Teaching though the context is easier	Students may have difficulties to understand the Organizing and creating activities for real life purposes
Specific information is also easy to prepare and also easy task for students	
Gist activity is also easy task to accomplish	Students feeling uncomfortable with real life activities
Students can do the activity for reading for specific information easily	Hard to prepare the power point
Gist activity is also easy task to accomplish	The conditions for ppt are not good (dark and feeling sleepy)
Students may quickly talk and finish the gist activity	However, sometimes, videos can be too long and boring
Answering questions help students easily comprehend the text	Considering demo rehearsal in front of the mirror a bit stupid process
The high importance of tone of voice, body language, gestures and classroom management; and grabbing the attention of students through videos, picture and games	*Feeling of discomfort and nervousness during certain stages and having limited time for distributing the hand outs*
	Feeling nervous sometimes during warm up
	Feeling uncomfortable when distributing hand out
Tone of voice could be flexible minimized or maximized	Feeling nervous when consulting the instructor
Through gestures students could see teachers' feeling	Having limited time for distribution resulted in trembling (because of excitement)
Gestures also grab attention of the students	Failure to use properly as planned the gesture which was due to nervousness
Pictures and flash cards are like a game and students like it	
Pictures also minimize the teacher talk and maximize students talk	*Some negative perceptions about instructor's and peers' feedback and feel nervous during demo*
Playing game helps to learn better	Peers may not give advices like instructor
Students may better comprehend the text though specific information	Being observed by the instructor makes oneself feel nervous
Warm up activity grabs students' attention	
Videos grab the attention of students and help students to learn better	The instructor may interrupt sometimes

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In the overall classroom management, a teacher is in the center and grab attention of the students
With tone of voice one can get the attention of the students

Having fun and joy during using body language, warm up, watching video, specific information and conducting real life activities

Using hands and arms are so enjoyable and related to the context and it is like a game
Warm up could be also funny
Tone of voice could be like a singing a song
Looking for specific information is like a solving a puzzle
Being pleased to prepare the handouts
Watching video could be really fun
Conducting activities for real life purposes could be really fun for students and from normal life

The high importance and helping hand of warm up activities
Warm up is like a conversation between presenter and the students
In the warm up activity students help the presenters
Warm up helps to attract the students' attention
Students like talking about daily life
Making students feel ready for the lesson

The acknowledgement and appreciation of having advice of the instructor
Having advice from instructor as it is a leading process
Having the feedback from instructor after the demo give some kind of relief as the demo is completed already
Feedback from peers is like a simple conversation.
Having feedback from instructor is much more valuable than having from peers

4.3.2.4. Naz's Views

The main concepts derived from the in-depth interview with Naz are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 59

Naz's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Feeling confident, comfortable and motivated Learning to be comfortable, self-confident and believing in oneself Feeling comfortable before the demo Feeling confident with using body language Being motivated from other peers who were preparing different activities Whatever is interesting and comforts, it is being evaluated as positive	*Having overall fear and prejudice that demo would fail* Being afraid that demo would fail because of absence of many students The topic was not interesting as was expected Being afraid that demo would not be lively
Having interesting materials (handout and powerpoint) Encountering interesting materials in internet Preparing handout is interesting Possibility to refer to prepared useful power point presentations in the future	*Encountering some failures* Trying to be perfectionist however encountered with some failures The lack of real life purposes in the activities
Importance of real life activities Organizing and creating activities for real life purposes is very important as students would remember soon Possibility for students to use what they learn also in their real life Selecting an appropriate reading text form real life Realizing the importance of using body language, gesture and mimics	*Being stressed and disappointment during demo* Being petrified and looking everyone's eyes Inability to use the body language because of stress Inability to use the body language because of negative feelings during demo Being stressful because of less presence of peers Being disappointment because of own failures The class was not lively (active) and therefore being nervous
Grabbing the attention of the students by pictures Pictures in the class may catch the attention of the students and during demo the attention of peers	*Negative feelings because of consulting the instructor* Consulting instructor before the demo is not good as they may propose some changes for the already prepared demo Being observed by the instructor at the back of the class affect emotion and makes oneself strained
Comforting feedback from peers Being a bit relaxed when the peers watched the video Feedback from peers comforts a bit	

For Naz, the main reason for positive appraisal were Feeling confident, comfortable and motivated and finding interesting materials (handout, powerpoint). She acknowledged the importance of real life activities and pictures as these grab the attention of the students. She also enjoyed the comforting feedback from peers.

As for negative appraisal, the main stimulus of Naz were overall fear and prejudice that demo would fail, encountering some failures in arranging the activities. Moreover, she was stressed and faced certain disappointment during demo as the demo was not lively and inability to us the body language. Consulting the instructor before the demo may bring some changes for already prepared demo and therefore was appraised negatively, moreover, the stress was another reason for appraising negatively for being observed by the instructor at the back of the class.

4.3.2.5. *Overall Reasons of Task Appraisals on Positive Valence for Reading Skills*

Table 60

Overall Reasons of Task Appraisals on Positive Valence for Reading Skills

Nazim	Ada	Tulay	Naz
Finding topic easy and facilitation for better understanding through warm ups and videos Effectivity of some activities Being confident and ability to manage The importance of instructor's feedback	Usability of some activities and good transitions Meeting some few expectations Acknowledging the knowledgeability of the instructor	Easy preparation stage (searching for a topic, specific information, gist activity and questions) The high importance of tone of voice, body language, gestures and classroom management; and grabbing the attention of students through videos, picture and games Having fun and joy during using body language, warm up, watching video, specific information and conducting real life activities The high importance and helping hand of warm up activities The acknowledgement and appreciation of having advice of the instructor	Feeling confident, comfortable and motivated Having interesting materials Importance of real life activities, Grabbing the attention of the students by using pictures Comforting feedback from peers

The categories were regrouped and following main concepts were derived on reading skills on positive valence during preparing and presenting stages:

1. Having easy and quick preparation period.

Mostly encountered reason for positive apparsial was easy preparation stage of the demo, for example, Tulay points out "I like it. I like reading some text, they are many different subjects…. it is easy, you can find and you can research, there are a lot of text in internet. I think it is applicable" Moreover, she says "Because to teach something within the context, it is much easier and useful". For Quickness and better understanding, for example, Tulay describes the specific information as "solving puzzle" and "Students can do it easily".

2. Grabbing the attention of students and facilitation of better understanding through videos, picture and flash cards.

For video, Tulay indicates "video can grab the attention of the students attention and it will help them to learn the language better and for pictures and flash cards" Because, it is a game for me and for the students and they love doing it". And las but not least, "It minimizes teacher talking time, it maximizes student talking time".

3. Acknowledgement and appreciation of instructors' feedback and their knowledgeability.

Acknowledgement and appreciation of instructors' feedback as Nil indicates "nobody is perfect. Maybe I have done some mistakes and I did…. I should know what kind of mistakes I made… and I should learn about that, …. I should…. you know.. I should learn from my mistakes so that in the future I will not…(do)" and also "I think, being observed means that the teacher cares about me, which is good for me".

For knowledgeability of instructor, for instance, Ada indicates "I believe that whatever she (the instructor) says is correct and she knows perfectly both theory and practice and I fully accept all these. It is very much sound for me if one criticizes on something that he or she knows very well. And finally, she observes according to the rules and criticizes accordingly".

4. Having fun and joyfulness in using conducting real life and warm up as well as in using the tone of voice, gestures.

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For conducting real life and warm up, Tulay says "Because, students are already doing it in their normal life and they enjoyed doing it in the class, also. And, I find it enjoyable because they have really fun".

    5.   Feeling confident, comfortable, motivated (inspired) and ability to manage.

For self-confidence, for instance, Nil indicates "It is really useful for me when I have some speeches with my friends…in my social life. I think it gives me some comfort. I learn how to be comfortable….self-confident, believing in myself…. I always like preparing… I feel really positive when I prepare any activity".

Regarding the motivated mood, (inspired), for instance, Naz indicates "I saw other friends, they prepared hand out, I saw different activities from them like matching or something we use different way to show activities, I learned these skills and I said I also I can do like this" and for comfort, she points out "I feel like comfortable before my presentation. I know, I prepared it" Moreover, for ability to manage, Nazim points out "I did it well I think I managed it by myself……it is useful… I think for them that will be just normal, but, for me it is useful as a teacher. I mean, to use tone of voice, gestures. These are skills that I should have… and I have it. So it is useful for me to manage the class…..

    6.   The high importance of gestures and body language.

For using the gesture, Tulay says "Because, it shows students what you are feeling, what you are doing" and for body language "it is also enjoyable because when you use your hand, your arms or body language, they could be related to your context and it can be enjoyable and it is like a game again".

    7.   Comforting feedback from peers.

Naz, for example, indicates "When it concerns the peers, you feel comfortable…I should have done this way or that way…. You feel more comfortable".

Overall, the main reason of appraising positively during preparing stage was having no major difficulties in selecting the topic and texts due to availability of these in the internet. Another great motivation in appraising positively during presenting stage was to grab the attention of students through videos, pictures and flash cards. Many interviews several times highlighted the importance of tone voice, gestures and mimics as they also facilitate the grabbing attention

of peers who act as students. Interviewees highly acknowledged and appreciated the feedback of instructor before and after the demos and their deep knowledge as being most "savant" person in theory and practice. The feedback of peers were appraised positively because of their comforting nature. Another reason of appraising positively being comfortable during preparing stage, self-confident and ability to manage during presenting stage.

4.3.2.6. *Overall Reasons of Task Appraisals on Negative Valence for Reading Skills*

Table 61

Overall Reasons of Task Appraisals on Negative Valence for Reading Skills

Nazim	Ada	Tulay	Naz
Irrelevance of selected topic failures in giving instructions	Having certain difficulties in preparation stage	Negative attitude to the activities for the real life purposes, power point presentations, videos and rehearsal of demo	Having overall fear and prejudice that demo would fail
Reluctance to ask for feedback of instructor and peers	Having negative perception about rules and theoretical knowledge	Feeling of discomfort and nervousness during certain stages and having limited time for distributing the hand outs	Encountering some failures
Regrets and making some mistakes	Having certain negative perceptions about the instructor's views	Some negative perceptions about instructor's and peers' feedback and feel nervous during demo	Being stressed and disappointment during demo
	Having strong and negative prejudices		Negative feelings because of consulting the instructor
	Being excited, stressed and dropped mood		

The categories were regrouped and following main concepts were derived on reading skills on negative valence during preparing and presenting stages:

1. Having certain difficulties in preparation stages and encountering failures (irrelevance of selected topic and failures in giving instructions).

Irrelevance of topic, as Nazim points out "I am afraid that students may not answer to my questions because it is the topic that they may not know, since my topic was about Halloween. so I was afraid" . Certain difficulties in preparation stage, for Ada, for instance, the topic on the

preparing the video was "a bit limited", "My text was about stereotypes and earching this topic was very hard. I tried to avoid touching the sensitive issues when searching for videos. And therefore, it was a bit troublesome".

2. Having strong prejudices, overall fear and regrets.

For prejudices, Ada for instance, had certain concerns "Again an excitement becomes an issue, I knew that it would not go like I planned when I entered into the classroom. In fact, I was a bit prejudiced when I entered into the class. You are faced a lot of things in the class, everyone says different things. What if I am not be able to answer? I did not believe in myself even during planning" another negativity was fear, for instance, Nazim points out "I am afraid that students may not answer to my questions because it is the topic that they may not know, since my topic was about Halloween, so, I was afraid" Lastly, regrets was another reason for negative appraisal for Nazim "I think that is my bad…not asking somebody to correct. I do because, it is not a big mistake…….but still I do regret, I think about mistakes that I made".

Negative attitude to the activities for the real life purposes, power point presentations, videos and rehearsal of demo. For example, Tulay indicates "It is hard to prepare power point prsenation for me. Because, you can't balance the writing and pictures and I find it hard (during power point presentation in general) we closed the curtains and everywhere is dark and I feel sleepy". The Rehearsal of demo was found a "stupid" by Tulay and for oganizing creating activities for real life purposes, Tulay says "Because, it is hard for me, we don't know about foreign culture and it is not from their daily lives, so we don't have a lot of information about them".

3. Reluctance to ask for the feedback from instructors and peers and having some negative perceptions about their feedback.

Regarding peers' feedback, Nazim points out "I didn't receive any feedback, only good feedback… like they said it to all of the people around the class. I mean….they say same feedback, these may be fake" and on Instructors' feedback, for example, Naz says "May be sometimes it is not enjoyable, sometimes a bit uncomfortable….they may suggest to change… like why don't you…..you should change the topic or change activities." while Ada found "stressful" and further she points out "since she is in front of me, when controlling the

students, unavoidably my eyes go to her. I cannot control this, I control her facial expression. If something is wrong in her face, I think I did something wrong and this is very stressful".

4. Having negative perception about rules and theoretical knowledge.

For limiting the imagination, Ada, for instance, notes "As I said it is a bit stressed, what I planned in my mind was different... but when we come to these rules, on the extent of details; should it be this way or that way... I felt like I am directly limited" further she stresses "I do not like when imagination is somehow narrowed down, and it happens when it comes to the rules".

5. Feeling of discomfort and nervousness during certain stages and having limited time.

For being observed by the instructor at the back of the class, Tulay states "It makes me feel nervous".

6. Being excited, disappointment stressed and dropped mood,

For the tone of voice, overall classroom management, Ada describes her stress during the demo "We spoke in the class, my state of mind, mood, was dropped because of stress, usually I am more enjoyable, but there was a stress, on top of the fact that instructor would evaluate, I became more silent, my voice became monotone. There (in the demo), I did not reflect my original self, usually I am active and cheerful, but because of stress, excitement and anxiety I became someone unenjoyable. Tulay for instance, describes her excitement "I felt uncomfortable while I was distributing handout. I trembled because of excitement and I thought that there was so limited time for the distribution". Morover, for dropped mood, Ada indicates "The reaction of the class was better than I expected. The instructor told me that I had some troubles with my speech. I had a fear that when speaking I could be disturbed, and therefore my thoughts may halt". She was not comfortable with involvement of students "Students, I know that the instructor would not disturb in any case. My mind is confused because I assume that I can get very different reactions from the students. I confuse also because of excitement. Normally, I am very active person, and in the class my mood was dropped and the instructor noticed and she criticized. However, it proceeded as per stages, therefore it was better than I expected".

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Overall, the main reason of appraising tasks negatively during preparing stage was encountering certain difficulties in searching and finding an appropriate topic and during presenting stage, non-ability to give the proper instruction. Another reason for having negative appraisal are prejudices and fears that the demo would not be successful. Regrets appeared after the demo because of making mistakes and not consulting instructors and peers adequately. Another reason for appraising negatively regarding the consulting instructors and peers are reluctance, having no will and thinking that received feedback would not serve for better. Negative perception was about theoretical knowledge and rules that could narrow down the imagination. In addition to above, mostly during presenting stages the reasons for negative appraisal were nervousness, excitement, disappointment, stress and dropped mood.

Apart from reasons for having negative and positive appraisals, another important observation was made that appraisals were done from the perspectives of future students: whatever found useful, applicable, and enjoyable for future students are also useful, applicable and enjoyable for teachers and demo presenters and vice versa. Whatever is found boring, not enjoyable and not applicable for the wellbeing of students are also the same for the teachers and demo presenters.

4.3.3. Listening Skills

4.3.3.1. Inci's Views

The main concepts derived from the in-depth interview with Inci are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Inci's main reasons for positive appraisals were acknowledging the importance of using body language, making the demo better understandable and more interesting, and appreciation for receiving the feedback from instructor.

As for reasons for negative appraisals, Inci thought that other teachers and schools may have less opportunities and therefore she established empathy. She also had certain difficulties such as time limitation during demo and in choosing topic. Moreover, she had negative expectations that text could not be understood. She strongly believed that there was a gap

between classroom activities and real life and improvisation was much better than planning and rehearsal. Lastly, she was also reluctant in asking the views of peers.

Table 62

Inci's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Attracting the students' attention through warm up, body language and texts Grabbing attention of students by warm up activities Strong expectation that the selected text would grab the attention of other students perhaps children even though it was not the case with peers during demo Effective using of warm up by wearing a costume Attraction of the student's attention Acknowledging the high importance of using body language during demo to grab the attention Enjoyment of whole class by the warm up activity *Acknowledging the importance of using body language* The strong acceptance of using body language Having strong belief that using English during demo is a must Acknowledging the importance of body language during demo	*Empathy with other teacher and schools having less opportunities* Acknowledging the fact that other schools may not have equal opportunities Having empathy with other teachers who have limited resources Anticipating that other schools may not have required financial resources for power point for instance *Having certain difficulties (time limitation and challenging in choosing topic)* Being challenged in choosing the text. Encountering time limitation choosing the appropriate text
Making the demo better understandable and more interesting Presenting favorite film as text and a will to share it with students Importance of pre activity which makes the topic more interesting , better understandable Ensuring that student would remember topic with the help of post stage	*Negative expectations that text could not be understood* Negative expectation that students may not like the text Being hesitant (afraid) that students may not like the text and not answer the questions *Belief that there is a gap between classroom activities and real life* Having a belief that there is a gap between classroom activities and real life Students will not able realize their aims despite the fact that some certain task could be useful in the class.
Appreciation for receiving the feedback from instructor Acknowledging the usefulness of consulting to the instructor because of some important inputs received. The strong acceptance and acknowledgement of being observed by instructor and also it is as a kind of obligatory process, Having strong desire to hear the feedback of instructor due good efforts given for the demo	*Reluctance in asking the views of peers* Having no will to ask the peers' view Not accepting the feedback of peers as they could be jealous *Certain beliefs in certain tasks (improvisation is better than planning and rehearsal, power point presentation affects negatively)* The power point presentation may have a negative impact if teacher is silent Strong belief that improvisation should be in place during demo instead of rehearsing the demo in front of mirror Planning is not good and will not be used in the future

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4.3.3.2. Erol's Views

The main concepts derived from the in-depth interview with Erol are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 63

Erol's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Relishing and appreciation processes during preparation stage Relishing the process of thinking where and how to say when and taking note Appreciating the process of rehearsing the demo in front of peer friends	*Having difficulties in carrying out/preparation of certain listening activities* Having difficulties in find the listening text.. due some limitations Having difficulties in finding suitable video Having difficulties in preparing the questions Having many limitations (no filling the blank, if a song, no multiple choices, no true false etc) in preparing the demo
Having proper and clear demo preparation The class and the instructor liked the video which was properly modified Having long and clear instructions Being satisfied with delivered demo despite some flaws identified by the instructor	The content was not suitable for the video and teacher could not like it Working very hard to find a text according bearing in mind what instructor was telling
Self-confidence and comfortableness during demo Having confident state of mind during delivering the demo Being confident that all activities were clear Not caring much about the possible evaluation but proceeding with demo as it is During demo acting as if being at home and having real students Not making big stress because of pronunciation	*The influence of previous experience with other demo* The effect of previous experience on reading warm us was not good Having really great impact of reading demo on the preparing of the listening demo. I did something just to get high grade *Being stressed because of being observed by instructor* Being stressed because of instructor who was previously a pronunciation teacher who could find flaws on tones
Good interaction with peers Peers' good evaluations Peers like the video and warm up.	*Non efficiency of getting feedback from peers* Peers' feedback are not efficient Consulting peers before the demo is not efficient as they do not give critical views *Certain beliefs on non-effectiveness of stages/activities* Belief that in listening demo there should be no activities for real life purposes but instead for developing the listening skills The power point presentations are like computer centered and steals the attention to the teacher Considering the teacher as puppet in case of power point presentation

Erol positively appraised because he relished and appreciated the processes during preparation stage as she had proper and clear demo preparation. Additionally, she was confident and comfortable during demo and good interaction with peers.

As for main reasons for negative appraisals, Erol had difficulties in carrying out/preparation of certain listening activities. There was also negative influence of previous negative experience with other demo. He was stressed because being observed by instructor and reluctance in asking peers' feedback as they were not efficient.

4.3.3.3. Nil's Views

The main concepts derived from the in-depth interview with Nil are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Nil expressed thoroughly the reasons for positive and negative appraisals. For positive appraisals, she found listening demo easy comparing to reading skills and easy to understand. Nil was inclined to think from general students' perspective rather than own. She appreciated the tone of voice and body language as it grabbed the attention of students and the planning process as it comforted a lot during demo itself. The demo was colorful because of used pictures.

For negative appraisals, Nil had stimulus such as having difficulties, struggling and hard times during preparation stage and being stressed during speaking because of weak intonation. Another reason was not meeting expectations and reluctance to prepare the demo properly. She was also reluctant to consult instructor and peers. Competitive spirit among peers was also indicated.

Table 64

Nil's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Easy comparing to reading skills, easy to understand	*Having difficulties, struggling and hard times during preparation stage*
Easy comparing to reading demo,	Being under evaluation process is not a good
Handling task easily and all clear for students to grasp.	Preparation stage is a time consuming
Not difficult to catch the specific information and easy to understand and text were up to date.	Screening thoroughly the activities which is a boring process
Provided information was clear and not complicated	İt is hard to be creative and make students think
Listening demo went better than reading	Struggling a lot when choosing the topic
	Pictures may not appeal to each student
Thinking form general/students' perspective rather than own	*Being stressed during speaking (intonation)*
	Speaking during demo could be stressful.
Considering also the usefulness and applicability for future students	One needs to be careful on intonation, pronunciation and etc...
Thinking the usefulness of video from general perspective	
	Not meeting expectations and reluctance to prepare the demo properly
	Not being able to reflect oneself
Grabbing the attention of students with tone of voice	Not meeting expectations, (demo could have been better)
Drawing students'' attention with a tone of voice	Not thinking much about the preparation stage
Anticipation of freedom as a teacher,	*Non acknowledgement of planning and unnecessity*
Anticipation that in the future, there will be more freedom	Planning gesture could not be useful in the demo, only in real life.
	Planning what to say during demo is not that good
Planning gives some sort of comfort during presentation	Planning is not a good thing as one needs to improvise and be relaxed
Planning saves time and comforts during presentation	
	Reluctance to consult instructor / peers
Previous experience and good feedback	Consulting instructor only in case of difficulties and deadlock.
Having already experience with previous demos	Receiving feedback from instructor could be stressful
Peers give good feedback	İndicating mistakes by instructor could be stressful however effective
Colorfulness of demo with pictures	No need to consult an instructor as already knows what to do
Pictures may make demo colorful	Peers may find some mistakes and perhaps needs to prepare from scratch
Acknowledging the tone of voice and body language	
Care about the tone of voice and body language during delivery of demo.	*Competitive spirit among peers*
	Being aware of that other peers could do better
	There is competition spirit, others can do better;

4.3.3.4. Sahra's Views

The main concepts derived from the in-depth interview with Sahra are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 65

Sahra's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Grabbing the attention of students	*Having difficulties in finding text*
Importance of attracting attention	Being not able to find a different text
Grabbing attention and having fun	Having difficulties in finding a text at the last
Ensuring that students are focused	moment
Feeling relieved when text is found	*Approaching to tasks with fear*
Feeling relieved after the text was found and become easy	
Having final text boosting energy of the class	*Having certain beliefs badly affecting the appraisals (videos and PowerPoints)*
	Videos may impose some distractions for the
Having some funny moments	listening texts
Flexibility to orient a task as necessary	Power point presentations are not good for using
Acknowledging that some activities went well than expected	them in demo
Acknowledging the importance of using the visual aids	*Considering the preparation of demo as an obligation*
Recalling own previous English teacher who was using proper visual aids	*Having certain mistakes and failures*
Acknowledging the importance of using the visual aids	Not using the pictures in the demo considered as a mistake
	Accepting the failure and attributing to personality
Acknowledging and accepting the constructive criticisms of instructor and peers	*Struggling with demo to the last minute*
Caring the thoughts of peers	Not meeting the expectations (demo went bad)
Acknowledging the feedback by instructor after the demo despite negative criticisms	Being in rush towards the end of the demo
	Devastating of resources towards the end of demos
Accepting criticisms and make further own evaluations	Lack of required attention to the demo in the planning stage
Accepting criticisms as constructive	
Seeing the criticisms made by instructor and peers as an opportunity	*Being passive, motionless and stagnant*
	Staying passive, not moving and not using body language
	Absence of energy and good mood
	Absence of energy
	Halting and not moving during the demo
	Stuck during speaking (delivering demo)

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For positive appraisals, Sahra had mainly the reasons such as grabbing the attention of students and having some funny moments. She was very much relieved when she found text and flexibility to orient a task as necessary. She acknowledged that some activities went well than expected and importance of using the visual aids. She also enjoyed and highly acknowledged the constructive criticisms of instructor and peers.

As for negative appraisals, Sahra's main reasons were having difficulties in finding text and approaching to tasks with fear. She had certain beliefs that videos and power points may negatively affecting the appraisals. Additionally, she had certain mistakes and failures during demo, she also struggled with demo to the last minute and the resources were devastated towards the end of demos and therefore there was a rush. Another reason was passiveness and stagnancy during demo.

4.3.3.5. *Overall Reasons of Task Appraisals on Positive Valence for Listening Skills*

Table 66

Overall Reasons of Task Appraisals on Positive Valence for Listening Skills

Inci	Erol	Nil	Sahra
Grabbing the Acknowledging the importance of using body language	Relishing and appreciation processes during preparation stage	Easy comparing to reading skills, easy to understand	Grabbing the attention of students
Making the demo better understandable and more interesting	Having proper and clear demo preparation	Thinking form general/students' perspective rather than own	Feeling relieved when text is found
Appreciation for receiving the feedback from instructor	Self-confidence and comfortableness during demo	Grabbing the attention of students	Having some funny moments
Empathy with other teacher and schools having less opportunities	Good interaction with peers	Anticipation of freedom as a teacher,	Flexibility to orient a task as necessary
Having certain difficulties (time limitation and challenging in choosing topic*)*		Planning gives some sort of comfort during presentation	Acknowledging that some activities went well than expected
		Previous experience and good feedback	Acknowledging the importance of using the visual aids
		Colorfulness of demo with pictures	Acknowledging and accepting the constructive criticisms of instructor and peers
		Acknowledging the tone of voice and body language	

The categories were regrouped and following main concepts were derived on listening skills on positive valence during preparing and presenting stages:

1. Having easy preparation and presentation stages and relishing these stages.

For easy preparation process, Sahra, for example notes "I found it not enjoyable because there was a lot of text. Most of my friends had chosen their texts, it was bit stressful period. But I found the text which would at the same time boost the energy of the class and be applicable. So it was easy to apply" Nil, on the other hand, points out "It was easy comparing to reading. We did first reading. That is why you know what to do. It took around 5 days" Lastly, for relishing the processes, Erol indicates "I like preparing speech. I like the thinking process what I will say. Thinking the students' answer, my answer to them and I take a note".

2. Grabbing the students' attention.

Sahra, for instance, notes "attracting attention it is very important, listening activities are approached with fear, at least it was useful in terms of attracting their attention, they were focused at the end".

3. Appreciation of instructors' feedback and accepting the constructive criticisms.

Sahra notes "We always talk after the demos, where and what kind of mistake I did…what I could have done instead... Same as evaluation of instructor. Of course, the comments of instructor are much more important, but still I find criticisms of my peers constructive. I also see it, as an opportunity for myself". While Inna, notes "It was so good and I needed that. I desperately needed it …because I wanted to hear about my presentation from my teacher. It is important because I was stressed. …….. So it was good" Lastly, Sahra comments on being observed by instructor "Very nice feeling. For example, instructor told about my being "motionless". And in order not to repeat it, I will assess it again personally. I will make use of his experience, that's why I approached positively".

4. Good interaction with peers and care about their thoughts.

Erol highlights the solidarity between peers "Actually, they don't give feedback but, I am talking about all presentations, we are all.., we support each other, we never tell bad things about each other …we back up each other".

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5. Self-confidence and comfortableness.

Erol indicates "Especially for classroom management, teacher talked about it. I try to think that I am at work, these are my students, and the teacher isn't here. So, the stress of that pronunciation issue went away for that presentation and all of my friends said that it was better than the reading, it was the best for that day. It was the first presentation for that day on listening. They said, it was the best presentation for that day. So I like it and I am confident".

6. Acknowledging the importance of using body language, warm up activities and visual aids.

For using body language, Inci notes "They are one of the most important parts of a communication, I like using body language and arrange my voice according to the students, learners and staff like that" For using visual aids, Sahra for instance, indicates "I would like to refer to my academic life, we used to have a teacher who graduated from this university, he used to use the visual aids, and for us it was not a usual case. When you look at this from the perspective of a student, you feel good, when you see that teacher uses a lot of efforts. What did we really see? We only listen, do and mark what we are said to. We feel happy when we do something correctly and feel worry when we do something wrong. Using visual aids are always good for us, for the student, that's why I gave five".

In sum, the main reasons of task appraisals are having easy preparation process and at the same time relishing the both preparing and presenting stages. Another reason is that the activities were prepared and carried out with the motivation of attracting the attention of students, whichever task attracted the attention of a student that was appraised positively. The feedback of instructors and accepting the constructive criticisms were very much appreciated and acknowledged; and therefore tasks were appraised positively. Good interaction among peers and established solidarity are another reasons of positive appraisals. Additionally, because of acquired self-confidence and comfortableness during preparing stage, the appraisals were positive. Lastly, acknowledging the importance of using body language, warm up activities and visual aids were another stimulus of positive appraisal.

4.3.3.6. Overall Reasons of Task Appraisals on Negative Valence for Listening Skills

Table 67

Overall Reasons of Task Appraisals on Negative Valence for Listening Skills

Inci	Erol	Nil	Sahra
Acknowledging the importance of using body language Making the demo better understandable and more interesting Appreciation for receiving the feedback from instructor Empathy with other teacher and schools having less opportunities Having certain difficulties (time limitation and challenging in choosing topic)	Having difficulties in carrying out/preparation of certain listening activities The influence of previous negative experience with other demo Being stressed because of being observed by instructor Non efficiency of getting feedback from peers Certain beliefs on non-effectiveness of stages/activities	Having difficulties, struggling and hard times during preparation stage Being stressed during speaking (intonation) Not meeting expectations and reluctance to prepare the demo properly Non acknowledgement of planning and unnecessity Reluctance to consult instructor / peers Competitive spirit among peers	Having difficulties in finding text Approaching to tasks with fear Having certain beliefs badly affecting the appraisals (videos and PowerPoints) Having certain mistakes and failures Struggling with demo to the last minute Being passive, motionless and stagnant

The categories were regrouped and following main concepts were derived on listening skills on negative valence during preparing and presenting stages:

1. Having difficulties in carrying out/preparation of certain listening activities (difficulties in finding the activities, facing certain limitations, struggling with demo to the last minute).

For difficulties in finding the activities (resources used off), Sahra indicates "Levent Hoca suggested to do different things, and they were prepared during difficult times towards the end of demos, therefore all (resources) were used off. I had difficulties in finding the activities. I could not find something different, therefore they were not enjoyable". For encountering certain limitations, Erol points out "Because there is again a limitation. No fill in the blanks, if it is not a song, no multiple choices if possible, and no true and false etc. So many limitations.

I couldn't find, I thought so much in a day. So it was not enjoyable and practical. I mean, when we become real teachers, we don't have to prepare our listening text, we just use our course books, and there all about true and false, fill in the blanks, or multiple choice".

2. Certain beliefs affecting the appraisal (negative perception about video and power point presentation ; gap between classroom activities and real life).

Regarding the negative perception about video, Sahra notes "I think that student can watch and listen but for the listening task, I guess it is a problem, because one would listen and watch at the same time, meaning that a student will be distracted. That's why I have specifically chosen audio alone. Audio is completely focused on listening". And concerning the ngative perception about power point presentation, Erol comments "I don't know. It is so much computer centered or power point centered. Teacher (would become) just like a puppet…. he or she is like a puppet… I want the attention on me, not to the computer". Moreover, Inci points point about the gap between classroom activities and real life "It changes according to the activity. We can do any activities in the classroom, but they cannot do activities in the real life".

3. Not meeting expectations and failures.

Until presenting the demo, Sahra remarks "My mind did not pay much attention, then I realized that I should have paid more attention (to the demo in general)" and since she did not use the picture and flashcards, she regrets and indicates "I did not use, it was my big mistake. And the instructor indicated it. I used personalization there. I have an example from my personal life. Afterwards, I used the experiences faced by others".

4. Being stressed, being passive, motionless and stagnant during delivering the demo.

Regarding passiveness and motionless, Sahra notes "I am always at the backstage, for example, Levent Hoca tells the same, I stay at one place and do not walk, I do not use gesture and other stuff. In fact, this is my biggest lack, I should work on it". And further she claims "My classroom dominance (management) and energy could have been higher, and from my own personal perspective it was boring, but it was different to the other side. I could not find enjoyable because my level of energy was low".

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Concerning stress, Erol was stressed because of his pronunciation and claims "Actually, I am not blaming the teacher, I like him very much but, he was our pronunciation teacher, I get very stressed when I am presenting his demos and he found so many mistakes especially on tone, that's way I get so nervous". Regarding the stagnancy, Sahra notes "In fact, this is my biggest lack, I should work on it ……I halted, even instructor told me "don't stay Sahra , move a bit".

5. Reluctance in asking the views of instructors and peers and competitive spirit among peers.

For reluctance in asking views of peer, Erol points out it by giving a proverb in Turkish "Türkçede varya, Başkası başkasının eşeğini türku çağırarak ararmış. (If something is lost, only owner searches it with diligence while others do reluctantly) They (peers) give some ideas only they don't think so so critically as you think...".

Concerning the reluctance in asking views of instructor, Nil indicates "I know already what to do. I did not find it necessary. Since it was very clear during instruction I knew what to do…… but it does not mean that I will not do it in the future. If I cannot decide on something and have some difficulties, I ask. But till now, I was not on deadlock to such extent that I went to ask the instructor's view". Lastly, regarding the competitive spirit among peers, Inci claims "Hearing a negative thing from instructor, it is ok…. because he or she is an instructor! But hearing negative things from your friend is not good. Because, he will also present, he/she may be jealous of you, it is not for me, it is for general jealousy and actually some of my friends thought that I had grade because of my costume (Alice's costume from Alice's Wonderland for the warm up activity)" and further Nil indicates "As I said before, at the end, there is a certain evaluation. And on top of all, everybody is hard working. In that case, you do well, but one could be one step ahead of you. I also do my best, but my peers will do better than me. Because of them, my grades would be low. Since it is related to the evaluation, I did not give five".

Overall, the negative appraisals were because of failures that students faced during preparation and presenting stages. The demos went worse than expected meaning that expectations of trainees were not met. The reluctance and not giving required attention to the preparation stage was one of the reasons why the demo did not went well. Another reason of negative appraisals is that being passive, motionless, stressed and stagnant during presentation of

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demos. Moreover, reluctance in asking instructor and peers were among reasons of appraising negatively. Some negative perceptions on conducting real life activities, videos, power point presentations played important role in appraising tasks negatively.

4.3.4. Speaking Skills

4.3.4.1. Burcu's Views

The main concepts derived from the in-depth interview with Burcu are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Burcu appraised tasks positively as she found searching process nice and easy and she enjoyed the delivering demo in front of class as it brought good feelings. She acknowledged the importance of videos and pictures as they grabbed students' attention. Moreover, she highly appreciated the instructors' and peers' feedback and efforts.

As for negative appraisals, Burcu had difficulties during preparing and presenting stages particularly in choosing text, grammar, preparing cards, inputs, leaving all preparations alto the last minute and facing hard times. She dithered because of stress when she was presenting stage while during preparing stage she had hesitancies in deciding on activities. She also had some challenges in using English as she had to use Turkish when she was squeezed.

Additionally, she was stressed and hesitant when the instructor sat in front of her for evaluation purposes. And lastly, she faced some confusion after the having consultations with the instructor and unexpected circumstances and reactions from students.

Table 68

Burcu's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Searching process is nice and easy Warm up is very easy and good thing, no stress Lead in usually is easy activity İt is nice to search for visuals	*Having difficulties (in choosing text, grammar, preparing cards, inputs, leaving to the last minute) and facing hard times,* Having difficulties in choosing the text İt is hard arrange grammar and structures
Good feelings when standing in front of class Good feelings when standing in front of the class with completely ready demo.	Having difficulties in preparing cards Hard to prepare the inputs (ppt) Struggling with the demo to the last moment The preparation process was coincided with hard times
Grabbing attention of students by videos and pictures Pictures and videos grab students' attention	*Getting crazy during last demos* It is hard to give sufficient input and make all parts of the tasks relevant It is hard to find activities for real life purposes
Appreciation of instructors' and peers' feedback and efforts Appreciation of instructors' efforts having authentic lesson Acknowledging instructor's good efforts Acknowledging instructor's view to figure out flaws Acknowledging the peer's view who provide good things	*Being stressed (dithering, negative attitudes, hesitancies) during preparing and presenting stages* Thinking takes time and stressful During demo, all of dither. Being stressful during presenting and preparing stages, Very stressful during demo even having pale face *A will to use Turkish when squeezed*
	Feeling hesitance when instructor sits at the front
	Having negative attitude to the lesson and instructor
	Confusions and making mistakes After having consulted form instructor, more confusions may follow Confusing mind and struggling with the preparation Making logical mistakes
	Unexpected circumstances and reactions from students Sudden and unexpected mistakes made during demo Reluctance to have views of peers, as nobody knows for sure Unexpected reactions from students and circumstances during demo

4.3.4.2. Eda's Views

The main concepts derived from the in-depth interview with Eda are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 69

Eda's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Having not big difficulties and positive outcomes (choosing a topic, available materials warm up, handouts, improvisations) Having not big difficulties in choosing the topic, many ideas can be found There were very nice things about my topic in the internet Preparation of handouts was efficient Having higher grade than expected Students liked the warm up Planning is good but in fact improvisation is also good.	*Having difficulties and flaws during preparation and resenting of speaking demo* Being not able to put some activities into practice Not being able to use properly the hands, movements and classroom management
There were very nice things about my topic in the internet	*Having flaws in managing the demo* Forgetting to give some instructions There were some gaps in the role play Feeling insufficient and therefore doing something wrong
Appreciation of instructor's feedback and guidance The greatness of instructor who gives comforts and positive energy Feedback from instructor leads and guides to the right way	*Rehearsal in front of the mirror could be not sufficient* *Not being able to create synergy between students* *Feeling stressed and insufficient during demo* Feeling too much stressful during demo Being stressed because of own personality
Appreciation friend's support (friend's creativity) Receiving support from a friend who was creative and covered gaps Receiving help from the friend who is good in producing ideas Having a great support from the friend Usefulness of the friend's help	*Having very silent, not cheerful and stagnant personal character* Having stagnant and silent nature Being not able to be livelier Not knowing how to overcome the stagnancy Thinking that the demo was weak because of own personality
Considering the wellness from the perspectives of a real students The classroom activities are nice as students may face similar situations in the real life Adapting students to the outside situations	*Feeling abstracted during activities and not being involved in the demo* *Difficulties in using body language, mimics and gestures* Remarks of a friend to be active and use the body language
	Imagining as a girl who is squeezed to the corner

Eda had no big issues and positive outcomes as she was able to choose easily the topic and due to availability of materials. She highly appreciated the instructor's feedback and guidance. One of the reasons having positive appraisals is the great support of her friend who was creative and provided good support in preparing the demo. Moreover, she considered all the time the wellness from the perspectives of a real students rather than her own as teacher trainee.

As for negative appraisal, Eda had more reasons than for positive appraisal. Mainly she had difficulties and flaws during preparation and presentation of speaking demo as she was not able to manage the demo. She was not able to create synergy between students. She inclined to think about herself as insufficient to deliver proper demo and therefore, was much stressed. In addition, she has a very silent and stagnant personal character which brought difficulties in using body language, mimics and gestures. She felt like a girl who is squeezed to the corner during the demo and abstracted during activities and not being involved in the demo.

4.3.4.3. Hira's Views

The main concepts derived from the in-depth interview with Hira are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

For positive appraisals, Hira had no major difficulties in preparation and presentation of demo such as finding materials, topics, info gap, topics, and wrap up was easy. She realized the importance to het prepared students for the lesson. Another stimulus was meeting and exceeding expectations as the demo went well than expected. She believes that it could have been much useful if there were real students instead of peers. She was aware of high importance of visuals, videos and handouts. And lastly, she highly appreciated the instructor's feedback and view of peers.

Table 70

Hira's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Having no major difficulties in preparation and presentation of demo (finding materials, topics, info gap, topics, wrap up was easy)	*Having some difficulties in transitions of activities, providing inputs and preparing role cards*
No difficulties in designing info gap	Having some problems in transitions
Easier in terms of searching comparing to other skills	Having some difficulties in transitions through the activities
Finding info gap was easy	Having difficulties in providing input by thinking relevant criteria, safe environment,
Selecting topic was easy and finding good things in the internet	Not knowing how to prepare the role cards
Speaking topics are broader (available)	Having difficulties in searching the required inputs
Wrap up is easier as it proceeds naturally	Role cards could be sometimes confusing
No need for extra effort for the wrap up	
Students liked the topic on shopping	*Giving insufficient information*
Finding good and varied ideas on topic,	*Searching for video is hard as one needs to filter to make it appeal for objectives*
Having certain reservations on target audience	
	Still having mentality of students and not teacher.
It is important to get prepared students for the lesson	
	Unluckiness on the day of demo
Meeting and exceeding expectations	Having an accident and small injury
Going beyond the expectations	The day was rainy and the material was destroyed
The demo delivery exceeded the expectations	Appraising as unlucky day despite detailed preparation
Error correction is tolerable to some extent	
	Making mistakes because of excitement and fear
İt could have been much useful if there were real students instead of peers	Being afraid of giving inputs
	Skipping some important details during demo because of excitement
High importance of visuals, videos and handouts	Making grammatical mistakes because of excitement
Visuals are very important as one can watch and listen at the same time	
Videos are both audial and visual	*Regret because of mistakes and forgetting some things to do during demo*
All peers liked the handouts	Ponting out the flaws and forgotten things by instructor
	Regretting because of mistakes
High appreciation of instructor's feedback and view of peers	Forgetting doing something during demo (sticking the poster on the well, making some certain recalls) because of excitement
Appreciating highly the instructor's detailed evaluation of the demo	
Feeling good when instructor observes with silence	*Hesitating in using English because of possible mistakes*
Acknowledging the instructor's deep knowledge and experience	
Trying to help each other (among peers)	*Weak tone of voice and inability to use body language*
The role play was found more developed and acknowledged by instructor	Having natural low voice
	Using tone of voice not appropriately
	Having low voice because of own personal character
	Body language, mimics and gestures should occur spontaneously in their natural path instead of planning
	Not being able to use the voice properly
	Being demoralized and inability to reflect oneself
	Being not able to reflect oneself
	Feeling demoralized because of some mistakes identified by instructor
	Being like a ghost and not reflecting the reality
	The activity (info gap) was messed up as peers did not act as they were supposed to.

For negative appraisal, she had reasons such as having some difficulties in transitions of activities, providing inputs and preparing role cards. She gave insufficient information during demo. She had difficulties in searching for video as one needs to filter to make it appeal for objectives. She accepted that teacher trainees have still the mentality of students and not teachers. Another stimulus for negative appraisal was making mistakes because of excitement and fear followed by regrets. Moreover, she was hesitating in using English because of possible mistakes. Lastly, she had weal tone of voice and not able to use the body language properly. In general she was demoralized because of inability to reflect herself.

4.3.4.4. Su's Views

The main concepts derived from the in-depth interview with Su are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Su had very positive appraisals rather than negative, because she highly appreciated the instructors' feedback and guidance and views of peers. She was aware that demos are preliminary preparation for future teaching and comfort zone where some controls and guidance were in place. Another reason was having no major difficulties in preparation and presentation stages. She prepared the demo with love and strongly believed that she would become a good teacher in the future after this course. She acknowledged the importance of body language. Her demo went well despite she had a hard preparation period which was not accepted as something negative. Su accepted the importance of choosing interesting topic/text and visuals, good planning and rehearsals of demos. Moreover, she considered speaking English of a teacher during the lesson as a blessing for students and therefore she paid great attention in speaking English properly. And lastly, she acknowledged the importance of active teacher rather than interesting topic.

As for negative appraisals, she had only few reasons as having some difficulties in preparing role cards and searching for topic and in the beginning of the demo.

Table 71

Su's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on Positive Valence	Reasons of task appraisals on Negative Valence
Appreciation of instructors' feedback and guidance and views of peers Appreciation of the instructor's guidance in preparing the questions Seeking instructor's feedback when peers do not give tangible advice Having feedback from the instructor is very positive and tangible Being pleased to have views of peers Having different views is appreciated	*Having some few difficulties in preparing(preparing role cards, searching for topic) and in the beginning of demo* Difficulties in preparing role cards are not considered as negative as in any case these would be encountered in the future Having difficulties at the very beginning of the demo (in searching a topic) Having few difficulties in preparing role cards to ensure that students know what to say
Considering the demos as preliminary preparation for future teaching and comfort zone where some controls and guidance are in place.	
No major difficulties in preparation and presentation stages Not having much difficulties because of topic which was daily life (relationship of a woman and a man) Accepting the high importance of the warm up and lead in Being more adapted and less anxious comparing to previous demos	
Doing (preparing demo) with love Doing everything with love	
Belief in becoming a good teacher in the future after this course	
Importance of body language Importance of gestures to ensure that students are not destructed Doing best in using body language	
Meeting expectations and plans despite hard preparation period Meeting expectations despite the fact being sleepless and weak on the day of demo All well went as planned Being aware of using proper and correct gestures	
The importance of choosing suitable and interesting topic/tex and visuals Choosing of a very interesting topic on woman and men which was appealed to whole class The high importance of the topic in successful delivery of demo When there is a visual, the demo becomes colorful and easier for students adapt to the subject	
The importance of planning and rehearsals of demos Rehearsal of the demo in front of the mirror is a bit funny Planning is very important in connecting the activities with real life	
Considering speaking English of a teacher during the lesson as a blessing for students	
Acknowledging the importance of active teacher rather than interesting topic	

4.3.4.5. Overall Reasons of Task Appraisals on Positive Valence for Speaking Skills

Table 72

Overall Reasons of Task Appraisals on Positive Valence for Speaking Skills

Burcu	Eda	Hira	Su
Searching process is nice and easy Good feelings when standing in front of class Grabbing attention of students by videos and pictures Appreciation of instructors' and peers' feedback and efforts	Having not big issues and positive outcomes (choosing a topic, available materials) Appreciation of instructor's feedback and guidance Appreciation of the support of a friend Considering the wellness from the perspectives of a real students	Having no major difficulties in preparation and presentation of demo (finding materials, topics, info gap, topics, wrap up was easy) Having certain reservations on target audience It is important to get prepared students for the lesson Meeting and exceeding expectations İt could have been much useful if there were real students instead of peers High importance of visuals, videos and handouts High appreciation of instructor's feedback and view of peers	Appreciation of instructors' feedback and guidance and views of peers Considering the demos as preliminary preparation for future teaching and comfort zone where some controls and guidance are in place. No major difficulties in preparation and presentation stages Doing (preparing demo) with love Belief in becoming a good teacher in the future after this course Importance of body language Meeting expectations and plans despite hard preparation period The importance of choosing suitable and interesting topic/text and visuals The importance of planning and rehearsals of demos Considering speaking English of a teacher during the lesson as a blessing for students Acknowledging the importance of active teacher rather than interesting topic

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The categories were regrouped and following main concepts were derived on speaking skills on positive valence during preparing and presenting stages:

1. Searching process of topics is nice, easy and fun.

Regarding the searching process of a topic which was easy, Hira claims "The speaking topics are broader than writing. There are a lot of topics for discussion. I searched from internet. It was easier for me in terms of searching comparing to other skills" while Su comments "I think I used the role play, I considered the women and men relations, a woman becomes a man, and a woman become the mother of a man, who interferes to their affairs, we have many these kind of thoughts (examples) around, most people face such kind of situations. It was easy to find a sample". For having no major difficulties, Eda points out "I did not have difficulty when I choosing the topic, since it was related to speaking, when we open our old English books, we can find many ideas. It is enjoyable, we produce something related to our speaking, finally, we do not find something based on text, since it is something productive, I did not see any difficulty" and Burcu claims about pictures and flash cards "enjoyable, and not difficult and also watching visual lesson, and also it is nice to search for visuals. It is both applicable and useful". Lastly, Su indicates "To my mind, it is both useful and enjoyable. During preparation stage, we may get bored. But when you are in front of mirror (to rehearse the demo) to say this.. in this way… it could be a bit funny.. it is enjoyable".

2. The Importance of choosing interesting topic, use of English, importance of warm up and lead in, visuals, importance of body language and being aware of body language.

Regarding the importance of choosing interesting topic, Su indicates "It is enjoyable. Because, in any case, we face these kind of situations for sure, I mean (topic) the women and men affairs. I think it was enjoyable" and further she claims "It is useful, because in the future, we will be also married and would face these. At least, we could see such example (situation). Students expressed their thoughts and also the other parties". For the use of English, Su points out "Because students usually do not have anybody who could speak English, therefore we (teachers) are seen as single source of English speaker, what they receive as an input, they can do it only in the class. They can still watch some series in English but an alive person who speaks English is the teacher. It is a blessing for them, if a teacher speaks always English".

Regarding the importance of warm up and lead in, Su comments "When we were at the high school, the lesson started with "good morning, how are you? Open the page….". could it be warm up or lead in? … when using them (warm up and lead in), at least children do not need to explain why it is so, it would be more enjoyable. That is why these things (lead in, warm up) are important" and for visuals Hira comments "Of course, the visuals are very important. When one listens to it and sees something in front, it is nice. But since I used the video, the pictures were seen behind. Regarding the importance of body language, Su comments about mimics "It is useful because I use my hands very much as a body language. In other words, I am doing my best to use the body language. For instance, if the teacher stays there without any motion and no matter how the topic is so exciting, students after some time may get bored". Lastly, about the body language, Su is aware about its importance and comments "For example, when I was giving the right to answer to the students, I did not point the students with my finger, but instead made another (gesture)".

3. Good feelings, love and strong belief.

Burcu indicates "When I go there, in fact, I am enjoying, the difficult preparation stage has already finished, and then finally you are in front of the class, in fact it is a good thing. …. You enter with warm up, you smile a bit, everyone says something, and all these smiles are good in fact. And presenting this is a good thing. There is no strain, you do not expect what they would answer. Everyone says something from their side and there are no right answers".

Doing (preparing the demo) with love and strong belief. Su is very self-motivated person and she does not owe such concept as being bored "I do it with love. I love it (course), because in the past, we did not have such example we did not know how to teach and what to do. After this course, I think I will be a good teacher and even if not, I believe I will give a good lesson".

4. Meeting and exceeding expectations.

Despite some few flaws, teacher trainees' expectations were met, for instance, Su claims "During the demo my mood was not good. As I left the things until the last moment, I was a bit sleepless and weak. This was also reflected on my demo. Although we plan to say this or

that, during the demo itself, there are some discrepancies for sure. Despite the fact that my mood was bad, I tried to smile and gather myself up. I think I got the expected grade".

5. Appreciation of instructors' feedback.

Instructors' feedback was very much appreciated, for example, Eda indicates "Bade hoca is already a great teacher. Not only I, who stand in front of the class, but everyone feel comfortable because of her. I am stressed because of my own personality. On the contrary, the instructor gives always a positive energy" while Hira appreciates the way of meticulousness of the instructor "Bade hoca evaluates in details. It is a very great thing. I think my all efforts are compensated when hoca evaluates everything in details and she does it, without skipping anything. Afterwards, we never say that she skipped that or this part. She indicates everything for better or worse. So it is a very great thing that hoca evaluates in details". Moreover, Su claims "For applicability, it is positive, because in the future we would definitely teach it, this actually preliminary preparation. It is good that we have this preliminary preparation because there is somebody who controls us. Both peers and instructors may guide by saying this is ok or that is wrong" and Lastly, Eda notes "Because you I think the ideas that are given by the instructor can lead you to right way, Instructor may guide that it better to do it in this way… then you act accordingly".

6. Appreciation of the support of a friend and peers.

Regarding the peers' feedback, Su points out "when we get the feedback from the instructor, we are also curious about the feedback of peers. They could like it (demo) or not, I am pleased when I obtain the feedback from them. It is enjoyable… if it is even boring, I would do it in different way". While for a friend's support, Eda greatly appreciates the support extended by your close fried "Her talent, perhaps she is good in creativity, perhaps I am good at another things, I do not matter it, and if she helps me and covers my gaps, it is enough for me".

In sum, like reading and listening skills, the main reasons of appraising positively were having easy process of demo preparation with no major difficulties. Another stimulus of positive appraisal is the high importance of choosing interesting topic and funny nature of warm ups and lead ins which grab the attention of students. Moreover, visuals such as pictures and videos were among the grounds of attracting the attention and therefore positive appraisals

were followed. The crucial role of body language was not neglected as it makes the demo livelier and dynamic.

Preparing and organizing real life activities for usefulness were appraised because of possibility that students may encounter in the future similar situations. The guidance received from instructors before and after the demos were highly appreciated and therefore was the basis for positive appraisals. The visuals, meeting or exceeding the expectations were the sources of positive appraisal during presenting stages. The preparation could have been appraised slightly negatively but because of exceeding or meeting the expectations such as having high grades, the presenting stages were evaluated much more positively. Another rationale of appraising positively were the positive perception about course and strong belief that the course would be useful for teacher trainees for their future professional development.

4.3.4.6. *Overall Reasons of Task Appraisals on Negative Valence for Speaking Skills*

The categories were regrouped and following main concepts were derived on speaking skills on positive valence during preparing and presenting stages:

1. Having difficulties in transitions, in preparing role cards and giving not sufficient input, in choosing text, in organizing or creating activities for real life purposes, inability to manage the class, confusions and leaving to the last minute.

For instance, Hira had difficulties in transitions between the activities and she indicates "I have some general ideas, but the transitions challenged me". Moreover, she faced difficulties in preparing role cards and giving insufficient input "I still could not learn how to prepare the role cards, I always give insufficient information. The instructor always finds that it is not good or has not enough information. I am not able to manage for having the full-fledged role card". While Eda claims "It seems it was not clear the role play activity. I gave everything ready to the students and I felt that there is something missing in terms of information". Another challenge for Burcu was with choosing a text "When choosing the text, we need to pay attention to useful language. Because we would explain the grammar through it.

Table 73

Overall Reasons of Task Appraisals on Negative Valence for Speaking Skills

Burcu	Eda	Hira	Su
Having difficulties (in choosing text, grammar, preparing cards, inputs, leaving to the last minute) and facing hard times,	Having difficulties and flaws during preparation and resenting of speaking demo	Having some difficulties in transitions of activities, providing inputs and preparing role cards	Having some few difficulties in preparing(preparing role cards, searching for topic) and in the beginning of demo
Being stressed (dithering, negative attitudes, hesitancies) during preparing and presenting stages	Having flaws in managing the demo Rehearsal in front of the mirror could be not sufficient	Giving insufficient information	
Getting crazy during last demos	Not being able to create synergy between students	Searching for video is hard as one needs to filter to make it appeal for objectives	
A will to use Turkish when squeezed			
Feeling hesitance when instructor sits at the front	Feeling stressed and insufficient during demo	Still having mentality of students and not teacher.	
Having negative attitude to the lesson and instructor		Unluckiness on the day of demo	
Confusions and making mistakes	Having very silent, not cheerful and stagnant personal character	Making mistakes because of excitement and fear	
Unexpected circumstances and reactions from students	Feeling abstracted during activities and not being involved in the demo	Regret because of mistakes and forgetting some things to do during demo	
	Difficulties in using body language, mimics and gestures	Hesitating in using English because of possible mistakes	
	Imagining as a girl who is squeezed to the corner	Weak tone of voice and inability to use body language Being demoralized and inability to reflect oneself	
		The activity (info gap) was messed up as peers did not act as they were supposed to.	

The text could be so good, I like it, but the structures may not suit to each other, in all sentences there had different structures. That's why I have difficulties in choosing the text" Addtionally, difficulties in organizing or creating activities for real life purposes occur and Burcu claims "I cannot find these for real life purposes, we cannot push them to say for that or this purposes. I was almost going mad during last demos. Ok this student would read this but for what (purposes)? Ok all is ready, but it is required that a student has a willingness". Ed, for instance was not able to manage the class "I invited the students to the black board, I did not lead them to speak, I did not create any synergy between them. They were speaking themselves, and I stood aside, I was abstracted from them. I believe I do not have an ability to manage" Lastly, confusions and leaving the preparations to the last minute, Burcu faced this "I usually start thinking about what I will do three weeks before. But until last week, nothing came to my mind. My mind was all time confused, day and night I was thinking what I would do. I was eating and thinking about it, I wake up and I thought about it. But just before two or three days, all become clear, step by step. Then I realized that my thinking was on the right track. Then, I prepared everything in two hours, but thinking takes more time then preparing itself. I appraised it negatively because it makes to think a lot and consequently stressed".

2. Weak tone of voice, stagnancy and inability to use body language.

Hira had weak tone of voice during her demo "Usually, I have a lower voice in the classroom; that's why my instructor always urges me saying that that she cannot hear me. It is because of my personality. I walk in the class so that my voice could be heard equally to all" on the other hand she is aware that the tone of voice is important "I cannot shout in the classroom, but you need to grab the attention. In the speaking activity, the class could be scattered, therefore the voice is crucial here. And in general, by voice is low. That's why I appraised negatively". On the other hand, Eda has a stagnant nature "I have stagnant and calm nature, I am not active, my friend told me that I was very stagnant, she told me to be active and use body language and mimics.......in fact, all was fine, the procedures were fine but I was not able to put into practice…". Moreover, Hira was not able to use body language either "On that day, I was like a ghost, with no expressions, in reality I am not like that".

3. Being excited and stressed and inability to reflect oneself.

The excitement and stress were another challenge, Burcu, for instance, indicates "In fact, I get good grades, always ninety, when preparing and presenting I got very stressed... what if I am not able to do it and fail…..and about the stress she claims "I do not like doing it (presenting demo) at all. In fact, it is good for me to do it, but my friends told me that my face was sour, and they asked why I was so stressed, and even the instructor told me that it was visible from my face. I think it goes well, but according to their feedback it goes like it is" further she points out "I only think in case if a student says this or that one (asks anything), how I would answer. During that moment, I am in all of a dither (because of stress)". And, Hira also was not able to reflect herself and claims "Since it was problematic day, I think that I could not reflect myself as expected. Bade hoca also told me that I was not myself. I think that I did not show myself".

4. Unexpected circumstances and unluckiness on the day of demo.

Unexpected situations were another reason for negative appraisal, for instance Hira claims "I guess, I had some problems in the transitions (between activities), and also there was something… I had a small accident in the morning of the demo. I fell down. In fact, all was ready. I had some backache; I was not in a good mood". Moreover, she made unexpected mistakes "During demo there appear a lot of things that differ from what we planned. The mistake that I do not intend to make at all, comes out as of a sudden and I utter it".

Overall, one of the main reasons of negative task appraisals were difficulties in choosing topic, preparing role cards and arranging transitions between the activities. Another rationale of negative appraisals were confusions, making mistakes because of stress and excitement. Additionally forgetfulness also appeared because of again stress and high excitement during presenting stages. Last minute preparation just one day before the demo was among the stimulus to evaluate the tasks negatively. Moreover, having weak tone of voice, stagnancy, and inability to reflect real capacity during presenting stage influenced negatively the task appraisals. Weakness in proper using of body language during delivery of demo was another origin for negative evaluation of tasks.

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4.3.5. Writing Skills

4.3.5.1. Burcu's Views

The main concepts derived from the in-depth interview with Burcu are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 74

Burcu's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Loving pictures in general	*Having overall big difficulties and confusions in preparation stages (in making transitions between activities, finding a topic, arranging useful language, error correction)* Hard to prepare questions and put them in order Having difficulties in finding a topic for writing Having difficulties to link between the beginning and the end, and making transitions Having hard times in writing steps and procedure considering its details Confusions in giving proper inputs Being troubled in arranging useful language Crabby process in arranging the error correction. Non efficiency of mind map due to less participation *Accepting that preparing writing lesson plan is more difficult than preparing demo on reading* *Reluctance to prepare the writing lesson plan* No reconciling to writing lesson plan Regret that there will be no delivered at the end Reluctance to prepare the writing lesson, absences of a will *No proper guidance and capacity to prepare the writing lesson plan* Being absent during course when guidance on writing was given Still having gaps in figuring out the preparation of writing lesson plan Due to lack of proper guidance (during course), being surprised (in negative sense)in preparing writing lesson *Getting crazy when it comes to activities for real life purposes* *Reluctance to receive peers' support* Reluctance of peers to give support due to busy period *Insistence of instructor until the lesson plan is done very well* *Having weak communication with instructor*

Burcu had more negative appraisals than positive appraisals. The only reason for positive appraisal was loving pictures in general. For the negative appraisals, Burcu had several reasons such as having overall big difficulties in making transitions between activities, finding a topic, arranging useful language and error correction. Further she had much confusion during preparation stage. She accepted that preparing writing lesson plan was more difficult than preparing demo on reading and therefore was reluctant to prepare it. She also claimed that there was no proper guidance and capacity to prepare the writing lesson plan and therefore, it was very hard to prepare the plan. The most difficult part for her was arranging the activities for real life purposes. All these negativities were reflected on communication with her peers and instructor which was poor and no good contacts were established.

4.3.5.2. Eda's Views

The main concepts derived from the in-depth interview with Eda are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Unlike Burcu, Eda had more positive appraisal than negative ones. The reasons for positive appraisals were the high importance of friend's support and success, easy process of writing lesson plan due to available materials, suitable topics and pictures. She had fun and gave less efforts re made comparing to demo on reading. She highly acknowledged the essence of aim, audience and genre in preparing a writing lesson plan. Moreover, she realized the importance of activities in future travel and meeting with foreigners.

For negative appraisal, she had one reason such as non-ability to manage on her own.

Table 75

Eda's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
The high importance of friend's support and success Having good lesson plan with a support of a friend Developing the lesson plan based on ideas of a friend and books Success owing to friend's support Friend's guidance during preparation process	Non ability to manage on its own
Easy process of writing lesson plan and having fun (available materials, suitable topics and pictures) Easy preparation process No big difficulties as there were available materials in the internet It is less stressful as in the lesson, students are only requested to write Finding suitable pictures for the topic Having efficient pictures in the lesson plan The post stage was fun (preparing the party invitation)	
Less efforts were made comparing to demo on reading	
Acknowledging the essence of aim, audience and genre in preparing a writing lesson plan Being sure that sufficient input considering all Criteria was provided	
Acknowledging the importance of activities in future travel and meeting with foreigners Realizing the role of teaching approaches and methods	

4.3.5.3. Hira's Views

The main concepts derived from the in-depth interview with Nazim are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Table 76

Hira's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
Grabbing the attention of students by good videos and real life purposes)	*Having difficulties in preparing lesson plan (filtering topic, drafting warm up, warp up, error correction)*
	Having difficulty in preparing writing lesson plan
Good videos grab attention of the students	Having difficulty in planning and handling the warm up and the wrap up stages
Students will not forget the activities for real life purposes	Difficulties in carrying out error correction
	Hard to filter the topics and to find a final one
Permanence of organizing and creating activities for real life purposes due to their being form real life	*Absence of clarity and not knowing what to do*
	Not knowing how to give the inputs
	Not being able to figure out the aim of the writing
	Not being certain during preparation period
	Confusing aim, audience and genre
	Having limited examples among debates and discussions on the topic (school uniforms)
	Confusions with other skills
	Having difficulties overall and confusions with other skills
	Being hesitant and having some confusions
	Having fears that the lesson plan would be similar to speaking
	Hesitance if students would like the lesson, fixing genre of writing and arranging template
	Hesitance if students would like the topic or not
	Hesitance on fixing the genre of writing
	Being indecisive person
	Being doubtful on arranging template in the beginning
	Absence of clarity during the course on teaching writing
	Totally confused after consultation with peers
	Similar to speaking activity but giving something written
	Long teacher talk in the instruction part
	Not sound to give a homework for small students as homework are usually handled by families.
	Not consulting the instructor and regretting it
	Coincidence with busy period (graduation ceremony)

Hira had much more negative appraisals than positive appraisals. Few reasons were identified for appraising positively for instance videos and real-life purpose activities were appraised positively because they grabbed the attention of students. Moreover, she appreciated the importance and permanence of organizing and creating activities for real life purposes they are derived from real life.

For negative appraisal, there were many reasons such as having difficulties in preparing lesson plan (filtering topic, drafting warm up, arranging warp up and error correction). The absence of clarity and not knowing what to do which resulted in confusing aim, audience and genre and also confusions with other skills. Additionally, she had fears that the lesson plan would be similar to speaking and hesitated if students would like the lesson, fixing genre of writing and arranging template. Moreover, for her, .it was not sound to give a homework for small students as homework are usually handled by families. She did not like consulting with peers as she was totally confused afterwards however, she regretted for not asking feedback from instructors. Lastly, coincidence with busy period (graduation ceremony) also had negative impact on delivering demo.

4.3.5.4. Su's Views

The main concepts derived from the in-depth interview with Su are illustrated through the categories that were grouped under the certain concepts for both positive and negative valences.

Su had much more positive appraisals than negative appraisals because several reason such as impact of previous exposure as a student learning writing, inspiration from daily life and acquiring knowledge at the same time. She acknowledged the importance of empathy with students and starting each lesson with positivity and cheerfulness. The short videos could facilitate the grabbing attention of students. Moreover, she acknowledged the circularity of instructors' feedback and importance of proper inputs such as instructions, mind map, handouts, giving piece by piece information. For her, it is good to write down the lesson plan bit by bit instead of doing all at once.

Table 77

Su's Reasons for Positive and Negative Appraisals

Reasons of task appraisals on positive valence	Reasons of task appraisals on negative valence
The impact of previous exposure as a student learning writing Preparing the writing lesson plan based on exposure to writing course during preparatory class	*Having troubles with preparing the template* *Having no advice from the instructor because of busy period*
Inspiration from daily life and acquiring knowledge at the same time Using ideas based on daily lives While searching process, having more knowledge on the topic (lies) Linking the topic with daily life and psychology Using topics from real and daily life	
Acknowledging that teaching is at the same time learning	
Starting with positivity and empathy with students Using empathy with students Positivity also helps to grab attention of the students Starting with positivity also ensures the positive wrap up Support from other peers	
Grabbing attention with short videos Short videos are useful as it may grab attention of students and may bring some fun	
Importance of proper inputs (instructions, mind map, handouts, giving piece by piece information and etc) Handouts may ensure some kind of tangibility and also future reference Power point could be more efficient in teaching grammar Acknowledging of proper input as student should know what to write Mind map is very feasible as in any case it is somehow populated whether by students or teacher. Usefulness of organizing and creating activities because of possibility that students may face similar situations Acknowledgement of giving piece by piece information to ensure that students know what and how to write	
It is good to write down the lesson plan bit by bit instead of doing all at once	
Appropriateness of instructions are crucial	
Future horizons Be aware of mistakes as future teacher Be aware of the importance of this course despite having sometimes low moods. Acknowledging the necessity of preparing writing lesson plan and it usefulness for future	

For negative appraisals, she had reasons such as having troubles with preparing the template for writing lesson plan and not having the advice from the instructor because of busy period.

4.3.5.5. Overall Reasons for Task Appraisal on Positive Valence for Writing Skills

Table 78

Overall Reasons for Task Appraisals on Positive Valence for Writing Skills

Burcu	Eda	Hira	Su
Loving pictures in general	The high importance of friend's support and success	Grabbing the attention of students by good videos and real life purposes)	The impact of previous exposure as a student learning writing
	Easy process of writing lesson plan and having fun (available materials, suitable topics and pictures)	Permanence of organizing and creating activities for real life purposes due to their being form real life	Inspiration from daily life and acquiring knowledge at the same time
	Less efforts were made comparing to demo on reading		Acknowledging that teaching is at the same time learning
	Acknowledging the essence of aim, audience and genre in preparing a writing lesson plan		Starting with s and empathy with students
	Acknowledging the importance of activities in future travel and meeting with foreigners		Grabbing attention with short videos
			Importance of proper inputs (instructions, mind map, handouts, giving piece by piece information and etc)
			It is good to write down the lesson plan bit by bit instead of doing all at once
			Appropriateness of instructions are crucial Future horizons

The categories were regrouped and following main concepts were derived on speaking skills on positive valence during preparing and presenting stages:

1. Easy process of writing lesson plan, inspiration from daily life, teaching and learning at the same time; and previous exposure as a student learning writing.

The writing lesson plan seem to be easier than other demos, for instance Eda notes "In the speaking, we give usually use some information, prepare role plays…. there are inputs….and we have to think about it….we think about the type of inputs to give to the students so that it could force them to have a conversation. But here (in writing), we do not need this. We will directly request students to write something and they will write their thoughts. And for the process of preparing, she claims "It was easy, usually either we watch video or use the

pictures, I found suitable pictures for my topic. I was going to show them to the students". Additionally, inspiration from a daily life, teaching and learning at the same time were another reasons for a positive appraisal, Su for instance, claims "I started my way based on daily life. I tried to link both daily life and psychology. Suddenly I found out my topic …why do people lie? These kind of psychological things attract my attention and I thought that it may also attract the attention of students. Then I started searching for inputs, I went through ten or fifteen blogs on why people lie, which of these blogs could be better. I struggled a lot to find out since some of these were long and some short, and whether the provided inputs for the students would be sufficient. At the same time, while searching out this topic, I also learned new things" and further she claims "I will be teaching it to the students and while doing it I will be learning, it is both teaching and learning at the same time. Since this considered as useful, I thought that it was positive". Lastly, previous exposure as a student, learning writing was a good reason for positive appraisal, Su thinks "The preparing stage was enjoyable, when I first entered into university, I had one year of preparatory class. Until that time, I had no clue about carrying out writing. We never did writing in the primary, secondary and high schools. And when we learned in the preparatory class, we did make use of this experience. Still, of course I thought what I can do this time".

2. Attracting the attention of students and remembering afterwards.

Attracting attention through video, Hira claims "I found a video which was close to my topic. I thought that it would grab the attention of students". And regading the high importance of attracting attention and positivity Su, for example comments "If we enter into the topic with positivity, and it would continue like that, and I think that if we do not grab the attention of students at the beginning then it would not be possible to wrap up later. There should be something attractive so that peers could be interested and could learn new things".

3. Acknowledging the importance of the course, proper inputs, Criteria and teaching approaches (sufficient input and criteria, awareness of genre, aim and audience, activities for real life purposes, Awareness of high importance of cooperative learning.

Eda thinks, for instance, "If I provided sufficient input, I think I covered necessary criteria in all that I prepared" and further she elaborates "Before coming to lead in, I used some pictures

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for warm up. During a transition, I wished to start with lead in. I thought that those pictures that I used could be efficient" furthermore, she seem to be well aware about genre, aim and audience "They are the essential criteria before writing anything". Further, Su indicates the importance of real life activities "When you give something for real life purpose, in the future, students will face for sure similar situations, and they will have opportunity to use them. Again I appraised like this by thinking that it would be useful" and this idea is also supported by Eda "In the real life, in the future when they (students) travel abroad, or meet some foreigners, and they make friends, or meeting somebody though internet, student may write an invitation message to someone based on what they learned".

The high importance of cooperative learning was acknowledged by Esma "Now I understand why the group workings are very important. Specifically, for instance, last time we had teaching approaches, there was a strategy called cooperative learning , this is one of the methods, only now I understand the role of cooperative learning. Students exchange information in the group by supporting each other, and sharing what they know and what they do not know".

4. Positivity, empathy with real students and friend's support and guidance.

Positivity is one of the reasons for positive appraisal, for which Su comments "If we enter into the topic positively, and it would continue like that. I think that if we do not grab the attention of students at the beginning then it would not be possible to wrap up later". Another reason was empathy established with real students, for instance Su claims, "I did it (demo) with empathy, if I was a student what could be more enjoyable for me. I tried to have it based on my daily life. Even I had difficulties in thinking process, it was still enjoyable, so it was ok. Since there were no practice during the course, we did not have any example, but since I had some experience in the preparatory class, I did my best to prepare something based on that experience" Moreover, a friend's support was highlighted, for instance, Eda could not succeed without friend's support, "I cannot succeed anything on my own". Furthermore, she enjoyed the friend's ideas and guidance "She was giving me initial ideas, like… if you do like this or that instructor would like it more, she was telling me to do in this way and go on like this. And I proceeded based on her ideas".

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In sum, the main reason of positive task appraisals in preparing writing lesson plan is the easy preparation period, as well as inspiration from daily life. Another motivation for positive evaluation was preparing of inputs which grab attention of the students. The awareness of genre, aim and audience in writing and acknowledging their importance were another basis for the positive evaluation. Lastly, the previous experience in writing as a student and establishing empathy with real students were another stimulus for the positive appraisals.

4.3.5.6. *Overall Reasons for Task Appraisals on Positive Valence for Writing Skills*

Table 79

Overall Reasons for Task Appraisals on Negative Valence for Writing Skills

Burcu	Eda	Hira	Su
Having overall big difficulties and confusions in preparation stages (in making transitions between activities, finding a topic, arranging useful language, error correction)	Non ability to manage on its own	Having difficulties in preparing lesson plan (filtering topic, drafting warm up, warp up, error correction)	Having troubles with preparing the template
Accepting that preparing writing lesson plan is more difficult than preparing demo on reading		Having difficulty in preparing	Having no advice from the instructor because of busy period
		Absence of clarity and not knowing what to do	
Reluctance to prepare the writing lesson plan		Confusing aim, audience and genre	
No proper guidance and capacity to prepare the writing lesson plan		Confusions with other skills	
Getting crazy when it comes to activities for real life purposes		Having fears that the lesson plan would be similar to speaking	
Reluctance to receive peers' support		Hesitance if students would like the lesson, fixing genre of writing and arranging template	
Insistence of instructor until the lesson plan is done very well		Absence of clarity during the course on teaching writing	
Having weak communication with instructor		Totally confused after consultation with peers	
		Long teacher talk in the instruction part	
		Not sound to give a homework for small students as homework are usually handled by families.	
		Not consulting the instructor and regretting it	
		Coincidence with busy period (graduation ceremony)	

1. Having overall big difficulties and confusions in preparing lesson plan (in making between activities, finding a topic, preparing templates, handouts smooth transitions, confusion of genre, aim and audience,) and coincidence with busy period.

Having overall difficulties in finding a topic is one reasons for negative appraisal, for instance, Hira states "After the speaking, the writing was difficult for me, it was something like preparing the speaking activity but we had to give in writing, since it was for the first time, it was a bit difficult for me" and also finding a text was another challenge "It was hard to filter, I did not know how to find exact topic on writing. We could not elaborate it in the lesson, and our minds were leaning to the speaking" Moreover, difficulties in preparing a template was an issue for Su "I had some troubles there, well I thought that as an input which could be referred by students when they write. I had cause and effects para, on why people lie, what reasons are behind. I had an impression that it was not like a template, I thought that students would refer to the text and find out there. And finally, I did not prepare any template" Additionally, difficulties in preparing handouts occurred for Hira "I did not know how exactly to prepare. I did not know how to give the inputs, and it was computer based and not manual distribution, therefore, it was a bit difficult". Planning the warm up and useful language was difficult for Hira "I had a difficulty in dividing the steps, I know the inputs, I had a difficulty in planning the warm up and wrap up stages.... how to handle them..." while for Burcu it was not easy as well, " I could not find what to do. I was troubled a lot because of this useful language". Moreover, some challenges occurred with smooth transitions for instance, Burcu indicates "Warm up makes trouble when you need to enter, where and how to link, we need to link the beginning and the end. Like for instance, I watched yesterday something and I would like to share...something is ready in your mind and you plan to make a mind map. I do not know how to enter and how to link the end, and this was the most difficult part for me. Finally, coincidence with busy period, for which Hira comments "During that period there was a graduation ceremony and we didn't have time. I could have consulted... since I did not consult, I appraised negatively.

2. Absence of clarity, lack of knowledge, no proper guidance for preparing the writing lesson plan and reluctance to prepare it.

Hira, for instance, indicated the issue on absence of clarity "Since it was hard to filter, since I did not know how to find exact topic on writing, we could not elaborate it in the lesson, and our minds were leaning to the speaking". Additionally, lack of knowledge during preparation stage for instance, Hira notes "We did not know what exactly we would do" while Burcu indicates "I do not know these. I was not in the lesson, then I did not get it, and it was in the exam, and I could not make it. I do not have any information how to do it". Moreover, no proper guidance and capacity was provided, Burcu notes "I think writing is different from other skills and also I have never seen before. That's why I was a bit surprised, what students could write. What I will give to a student who would need to write something based on I what I gave. It was difficult for me to link them" while Hira points outs "Yes, it was like (superficial)... you would prepare writing, so you know how to do.... thus, we did not know what exactly we would do". Not having sufficient practice on writing microteaching was another reason for negative appraisal, Su, for instance "I think the preparing stage was enjoyable, when I first entered into university, I had one year preparatory class. Until that time, I had no clue about carrying out writing. We never did writing at primary, secondary and high schools. And when we learned in the preparatory class, we did make use of this experience. Still, of course I thought what I can do this time". Lastly, unwillingness to prepare writing lesson plan by Burcu "I did not want to prepare it at all. And also I had to write a good input so that a student could write something. There should be harmony between what you give and what student should produce. I did not understand it at all. It is not yet fixed in my mind".

3. Anxiety, confusions and fears.

Anxiety was one of the reasons "Like in previous demos I pay attention to each detail and try not to skip anything, unless, I forgot because of anxiety". Confusions and fears by Hira "I could not figure out how to handle the aim, because the planning was a bit difficult. I could not decide whether it should be something official or something magazinish. Therefore I confused the aim, that's why it was a bit negative" further she clams "It was a bit difficult, I was confusing with others (skills).... how it would be.... writing is different.....debate but in written...I had some fears whether it should be like a speaking". Confusions after consultations with peers occurred with Hira "I consulted and after the consultation, their ideas fall contrary

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to my ideas, normally I am indecisive person, I cannot decide easily. After having consulted, my mind was totally confused".

4. Reluctance to seek for instructor's guidance and peers' view; lack of communication with instructor.

Su, for instance, was reluctant to seek for instructor's guidance "In fact, I had no opportunity, everyone was delivering demos, and all were going to the instructor and consulting. So, I did not ask anything from the instructor" while Hira notes "During that period there was a graduation ceremony and we didn't have time. I could have consulted... since I did not consult, I appraised negatively". Additionally, for lack of proper communication with instructor, Burcu notes "Maybe because I do not have good communication with the instructor" while Hira notes "Because we were quite hesitant, there were some few topics. My mind was confused, in fact".

In sum, the main reason of negative task appraisals in preparing stage seems to be the lack of clarity and knowledge by the students. This lack seem to be originated from insufficient guidance during writing lesson. Anxiety, fears and confusions with other skills and previous demos during preparation process of the lesson plan are the reasons of negative appraisals. Reluctance and strong unwillingness to seek for instructors' and peers' guidance are another motives for appraising the tasks negatively.

4.4. Discussion of Findings in relation to Those of Previous Studies

As a main outcome of the study, the task appraisal styles of all four skills during both preparing and presenting stages were found to be significantly positive. This result could be considered as unexpected. The use of designed scale on negative valence (boring, not applicable, and not useful) and positive valence (useful, applicable, and enjoyable) makes this study different as it offered an opportunity to analyze and discuss results in terms of stages (preparing and presenting), criteria (A, B, C), valences (positive and negative) and four language skills (reading, listening, speaking and writing). It seems difficult to correlate, associate or make any other comparisons of quantitative results as there seems to be no similar study conducted before with similar scale. However, the current study unveiled the positive impact of microteaching skills which is in line with the study of Ismail (2011) who attempted

to understand the perceptions and concerns of teacher trainees during microteaching of two courses of English language teaching methods in United Arab Emirates.

The qualitative results provided rich insights on reasons behind of positive and negative task appraisals. The outcomes concurred with previously conducted studies on microteaching and emotions of both teachers and students.

Reasons behind positive task appraisals

During in depth interviews, it was found out that trainees appreciated the course and strongly believed in the positive impact in their future careers which is in line with the results of the study conducted by Seferoglu (2007) in terms of the specific components of the methodology and practice courses which the participants believed had the most impact on their teaching profession. They all agreed that micro-teaching they did as a part of the methodology courses and their first teaching experience at schools had the most important effect on their professional development. For instance, Su indicates "I love it, because in the past, we did not have such example we did not know how to teach and what to do. After this course, I think I will be a good teacher and even if not, I believe I will give a good lesson".

The teacher trainees highly appreciated the peers' and instructors' feedback before and after the demos, especially the constructive feedback from instructors, their deep knowledge and as being most "savant" experts in theory and practice of ELT. These findings were in parallel with the results of the study by Kilic (2010), where feedback from teachers and teacher candidates at the end of micro teaching applications are generally positive. In micro teaching it is possible to guide students constructively by providing the necessary, adequate, and appropriate feedback" for instance Hira notes "Bade hoca evaluates in detail. It is a very great thing. I think my all efforts are compensated when hoca evaluates everything in detail and she does not skip anything. Afterwards, we never say that she skipped that or this part. She indicated everything for better or worse. So it is a very great thing that hoca evaluates in details". While, Nil thinks "Being observed means that the teacher cares about me which is good for me". Lastly, Ada notes "I believe that whatever she (the instructor) says is correct and she knows perfectly both theory and practice and I fully accept all these. It is very much sound for me if one criticize on something that he or she knows very well. In the end, she observes according to the rules and criticizes accordingly".

The importance of using tone of voice and body language in grabbing the attention of students correlates with the study of Zhang and Pelttari (2014) on instructional methods, which reflected experiences by real children in real classrooms, in order to allow pre-service and/or in-service teachers to be subjected to the mixed emotions experienced in their class. One of the findings of the study identified gestures, repetition, board, hand, facial, writing and body language were the words which were identified most frequently and correlates with the findings of the current study revealed through both qualitative and quantitative results.

Reasons behind the negative appraisals

One of the striking reasons of appraising writing lesson plan negatively was the absence of clarity and proper guidance and instruction during the course which is also in line with the results of the study of Seferoglu (2007), in which students also stated that they did not have enough opportunity for micro-teaching and practice teaching.

This observation of the current study, especially for writing skills, should be well considered. The instruction and guidance to carry out the demos on reading, listening and speaking skills seem to be well given while writing skills seems lacking these; therefore, it could be suggested that similar attention be given to the writing lesson plan. The few prepared lesson plans as future reference could be discussed and further feedback given by both instructor and peers. For instance, Hira notes "it was like (superficial)... we were told "you will prepare writing, so you know how to do".... thus, we did not know what exactly we should do".

Reasons for having negative appraisal were being stagnant because of excitement, stress and anxiety during presenting stages. Similarities were found in the study of Abou Assali (2013), who investigated the student teacher's emotions during practicum and unveiled the passivity expressed by teacher trainees in their practicum. It is in line with the statements of Eda for instance "I have stagnant and calm nature, I am not active, my friend told me that I was very stagnant, she told me to be active and use body language and mimics…….in fact, all was fine, the procedures were fine but I was not able to put into practice… I do not know how to solve and overcome it. I hope I will solve it out over time".

Moreover, anxiety, nervousness, excitement, disappointment, stress and dropped mood during preparing and presenting stages were the stimuli for negative appraisals which were consistent

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with the results of the study conducted by Méndez López, (2011) on motivational impact of the emotions experienced by second year students of an English Language Teaching Programme in Mexico revealing the students' negative emotions, which were described by fear, worry, nervousness, sadness, anger, frustration, insecurity, anxiety and boredom. This is in line with Ada's views "We spoke in the class, my state of mind, mood, was dropped because of stress, usually I am more cheerful, but there was a stress, on top of the fact that instructor would evaluate, I became more silent, my voice became monotone. There (in the demo), I did not reflect my original self, usually I am active and cheerful….. but because of stress, excitement and anxiety I became someone unenjoyable (not cheerful)".

Additionally, the qualitative results showed the competitive spirit between peers and having negative feelings towards instructors because of granting low grades, which was also in parallel with the findings of Méndez López's study, in which trainees faced feeling down and unhappy when compared with their advanced peers, angry at some teacher approaches and grading systems". Regrets for weak performance as well as not meeting the expectations revealed as one of the grounds for negative appraisals and they correlate with the study of Méndez López (2011) in which trainees felt angry at themselves when not performing as expected".

One of the crucial reasons of having positive appraisal styles is that even though one or another task is approached negatively it turns to be positive appraisal. This is because teacher trainees believe that microteaching practices are the exactly necessary tools/ with the help of these tools, they need to correct themselves and strive for development. For instance, Sahra notes "Very nice feeling. For example, instructor told about my being "motionless". And in order not to repeat it I will assess it again personally. I will make use of his experience, that's why I approached positively".

This finding confirms the outcomes of another study on emotions and their effects in a language learning Mexican context (Méndez López, & Fabela Cárdenas, 2014), where negative emotions were found to be not always detrimental at least for those students who are committed to overcome challenges. It also in line with the findings with the study by Méndez López, (2011), who identified that negative emotions could be also transformed into positive ones.

In conclusion, the findings of the current study were unveiled though quantitative and qualitative studies which supported each other. The striking result of the quantitative study is that the task appraisal styles of teacher trainees were appraised by far positively. No big differences were observed in terms of skills for which microteaching demos were prepared and presented, meaning that findings of each survey conducted for reading, listening, speaking and writing skills were close to each other. The comparison between preparing and presenting stages of demos were also made, although presenting stage was appraised more positively, the gap between appraisals of preparing and presenting stages was not very big. The three criteria (Criterion A – enjoyable ……boring, Criterion B – applicable……not applicable and Criterion C – useful…..not useful) were put forward in terms of scale in this study. Although the "usefulness" of the task appraisals was found to be the highest, followed by "applicability" and placing "enjoyableness" in the last line, the gap between them is not significant. This finding was also confirmed by the qualitative study.

The qualitative results provided reasons why task appraisal styles were positive and negative appraised. Although it was very clear that positive valence by far exceeded the negative valence through the quantitative study, the qualitative results provided rich insights on why teacher trainees appraised tasks negatively, which were not outcropped through quantitative study.

The main reasons of positive task appraisal styles were easy and quick preparation period, grabbing attention of students, thinking from the perspectives of future students, and appreciating the constructive feedback from instructor before and after demos. Moreover, another rationale was exceeding the expectations as demos went well than expected. Teacher trainees attached very high importance to warm up, lead in, visuals and body language as they made the class livelier and dynamic, which facilitated the effective demo provision. Self-confidence and comfortableness during demo, ability to manage the class were other stimuli for positive appraisals. Additionally, strong belief that the course will strongly contribute to trainees' future career, as well undergoing all these processes with love were one of the reasons for positive apparsials. Finally, relishing and enjoying these processes at the same time were among other motives to appraise tasks positively.

Facing difficulties during preparation period such as confusions and hesitancies in searching and selecting topics and texts were one of the main reasons for negative appraisals. In fact, this reason has symmetry with positive appraisals where, on the contrary, easy and quick preparation period was found to be main reason. This implies that the preparation period plays a paramount role in the effective presentation of demos and consequently for the future careers of teacher trainees. Having difficulties in the carrying out/preparation of certain activities (difficulties in finding the activities, facing certain limitations, struggling with demo to the last minute) were among motives for negative appraisals. The negative feelings such as discomfort, nervousness, confusions, fear, excitement, disappointment, stressfulness and dropped mood occurred during both stages and therefore evaluated negatively. Moreover, reluctance to seek for instructor's guidance, lack of communication with instructor, weak tone of voice, stagnancy during demo and inability to use body language were among other causes for negative evaluations.

In conclusion, no matter what the reasons behind for both negative and positive appraisals are, these reasons, motivations, and stimuli for appraisal seem to be very important in shaping the professional and personal development of teacher trainees, as they not only learn how to teach and prepare the materials for the microteaching but also they also undergo different kinds of emotions and overcome certain challenges which also shape their personal development.

This chapter has unveiled the results of three research questions and further discussions have been provided. Lastly, the findings have been discussed in relation to the findings of previous studies.

CHAPTER V

CONCLUSION AND FURTHER IMPLICATIONS

This chapter summarizes the present study by indicating the main outlines of all chapters. Further discussions of the main outcomes by addressing three research questions set in the beginning of the study are presented. Additionally, the chapter presents implications for further studies, summarizes and provides main conclusions and recommendations.

Chapter I presents background to the study, statement of the problem, the significance of the study, the aim of the study and the limitations of the study. Chapter II explores discussion of the theory of emotion by presenting its definitions, components, and early theories, physiological, social and cognitive perspectives of emotion including appraisal theory. Further, emotions in education are unveiled through teachers' and students' emotions in general and ELT. Moreover, microteaching in education with the special emphasis in ELT are highlighted. Chapter III highlights the methodology used in the study through quantitative and qualitative methods. Additionally, information on participants and types of instruments, information on how data was collected and analyzed considering validity and reliability issues of the study were provided. Chapter IV presents answers to the three research questions that were posed in the beginning of the study. First and second research questions were unveiled mostly through results of the quantitative study by means of tables, figures (graphs) and comments while the third question was answered through qualitative results. The qualitative results were represented through categories that were revealed through in depth interview transcripts. The rich insights were derived and shed light on the results that were hidden in the quantitative study.

As mentioned, the study sought answers to the following three research questions and sub-questions which were discussed in Chapter IV. Moreover, the common tasks were grouped and analyzed for all four skills in Chapter IV in order to find out the best appraised task and the worse appraised task during preparing and presenting stages. Thus, currently it is attempted to summarize and draw main conclusions based on the unveiled results of the study.

Research question 1. What are the task appraisal styles of teacher trainees in teaching skills?

Sub question 1.

a) What are the micro teaching skills that students appraise as having positive and negative valence in the preparation for the microteaching of the four language skills and what are the reasons behind of these appraisals?

Most positively and negatively appraised tasks during preparing stage

It was found out that during preparation stage, for all skills students appraised "Planning warm up activities", "Body language" and "Selecting video(s)" as most positive tasks in all three criteria as most enjoyable, applicable and useful. More specifically, planning warm up activities was appraised as most enjoyable, useful and applicable task. "Selecting video (s)" and "Body language" most enjoyable and most applicable while "Selecting and preparing handouts" as most useful and most applicable. It seems that planning warm up activities is the champion task that was most positively appraised in terms of three criteria. On the negative valence, students appraised most negatively the tasks such as "Selecting and preparing PowerPoint presentation", "Rehearsing the final product (demo) in front of mirror" and "Consulting peer/s before the demo" during preparation stage for all four skills and among all three criteria. For all three criteria, the tasks such as "Selecting and preparing PowerPoint presentation" "Rehearsing the final product (demo) in front of mirror" as most boring, least applicable and least useful. Therefore, the champion among tasks in terms most negatively appraised task during preparation stage were Selecting and preparing PowerPoint presentation" followed by "Rehearsing the final product (demo) in front of mirror". "Selecting an appropriate text" was appraised as another most boring while Consulting peer/s before the demo were appraised as least applicable and least useful.

Sub question 2.

b) What are the micro teaching skills that students appraise as having positive and negative valence in the presentation for the microteaching of the three language skills[9] and what are the reasons behind of these appraisals?

Most positively and negatively appraised tasks during presenting stage

During presentation stage, for all skills (Reading, Listening and Speaking) task appraisal styles of the students for "Using pictures/flashcards", "Using video(s)", "Conducting activities for real life purposes" and "Feedback from instructor after the demo" were most positive. "Using video(s)", "Using pictures/flashcards" and "Conducting activities for real life purposes" were appraised as most enjoyable while "Feedback from instructor after the demo" was most applicable and useful. "Distributing and using handouts" was most applicable. In addition, "Conducting activities for real life purposes" and "Using pictures/flashcards were found most useful. On the negative valence for all three Criteria during presenting stage common tasks "Using PowerPoint presentation" and "Being observed by instructor at the back of the class" were most negatively appraised.

Sub question 3.

c) Is there a difference between the preparing stage and the presenting stage for all skills in general and in terms of the following criteria:

(A: boring- enjoyable; B: useful - not useful and C: applicable - not applicable)

The task appraisals of students were found by far significantly positive. It has to be admitted that the high positive valence was not expected to that extent. The presenting of microteaching skills were appraised significantly positive than the preparing stage for total three criteria for all four skills. In general the "usefulness" of the task appraisals was found to be the highest, followed by "applicability" "enjoyability". Applicability is almost the same at both stages, preparing stage seems more useful than presenting stage, while presenting stage is more enjoyable than preparing stage.

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[9] The microteachning of writing skills is limited to be preparing stage as teacher trainees only prepare a writing lesson plan and do not present in the class

As a sum up of the above Research Question's 1 answers, there seems to be no big difference in task appraisal styles between preparing and presenting stages, although presenting stage was slightly more positive than preparing stage, the general appraisals by teacher trainees seem to be very positive. The enjoyability, usefulness and applicability seem to be almost on the same level with only slight differences. These results point to the fact that teacher trainees' task appraisal styles seem to be satisfied. The following question may arise here: Why were the teacher trainees' appraisals significantly positive? What is the hidden agenda behind this? Further, through qualitative study the hidden agenda was found. It was revealed that some negative appraisals could be turned into positive appraisals, the reason behind of these turnings are explored through next research question on the reasons behind of appraisals. The answers derived from the first research question lead to the understanding that tasks performed during preparing and presenting stages were appraised by far positively and the negatively appraised tasks do not have significant difference.

Research question 2. What are the reasons for positive and negative task appraisal styles during the microteaching of language skills in both stages of preparing and presenting?

The main reason for appraising positively during preparing stage was having no major difficulties in selecting the topic and texts due to availability of these in the internet and at the same time, relishing the both preparing and presenting stages. Another great motivation in appraising positively during presenting stage was to grab the attention of students through videos, pictures and flash cards. The acknowledgment of tone voice, gestures and mimics was explored as they also facilitate the grabbing attention of peers who act as students. Interviewees highly acknowledged and appreciated the feedback of instructor before and after the demos and their deep knowledge as being most "savant" person in ELT's theory and practice. The feedback of peers were appraised positively because of their comforting nature. Good interaction among peers and established solidarity are another reasons of positive appraisals. Being comfortable during preparing stage, self-confident and ability to manage the class during presenting stage was another strong asset to appraise the demos positively. Moreover, some activities such as preparing and organizing real life activities for usefulness were appraised very positively because of possibility that students may encounter in the future similar situations.

The main reason for appraising tasks negatively during preparing stage was encountering certain difficulties in searching and finding an appropriate topic and during presenting stage, non-ability to give the proper instruction. Another reason for having negative appraisal are prejudices and fears that the demo would not be successful. Regrets appeared after the demo because of making mistakes and not consulting instructors and peers adequately. Furthermore, the reasons for appraising negatively regarding consulting instructors and peers are reluctance, having no will and thinking that received feedback would not contribute to the successful demo delivery. In addition, there was a facing negative perception that theoretical knowledge and rules could narrow down the imagination. Moreover, nervousness, excitement, disappointment, stress, passiveness, motionless and stagnancy experienced during preparing and presenting stages were another stimulus for negative appraisals. Finally, reasons for the negative task appraisals in preparing stage seems to be the lack of clarity and knowledge by the students. This lack seems to be originated from insufficient guidance especially during writing lesson.

Another important finding of the qualitative study is that teacher trainees are very well aware of the importance of the course, although they may encounter some difficulties and experience some negative emotions such fear, stress, anxiety, dropped mood and stagnancy. These negative occurrences seem to be temporary and therefore not appraised as negatively as they could be. Moreover, the study unveiled the most negative emotions experienced by teacher trainees as being the reasons for task appraisal styles on negative valence such as anxiety, stress, dropped mood and stagnancy. Positive emotions such as having fun, joyfulness, relishing and love were found to be most expressed emotions and reasons behind for task appraisal styles on positive valence. As was mentioned above, although the positive valence by far exceeded the negative valence, the in-depth interviews reflected that there could be many negative appraisals but these were not accepted as such, because these negative appraisals were treated as normal and even positive. This finding unveils the hidden agenda why the overall the task appraisal styles were appraised by far positively in quantitative study which seem to be slightly unexpected result of the current study. Yet, another question may arise why teacher trainees turned their negative appraisals into the positive appraisals, the

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reason could be that almost all teacher trainees were graduates from public schools[10]. The socioeconomic statuses of teacher trainees could have been affected their appraisal styles as they found microteaching endeavors as opportunity in their future careers. This finding could point to the fact that through qualitative study, the hidden agenda was unveiled and has some implications to the socioeconomic statuses of the teacher trainees. The demographic profiles of the attended teacher trainees validates it, as one can see that almost all of the teacher trainees were graduates of public schools, where there could be less opportunities comparing to private schools.

The mentioned reasons and stimulus for both negative and positive appraisals during preparing and presenting stages highlight the paramount importance of the emotions and appraisals in microteaching endeavors of teacher trainees. As was mentioned before, no matter what the reasons are behind for both negative and positive appraisals, these reasons, motivations, and stimulus for appraisals seem to be critical in the formulation of professional and personal development of teacher trainees, as they not only learn how to teach and prepare the materials for the microteaching but also they undergo different kinds of emotions and overcome certain challenges which also shape their personal development.

The implications for further studies

Based on the outcomes of the present study and the lessons learned throughout the process of writing the thesis, some implications were derived. Since the current study was only limited to four skills, further studies could focus on microteaching of grammar and vocabularies by using the proposed scale on continuum of positive and negative valences. It could be further extended to microteaching of other disciplines in the field of education. Another study can be conducted to find out the task appraisal styles of instructors and correlated with those of teacher trainees. Furthermore, the views and perceptions of young learners, school students or university students who strive to gain fluency in English could be obtained through the proposed scale and again perhaps backed up with qualitative studies such as in depth interviews, semi structured interviews or focus group discussions. Moreover, as was mentioned, the socioeconomic statuses of teacher trainees may have affected the task appraisal styles, therefore, a study could be proposed to investigate the task appraisals styles of teacher

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[10] Demographic profiles are indicated in the Appendix 11

trainees who graduated from public schools and those of private schools. Correlations between emotional appraisals and socioeconomic statuses of teacher trainees could be revealed and further investigated.

The importance of the present study and recommendations

The present study confirms the importance of emotions in education especially in the field of ELT through the appraisal theory. The combination of emotions through appraisal theory and microteaching makes this study distinct and provides avenues for further studies. Through literature review, the current study offered the multidimensional framework of emotions as it covered the historical insights through early theories, the physiological, the social and the cognitive aspects of emotions. Additionally, emotions in ELT with some insights on microteaching were highlighted. Moreover, task appraisal scale on a continuum of positive to negative valence put forward by Gül Peker (2010) was tested and found successful, as the quantitative study offered and confirmed the reliability and validity of the proposed scale for further use by interested researchers.

The present study sheds on light on the importance of some elements in microteaching of four skills of English. Body language during presenting demo was very much acknowledged and this points to the suggestion that the use of body language, gestures and mimics by teacher trainees could be strongly encouraged during the course. The proper use of body language would enhance their teaching skills and facilitate the grabbing attention of their future students. Another important element was the avoidance of stress, anxiety, stagnancy and dropped mood during demo delivery, thus, small sessions could be provided during the course to relieve and motivate teacher trainees so that they are more relaxed, livelier and more confident during presentation of demos. Moreover, the importance of sharing views, with peers and rehearsing the demo in front of their peers could be also encouraged as it could be an effective trial just before the demo which may give some clues on possible flaws and areas for further development.

In addition, the preparing stage of demos for all skills was found to be significant in delivering effective demos. Indeed the preparing stage could be considered as sub surface of iceberg while presenting stage as iceberg itself. It leads to the understanding that teacher trainees should be all the time exposed to a proper and encouraging guidance during preparing stages.

And lastly, through this study, it was attempted to draw attention of instructors and policy makers in the field of ELT to the high importance of emotions and task appraisal styles of teacher trainees, as it further shapes their professional and personal development.

In sum, the present study confirmed the magic power of emotions in the field of ELT, the instructors, teacher trainees, researchers and policy makers are invited to perceive and use the emotions as advantageous phenomenon in their learning and teaching endeavors.

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APPENDICES

APPENDIX 1. Letter of Consent

Letter of Consent

I, (first and last names)_____teacher trainee at Gazi ELT Department In signing this letter of content I agree to volunteer in study of PhD thesis "AN INVESTIGATION OF TASK APPRAISAL STYLES OF TEACHER TRAINEES OF ELT IN TEACHING LANGUAGE SKILLS" carried out by Cinar Yavuz, registered at Institute of Educational Sciences, ELT department (İngilizce Öğretmenliği Ana Bilim Dalı).

I understand that the research conducted related to the examination of task appraisal styles of teacher trainees of ELT in teachıng language skılls. I understand that I will be interviewed and the interview will be tape recorded and analyzed. Some parts of the communication will be quoted in the mentioned above PhD thesis, future papers and journal articles whenever researcher finds them appropriate.

I understand that I will be asked to tell about reason behind of task appraisal styles during my microteaching endeavor which may be potentially sensitive to me.

I agree to authorize use of the above information with full understanding that my anonymity and confidentiality will be preserved at all times. My full name and other identifying information will never be disclosed or referenced in any way written, verbal, or visual context. My pseudonym will be used in order to describe my stories and narratives.

I understand that my participation is on voluntary basis and that I may withdraw my permission whenever I find it appropriate.

      Herewith, I am giving my permission to use Pseudonym_____.

      Signature _____Date_____

APPENDIX 2. Questionnaire #1 on Reading Skills

Scale Survey on Reading Skills: Preparing Demo

<u>ADINIZ:</u>
<u>SOYADINIZ:</u>
<u>ŞUBENİZ:</u>

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to <u>write your First and Last Names</u>. Thank you in advance.

DEMOGRAPHIC PROFILE

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

STATEMENTS	Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence		
	A	B	C
	Enjoyable……..…Boring	Applicable.......... Not Applicable	Useful ………… Not useful
	5.... 4..... 3..... 2...... 1	5.... 4..... 3.... 2.... 1	5... 4... 3... 2... 1
1. Selecting an appropriate reading text			
2. Selecting and preparing handouts			
3. Selecting and preparing pictures/flashcards			
4. Selecting video(s)			
5. Selecting and preparing Powerpoint presentation			
6. Planning warm up activities			
7. Planning reading task for the following stages:			
7.1.Pre Stage			
7.2.While reading for gist (skimming)			
7.3.While reading for specific information (scanning)			
7.4.Post Stage			
8. Organizing / creating activities for real life purposes			
9. Planning the use of language (where and how to say and when)			
10. Overall planning of classroom management:			
10.1.Tone of voice			
10.2.Gestures			
10.3.Body language			
11. Rehearsing the final product (demo) in front of mirror			
12. Consulting peer/s before the demo			
13. Consulting instructor before the demo			

APPENDIX 3. Questionnaire # 2 on Reading Skills

Scale Survey on Reading Skills: Presenting Demo

<div align="right">
<u>ADINIZ:</u>
<u>SOYADINIZ:</u>
<u>ŞUBENİZ:</u>
</div>

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to <u>write your First and Last Names</u>. Thank you in advance.

<div align="center">

DEMOGRAPHIC PROFILE

</div>

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

STATEMENTS	Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence		
	A	B	C
	Enjoyable……..…Boring[11]	Applicable.......... Not Applicable	Useful ………… Not useful
	5.... 4..... 3..... 2...... 1	5.... 4..... 3.... 2.... 1	5... 4... 3... 2... 1
1. Presenting a warm-up task			
2. Presenting task for the following stages:			
2.1.Pre Stage			
2.2.While reading for gist (skimming) stage			
2.3.While –reading for specific information (scanning)			
2.4.Post Stage			
3. Distributing and using handouts			
4. Using pictures/flashcards			
5. Using Powerpoint presentation			
6. Using video(s)			
7. Conducting activities for real life purposes			
8. Overall classroom management:			
8.1.Tone of voice			
8.2.Gestures			
8.3.Body language			
9. Use of English during the whole demo			
10. Being observed by instructor at the back of the class			
11. Feedback from instructor after the demo			
12. Feedback from peer/s after the demo			

---

[11] Dear Respondent, please note that "boring" is considered as synonymous with "not enjoyable" in the current study

APPENDIX 4. Questionnaire #3 on Listening Skills

Scale Survey on Listening Skills: Preparing Demo

<u>ADINIZ:</u>
<u>SOYADINIZ:</u>
<u>ŞUBENİZ:</u>

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to <u>write your First and Last Names</u>. Thank you in advance.

DEMOGRAPHIC PROFILE

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

STATEMENTS	Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence		
	A	B	C
	Enjoyable……..…Boring[12] 5.... 4..... 3..... 2...... 1	**Applicable..........** **Not Applicable** 5.... 4..... 3.... 2.... 1	**Useful …………** **Not useful** 5... 4... 3... 2... 1
1. Selecting an appropriate listening text			
2. Selecting and preparing handouts			
3. Selecting and preparing pictures/flashcards			
4. Selecting video(s)			
5. Selecting and preparing Powerpoint presentation			
6. Planning warm up activities			
7. Planning listening task for the following stages:			
7.1.Pre Stage			
7.2.While listening for gist			
7.3.While listening for specific information			
7.4.Post Stage			
8. Organizing /creating activities for real life purposes			
9. Planning the use of language (where and how to say and when)			
10. Overall planning of classroom management:			
10.1.Tone of voice			
10.2.Gestures			
10.3.Body language			
11. Rehearsing the final product (demo) in front of mirror			
12. Consulting peer/s before the demo			
13. Consulting instructor before the demo			

---

[12] Dear Respondent, please note that "boring" is considered as synonymous with "not enjoyable" in the current study

APPENDIX 5. Questionnaire #4 on Listening Skills

Listening Skills: Presenting Demo

ADINIZ:
SOYADINIZ:
ŞUBENİZ:

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to write your First and Last Names. Thank you in advance.

DEMOGRAPHIC PROFILE

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

STATEMENTS	Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence		
	A	B	C
	Enjoyable……..…Boring[13] 5.... 4..... 3..... 2...... 1	Applicable...........Not Applicable 5.... 4..... 3.... 2.... 1	Useful ……… Not useful 5... 4... 3... 2... 1
1. Presenting a warm-up task			
2. Presenting task for the following stages:			
2.1.Pre Stage			
2.2.While listening for gist stage			
2.3.While listening for specific information			
2.4.Post Stage			
3. Distributing and using handouts			
4. Using pictures/flashcards			
5. Using Powerpoint presentation			
6. Using video(s)			
7. Conducting activities for real life purposes			
8. Overall classroom management:			
8.1.Tone of voice			
8.2.Gestures			
8.3.Body language			
9. Use of English during the whole demo			
10. Being observed by instructor at the back of the class			
11. Feedback from instructor after the demo			
12. Feedback from peer/s after the demo			

---

[13] Dear Respondent, please note that "boring" is considered as synonymous with "not enjoyable" in the current study

APPENDIX 6. Questionnaire #5 on Speaking Skills

Scale Survey Speaking Skills: Preparing Demo

ADINIZ:
SOYADINIZ:
ŞUBENİZ:

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to write your First and Last Names. Thank you in advance.

DEMOGRAPHIC PROFILE

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

| STATEMENTS | Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence | | |
| | A | B | C |
	Enjoyable……..…Boring 5.... 4..... 3..... 2...... 1	Applicable…Not Applicable 5.... 4..... 3.... 2.... 1	Useful … Not useful 5... 4... 3... 2... 1
1. Selecting an appropriate topic			
2. Selecting listening/reading text			
3. Selecting and preparing handouts			
4. Selecting and preparing pictures/flashcards			
5. Selecting video(s)			
6. Selecting and preparing Powerpoint presentation			
7. Planning warm up activities			
8. Planning speaking task for the following stages:			
8.1.Pre Stage			
8.1.1. Warmer/Lead in			
8.1.2. Input			
8.2. Preparing task			
8.2.1. Role Play/Discussion/Debate			
8.2.2. Preparing role cards			
8.2.3. Useful language			
8.2.4. Designing info gap			
8.2.5. Error correction			
8.3. Planning Wrap up (post stage)			
9. Organizing /creating activities for real life purposes			
10. Planning the use of language (where and how to say and when)			
11. Overall planning of classroom management:			
11.1. Tone of voice			
11.2. Gestures			
11.3. Body language			
12. Rehearsing the final product (demo) in front of mirror			
13. Consulting peer/s before the demo			
14. Consulting instructor before the demo			

APPENDIX 7. Questionnaire # 6 on Speaking Skills

Scale Survey Speaking Skills: Presenting Demo

<u>ADINIZ:</u>
<u>SOYADINIZ:</u>
<u>ŞUBENİZ:</u>

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to <u>write your First and Last Names</u>. Thank you in advance.

DEMOGRAPHIC PROFILE

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

STATEMENTS	Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence		
	A	*B*	*C*
	Enjoyable……...…Boring[14] 5.... 4..... 3..... 2...... 1	**Applicable...........Not Applicable** 5.... 4..... 3.... 2.... 1	**Useful ……… Not useful** 5... 4... 3... 2... 1
1. Presenting a warm-up task			
2. Presenting task for the following stages:			
2.1.Pre Stage			
2.1.1.Warmer/Lead in			
2.1.2.Input			
2.2.Presenting Task			
2.2.1.Role Play/Discussion/Debate			
2.2.2.Providing role cards			
2.2.3.Useful language			
2.2.4.Presenting info gap			
2.2.5.Error Correction			
2.3. Wrap up (post stage)			
3. Distributing and using handouts			
4. Using pictures/flashcards			
5. Using Powerpoint presentation			
6. Using video(s)			
7. Conducting activities for real life purposes			
8. Overall classroom management:			
8.1. Tone of voice			
8.2. Gestures			
8.3. Body language			
9. Use of English during the whole demo			
10. Being observed by instructor at the back of the class			
11. Feedback from instructor after the demo			
12. Feedback from peer/s after the demo			

[14] Dear Respondent, please note that "boring" is considered as synonymous with "not enjoyable" in the current study

APPENDIX 8. Questionnaire #7 on Writing Skills:

Scale Survey Writing Skills: Preparing a lesson plan

ADINIZ:
SOYADINIZ:
ŞUBENİZ:

Dear Respondent,

I would appreciate if you fill in this questionnaire to your best estimate. It will take maximum 10 minutes of your time. There are no correct or wrong answers, please indicate your real opinions and thoughts as your name will be kept confidential. The findings of this survey will be used for PhD Dissertation by Cinar Yavuz. Additionally, I would like to request you to write your First and Last Names. Thank you in advance.

DEMOGRAPHIC PROFILE

1.Gender:

Male _____
Female _____

2.Age _____

3.Educational Background:

3.1.Public School_____
3.2.Private School _____
3.3.Other, please specify_____

4.Source of Income:

4.1.Family_____
4.2.Scholarship_____
4.3.Own income_____
4.4.Other, please specify_____

STATEMENTS	Please evaluate each statement from three criteria, A: enjoyable-boring; B: applicable-not applicable; C:useful-not useful Please evaluate each criterion from positive (5 most) to negative (1 least) valence		
	A	*B*	*C*
	Enjoyable……Boring[15] 5.... 4..... 3..... 2...... 1	**Applicable.Not Applicable** 5.... 4..... 3.... 2.... 1	**Useful … Not useful** 5... 4... 3... 2... 1
1. Selecting an appropriate topic			
2. Selecting a writing sample/template			
3. Selecting and preparing (a) handout(s)			
4. Selecting and preparing pictures/flashcards			
5. Selecting video(s)			
6. Selecting and preparing a PowerPoint presentation			
7. Planning warm up activities			
8. Planning a writing lesson plan for the following criteria:			
8.1. Aim			
8.2. Genre			
8.3. Audience			
9. Planning a writing lesson plan for the following stages:			
9.1.Pre Stage			
9.1.1. Lead in			
9.1.2. Input			
9.1.2.1. Using visuals to set the context for the new topic			
9.1.2.2. Providing ideas on new topic through reading or listening text			
9.1.2.3 Eliciting students' ideas by making the input visual through mind map on board			
9.2.Task			
9.2.1. Instructions for Task			
9.2.1.1. Role play, debate, etc (if role play, then role cards)			

[15] Dear Respondent, please note that "boring" is considered as synonymous with "not enjoyable" in the current study

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9.2.1.2. Useful Language Chart (include example sentences that students will use during task)			
9.2.2 Error Correction: Delayed (self/peer/whole-class); immediate correction (depending on aim of task)			
9.3.Post Stage			
9.3.1.Wrap up			
9.3.1.1.Summarizing/Reviewing			
9.3.1.2. End with a nice quote on topic (on flashcard)			
9.3.2.Follow up (homework) (Optional)			
10. Organizing /creating activities for real life purposes			
11. Planning the use of language (writing the steps and procedures)			
12. Consulting peer/s before handing over the lesson plan			
13. Consulting instructor before handing over the lesson plan			

APPENDIX 9. Sample for in Depth Interview Questions [16]

In depth Interview on Reading Skills

Dear XXXXXXXX, Thank you very much for accepting to attend this in-depth interview on Microteaching Reading Skills. The in-depth interview will consist of two parts: first part is about preparing stage and the second part is about presenting demo. The interview will last about 40 minutes maximum. There are no correct or wrong answers, please indicate your real opinions and thoughts. With your permission, I would like to record this conversation and your name will be kept confidential. I would also appreciate if you sign the consent form. The findings of this survey will be used for PhD Dissertation by me, Cinar Yavuz.

I. Preparing Demo

1. Why do you think that Selecting an appropriate reading text is boring/enjoyable/applicable/not applicable/useful/not useful during preparing stage

2. Why do you think Selecting and preparing handouts is boring/enjoyable/applicable/not applicable/useful/not useful during preparing stage?

3. Why do you think that Selecting and preparing pictures/flashcards as boring/enjoyable/applicable/not applicable/useful/not useful during preparing stage?

4. Why do you think that Selecting video(s) as boring/enjoyable/applicable/not applicable/useful/not useful during preparing stage?

5. Why do you think Selecting and preparing PowerPoint presentation as boring/enjoyable/applicable/not applicable/useful/not useful during preparing stage?

6. Why do you think that Planning warm up activities as boring/enjoyable/applicable/not applicable/useful/not useful

7. Why do you think that Planning:

   7.1 Pre Stage is boring/enjoyable/applicable/not applicable/useful/not useful

   7.2 While reading for gist (skimming) is boring/enjoyable/applicable/not applicable/useful/not useful

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[16] The in depth interview questions were asked based on the selected questionnaires which were found most positive and negative therefore the sequence and follow up questions varied according to the flow of the interviews and the statements of questionnaires for all skills.

7.3 While reading for specific information (scanning) is
boring/enjoyable/applicable/not applicable/useful/not useful

7.4 Post Stage is boring/enjoyable/applicable/not applicable/useful/not useful

8. Why do you think that organizing /creating activities for real life purposes is
boring/enjoyable/applicable/not applicable/useful/not useful

8.1 Why do you think that Planning the use of language (where and how to say and
when) is boring/enjoyable/applicable/not applicable/useful/not useful

9. Why do you think that Overall planning of classroom management in terms of:

15.1   Tone of voice is boring/enjoyable/applicable/not applicable/useful/not
useful

15.2   Gestures is boring/enjoyable/applicable/not applicable/useful/not useful

15.3   Body language is boring/enjoyable/applicable/not applicable/useful/not
useful

16. Why do you think that Rehearsing the final product (demo) in front of mirror is
boring/enjoyable/applicable/not applicable/useful/not useful

17. Why do you think that consulting peer/s before the demo is
boring/enjoyable/applicable/not applicable/useful/not useful

18. Why do you think that consulting instructor before the demo is
boring/enjoyable/applicable/not applicable/useful/not useful

19. Follow up questions

20. Do you have any other comments on any of the statements above? Would you like to
add anything?

II.   Presenting Demo

1. Why do you think that Presenting a warm-up task is boring/enjoyable/applicable/not
applicable/useful/not useful

2. Why do you think that Presenting task for:

2.1 Pre Stage is boring/enjoyable/applicable/not applicable/useful/not useful

2.2 While reading for gist (skimming) stage is boring/enjoyable/applicable/not
applicable/useful/not useful

2.3 While –reading for specific information (scanning) is
boring/enjoyable/applicable/not applicable/useful/not useful

2.4 Post Stage is boring/enjoyable/applicable/not applicable/useful/not useful

3. Why do you think that distributing and using handouts is
boring/enjoyable/applicable/not applicable/useful/not useful

4. Why do you think that using pictures/flashcards is boring/enjoyable/applicable/not
applicable/useful/not useful

5. Why do you think that using Powerpoint presentation is
boring/enjoyable/applicable/not applicable/useful/not useful

6. Why do you think that using video(s) is boring/enjoyable/applicable/not
applicable/useful/not useful

7. Why do you think that Conducting activities for real life purposes is
boring/enjoyable/applicable/not applicable/useful/not useful

8. Why do you think that overall classroom management in terms of:

8.1 Tone of voice is boring/enjoyable/applicable/not applicable/useful/not useful

8.2 Gestures is boring/enjoyable/applicable/not applicable/useful/not useful

8.3 Body language is boring/enjoyable/applicable/not applicable/useful/not useful

9. Why do you think that use of English during the whole demo is
boring/enjoyable/applicable/not applicable/useful/not useful

10. Why do you think that being observed by instructor at the back of the class is
boring/enjoyable/applicable/not applicable/useful/not useful

11. Why do you think that feedback from instructor after the demo is
boring/enjoyable/applicable/not applicable/useful/not useful

12. Why do you think that feedback from peer/s after the demo is
boring/enjoyable/applicable/not applicable/useful/not useful

13. Do you have any other comments on any of the statements above? Would you like to
add anything?

APPENDIX 10. Sample of Transcripts and Transition of in Depth Interview [17]

Researcher: Dear Hira, Thank you very much for accepting to attend this in-depth interview on micro teaching for speaking skills. The in depth interview consists of two parts: preparing the and presenting. The interview will last about 40 minutes, may be less may be more, it will depend on the flow our interview. There are no correct or wrong answers, whatever you tell me is important for me and I really want you to convey your real thoughts. Your permission was already obtained for recording. . I would like to record this conversation and your name will be kept confidential. The findings of this survey will be used for my Phd Dissertation. We can have this interview in English but if you wish we can have it in Turkish as well.

H: Turkish

Researcher: Ok. Let's strat with the preparing. Preparing demo for speaking skills. Şöyle bir baktığım zaman, preparing de biraz daha pozitif bir değerlendirme görüyorum ama presenting de hafif bir negatiflik söz konusu. Selecting appropriate topic , bu speaking deki hazırlık aşamasına seni götürmek istiyorum. Sunumun hazırlık aşamasını konuşmak istiyorum.

Let's start with the preparing, Preparing demo for speaking skills, when I see from general perspcetive, I see that preparing is more positive and the presenting stage is a bit negative. Selecting apporiate topic.. I want you to bring you to the preparing stage. I would like to talk about the perparing stage of the demo.

Researcher: Konuyu seçmek kolay mıydı acaba? Beş beş vermişsin. Enjoyable, applicable, useful bulmuşsun.

Was it easy to select the topic, you gave five five. You find it enjoyable, applicable and useful.

H: Konuşma konuları şu anda yazma konularına göre daha çeşitli. Çok fazla tartışılabilecek konu var.Ben bunları internetten araştırdım.Diğer skillere göre konuyu bulmak bana daha kolay geldi bana.

The speaking topics are more broad than writing. There are a lot of topics for discussion. I searched from internet. İt was easier for me in terms of searching comparing to other skills.

Researcher: Anladım, selecting listening and reading text, orda reading velistening texti seçiyorsunuz ya onu da Enjoyable, applicable, useful bulmuşsun. Neden?

I see, selecting listening and reading text, we select listening and reading texts, you find them enjoyable, applicable and useful. why?

H: Yani kolay buldum. Shoping seçmiştim.Biraz daha alt seviye yapmak istedim. Çünkü shopingi sevdirmek, hani neler kullanabileceğimizi öğretmek amaçlı bir planım vardı. O yüzden biraz daha kolay oldu. İnternette buna yönelik çok güzel şeyler bulabildim.

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[17] English ttranslation was placed under each question and answers for easy reference during coding process

Well, I found it easy. I selected shopping. I wished to have some lower level. I had a plan to teach them what they could use and make them love shopping. That's why it was a bit easy. I was able to find very good things in the internet.

Researcher:: Anladım. Çok zorlanmadığını görüyorum. Selecting preparing and hand outs. Hand outslarıda dağıttın değil mi? Onlarda kolay oldu galiba. Neden?

I see. I see that you were not bored, selecting preparing handouts, did you distribute hand outs? I believe it was easy. Why?

H: Dediğim gibi internette çok fazla çocuklara alışveriş nasıl sevdirilir, nasıl yaptırılır. Bunlarla alakalı çok fazla oyunlar vardı. Çok güzel fikirler buldum. Bu kadar çeşitli olacağını beklemiyordum. O yüzden pozitif değerlendim.

As I said before, there are a lot information on how to teach children to do shopping and love it. There are a lot of games related to it. I found very good ideas. I did not expect that there would be so varied ideas. That's why I appraised positively.

Researcher: Peki, pictures, flash cards, selecting and preparing pictures and flash cards, bunlar 3, 3, 3 vermişsin. Bunda biraz sıkıntı mı çektin acaba.

What about pictures, flash cards, selecting and preparing pictures, flash cards, you gave 3 3 3, was there any troublesome with those?

H: Yani, fikirleri buldum ama şeyleri tamamen ben hazırladım.Yapılışını her şeyini ben yaptım. Hazır bir format yoktu. Her şeyi benim sıfırdan yapmam gerekiyordu.

Yes, well I found the ideas and I prepared all myself. I did all these by myself. There were no ready format. I had to do from scratch.

Researcher: Format yok derken neyi kasdediyorsun?

What do you mean that there is no particular format?

H: Mesela hazır bir şekilde dağıtabileceğim bir şey yoktu. Üzerinde biraz değişiklik yapabileceğim bir şey yoktu.

For example, there were no ready staff to distribute. And there were no format that I could adapt further.

Researcher: Anladım hand outun içerisine bir şeyler yerleştirdin, resimler falan.

I see, you tried to adapt something in the hand out, pictures.

H: Her şeyi sıfırdan, en baştan ben yaptım.

I did all from the scratch, I did it myslef.

Researcher: Videoyu şeçtin mi hiç? Video kullandın mı?

Did you select the video? Did you use the video?

H: Video da vardı. Şarki gibi bir video vardı.

Yes, there was a video, there was a video like a song.

Researcher: Fakat bunda da Enjoyable, applicable, not useful bulmuşsun.

But you found it enjoyable, applicable and not useful

H: O da birazcık kendi yaş grubuma hitap etmedi. Bir tık daha altıydı. Bu yüzden, onunla ilgili biraz çekincelerim oldu. Acaba hoca çok basit gelebilir dermi diye. Daha sonra hani onu biraz kısa tuttum. Hani bir geçiş gibi. Videoyu o şekilde verdim. Hani kendi yaşıma hitap eden bir şey yoktu.

This is because it was not appealed to my target age. İt was a bit lower. That's why I had some reservations, whether the instructor would say that it is very basic. Then I cut it up, like a transition. I gave the video in this way. There was nothing that would appeal to my age.

Researcher: Peki power point'i seçtin mi? Power point kullandın mı?

Did you select the power point? Did you sue the power point?

H: Yok kullanmadım.

No I did not

Researcher: Ama kullansan zevkli olacağını düşünmüşsün. Burada öyle değerlendirmişsin.

But if you used, you could have enjoyed, you indicated it like this

H: Evet.

Yes

Researcher: Planning warm up activities nasıldı? Warm up activiteyi nasıl planladın? O nasıldı speaking için?

How was the palnning of warm up acvtities? How did you plan the warm up activities

H: Warm up activiteyi ben şey düşünüyordum. Örnek göstermek için alışveriş yaptığım eşyaları sınıfa getirmeyi düşünüyordum. Ancak, Bade hoca aynı şeyin tekrarı olur dedi. Parçada verdiğim inputta şey vardı, alınmış şeylerle alakalı, ikisi aynı şey olur, o yüzden.

Well, I was thinking the warm up activity, as an example, I would like to bring some shopping staff to the classroom. But Bade hoca told me that it would be the same, in the text, there was some input on this already on what was bought, this could have been a repetition.

Researcher: Onun yerine warm up ta ne yaptın?

What did you do in the warp up, instead?

H: Sadece konuşarak, onlara da sorarak ne yaptınız, en son ne aldınız şeklinde. Aslında ben meyve sebze getirmeyi düşünüyordum. Daha nesnel bir şeydi ama aynısı olur diye ondan vazgeçtik. Sadece konuşma oldu.

Only by speaking on what they did, what was the last thing that they bought? Actually I was thinking to bring some fruits and vegetables. İn fact it could have been objective, but since it could have been a repetition, we gave up. So there was only talking.

Researcher: Ama warm up aktiviteleri hazırlamak sıkıcı değil, değil mi? Sıkıcı bulmadın yani uygulanabilir ve yararlı buluyorsun değil mi?

But preparing the warm up activities, is it boring? You did not find it boring but it was applicable and useful, right?

H: Öğrenciye konuyu hazır bulundurmak için, hani hazırlanmak için warm up önemli bir şey.

It is very important to prepare them and make them prepared for the upcoming topic.

Researcher: Peki planning speaking task for the following stages, şimdi stage stage gideceğiz. Warmer leadingi hazırlarken girişte bir sıkıntı mı oldu? Üç, üç,üç vermişsin. Onu hazırlamada mı bir sıkıntı oldu? Leadingi verirken.

Well, planning for speaking tasks for the following stages, let us go through stage by stage. When prparing Warm up/leadin did you have a probelm? You gave three three three. Was there any problem when prearing it, when delivering the led in.

H: Sanırım arada geçişlerde sıkıntı yaşadım. Bir de benim speaking aktivitemde şöyle bir şey oldu. Ben sabah okula gelirken ufak bir kaza geçirdim. Düştüm. Aslında herşeyim hazırdı. Biraz belim ağrıyordu, pek günümde değildim.

I guess, I had some problems in the transitions, and also there was something, I had a small accident in the morning of the demo. I fell down. İn fact, all was ready. I had some backache, I was not in good mood.

Researcher: Tamamen şimdi hazırlık sürecini konuşuyoruz. Warmer leadingi hazırlamak zormuydu? Yani onu bulmak mı zordu? Düşünmek mi zordu. Hani niye biraz negatif olmuş.

Let us talk about only the preparing stage, was it difficult to prepare warmup and lead in? Was it hard to find it? Was it difficult to think? Well, why was it negative?

H: Hani biraz ana konuya geçiş gibi ya, onun için ben biraz zorlanabiliyorum aradaki bağlarda. Temel fikirlerim oluşuyor ama o geçiş kısmı beni zorluyor.

Well, it was like a transition, that's why i had some difficulties in the transtions, I have some general ideas, but the transitions challenged me.

Researcher: İnput nasıldı? İnput'u çok sıkıcı bulmuşsun. Uygulanabilir ama yararlı olduğunu değerlendirmişsin. İki, üç, dört vermişsin. İnput'u niçin böyle değerlendirdin.

How was the input? You found input very boring, but you appraised as applicable and useful. you gave two, three, and four, why did you appraise the inputs in this way?

H: Benim için input her zaman zor geliyor. İnput dediğimiz zaman, hocamızın bize öğrettiği açıdan sağlam bir şey olması lazım. Karşındaki öğrenciyi güvende hissettirmen lazım ve ona karşı gerçekten işini iyi biliyormuşsun gibi hissettirmen gerekiyor. Hala öğrenci olduğumuz için, daha öğretmenliği hissedemediğim için input'a biraz korkarak yaklaşıyorum. İnput'ta aslında öğretmen ne kadar bilgili olduğunu gösteriyor. Hani kendisi ne kadar deneyimli ve o konuyla alakalı bilgili olduğunu gösteriyor. Hani öğrenci mantığında olduğum için tam yapamıyormuşum gibi geliyor, korkuyla yaklaşıyorum.

İnputs are always difficult for me, when we say input, it should be something strong as our instructor taught us. You need to make students feel that they are in safe environment, and also make them feel that you know your job very well. Since we are still students, I cannot feel as a teacher and that's why I am a bit afraid of giving inputs. Actually in the inputs, one can see how knowledgeable the a teacher could be. One can see in the input how much the teacher can be experienced and relevant to the topic. Since I have a mentality of a student, I have a feeling that I am not able to do it, I approach with some scare.

Researcher: Rol play discussion debateler, şimdi task'ın kendisine gidelim. Task'ı nasıl hazırladım. Rol play mi yaptım discussion mı debate mi?

Role play, discussions, debates, let us go ,through the task, how did you prepare the task? Did you do role play, discussion or debates?

H: Rol playdi. Yine satıcı vardı, alıcı vardı.

İt was a role play, there was a seller and a buyer

Researcher: Onda sıkıntı olmamış, beş, beş, beş

There was no problem, five, five, five

H: O çok eğlenceliydi. Hocamız da eğlenceli buldu. Hocamız sadece geliştirilebilir buldu, farklı bir fikir sunmuştu.

İt was very enjoyable, and instructor also found it enjoyable. And the intructor also found it more developed, and she proposed a different idea.

Researcher: Rol kartları hazırlamayı sıkıcı bulmuşsun. Üç, üç neden?

You found preparing of role cards boring, three, three, three why?

H: Rol kartların nasıl hazırlandığını ben hala öğrenemedim. Hep eksik bilgi veriyorum. Hocam her zaman burası olmadı, bilgiler eksik diye geri bildirimde bulunuyor. Yani tam donanımlı bir rol kart hala veremiyorum.

I still could not learn how to prepare the role cards, I always give unsufficient information. The instructor always finds that it is not good or has not enough information. I am not able to manage for having the full fledged role card.

Researcher: Useful language'yi task sırasında nasıl verdin? Naıl kullandın useful language'yi.

How did you give the useful langauge during task? How did you use the useful language?

H: Rol kartları dağıttıktan sonra, kullanmayı unutmayın, bakın useful languaye tarzında.

After I distributed the role cards, I told them not to forget and look at useful language.

Researcher: Useful languaye pek enjoyable bulmamışsın. Applicable, not useful. Useful language sonuçta bir şeyi vermeniz gerekmiyor mu?

You did not find enjoyable the useful language, applicable and not useful. Don't we give something during useful language?

H: Biz useful languagi bir poster halinde tahtanın kenarına asıyoruz. Konuşma aktivitesine geçtiğimizde işte öğrencilere useful languageyi kullanmayı unutmayın şeklinde veriyoruz. Onu genelde heyecandan atlıyorsunuz. Onu genelde atlıyorsunuz. Asmayı da bazen unutuyorsunuz, o zaman zaten pişman oluyorsun.

We put the poster of useful language on the black board, when we move to the speaking activity itself, we usually remind students to use that poster. And in general, we skip it because of excitement. And also we forgot to stick the poster on the blackboard, and then, afterwards you really regret it

Researcher: Anladım. Şimdi sunum sırasına geleceğiz ama useful languageyi hazırlamak zormuydu?

I see, we will speak about the demo itself, was it difficult to prepare the useful langauge?

H: Onda da hani rol kartlar gibi hoca şey istiyor. İki tane olumlu cümle, iki tane olumsuz cümle, iki tane soru cümlesi. Hani bunlar direk çocukların konuşacağı cümle olmamalı diyor. Daha farklı çeşitler olmalı diyor. O Haliyle kafamız karışıyor. Her örnekten olmalı hem de farklı olmalı.

The instructor also wishes to have them in the role cards, two positive sentences, and two negative, two question sentences, it should not be the sentences that students could say, and there should be some different types. In this sense, our minds are confused, it should be both from the example and at the same time different.

Researcher: Peki desing info gap te nasıl? Bunda kolay bulmuşsun galiba. Dört, dört, dört.

What about the sefining info gap? İt was easy for you, right? Four, four, four

H: Evet çünkü bende alış veriş olduğu için, bir grup bir şey isteyecek, bir grup bir şey satacak. Karşı tarafın ne istediğini bilmiyorlar, o yüzden benim info gap'i bulmam kolay oldu. Bazı aktivitelerde arkadaşlar info gap yaparken zorlanabiliyorlar.

Yes since it was a shopping topic, one group could request and the other could sell. the other group does not know what what the opposite group would like to have. That's why finding an info gap was easy. In

activties, some peers have diffculties in designing the info gap.

Researcher: Ama info gap senin için zor olmamış.Applicable, enjoyable, not useful.

But the info gap was not a difficult part. Applicable, enjoyable and not useful?

H: Evet. Benim konum formata oturduğu için.

Yes, because it exactly suited to my format.

Researcher: Peki error correction'ı nasıl planladın. Error correction da bir sıkıntı görmüyorum. Dört, sonuçta pozitif bir değerlendirme. Burada her üç kriteride niye olumlu değerlendirdin?

Well, how did you plan the error correction? İn the error correction I see no problem, four which is not a bad appraisal in fact. Why did you appraise positively for those criteria?

H: Eror correction yaparken pek zorlanmıyoruz. Bade hoca tölarans gösteriyor.

We do not have much troublesome when we do the error correction. Bade hova tolerates it.

Researcher: Yok hazırlık aşamasında.

No in the preparing stag?

H: Eror correction ın hazırlık aşaması pek yapmıyoruz. Aklımızda planlıyoruz.

We do not have a speasil prearing stage for error corrcetion. We only plan in our minds.

Researcher: Peki şimdi post stage gelelim. Post stage wrap up'ı nasıl planladın. Nasıl prepare ettin onu? Nasıl demeyim de, planlama, hazırlık aşamasında neden bunu olumlu değerlendiriyorsun?

Well, let us come to the post stage. How did you plan the wrap up in the post stage? How did you prepare it? Well, how do you appraise the preparing stage of this?

H: Wrap up bir şekilde çıkıyor hani. O an konuyu o kadar ilerletmişken. Son aşaması insanın aklına bir şekilde geliyor. Benim için, input'a göre wrup up yapmam daha kolay geliyor. Wrup up yapmayı seviyorum.

The wrap up somehow come out itself. Because you have lardy proceeded well. At end it comes to your mind somehow. For me easier to prepare to wrap up according to the input. I like doing wrap up.

Researcher: Neden kolay?

Why easy?

H: Çünkü, çok fazla bilgi veya araştırma gerektiren bir şey değil. Önceki konunuzla küçük bir bağlantı kuruyorsunuz, ondan sonra wrup up küçük bir hatılatma gibi bir şey oluyor.

Because it is not something that needs extra search. We make a link to our previous topic, then wraup up become kind of small reminder on what we did.

Researcher: Anladım, planing the use of language where and how to say when, bunu sonuçta insan planlıyor değil mi? Neyi, nasıl, nerede söyleyeceğim diye. Bunda hani o hazırlık aşamasında sıkıntı olmamış galiba.

I see, planning the use of language, where, how to say when? At the end, one plan it right? When and what to say when? I believe the preparing stage was not hard. Right?

H: Ben çok önceden aktiviteyi planlamaya başladım. O yüzden baya yavaş yavaş ve rahat bir şekilde, ilk kez bu kadar hazırlıklı yaptım.

I did planning of the activity well in advance. That's why for the first time it went gradually, one at a time and I did a lot during preparing stage.

Researcher: Peki sesini, mimiğini, beden duruşunu planladın mı? Bunu böyle yapacağım, şöyle yapacağım diye. Onda iki vermişsin. Sıkıcı bulmuşsun galiba sesi ayalamayı.

Well, did you plan the voice, mimics, posture? , something like I will do this and that. You gave tow. You found it boring to arrange the voice.

H: Sınıfta benim sesim çok çıkmıyor. Bu yüzden hoca beni her zaman uyarıyor. Duymuyoruz seni diye. Yapım öyle elimde olmayan bir neden yani. Eşit ses dağılsın diye sınıfta gezmeye çalışıyorum.

Usually, I have a lower voice in the classroom. That's why my instructor always urges me saying that that she cannot hear me. It is because of my personality. I walk in the class so that my voice could be heard equally to all.

Researcher: ama mimik ve beden duruşunda bir şey yok değil mi?

But the rest, mimcis and postures, they are fine right?

H: Evet. Onlarda bir sorun yok.

Yes, there is not porblem with them.

Researcher: Peki, sunum öncesinde aynanın karşısına geçip bir prova yaptın mı?

Well, did you have a reherasal before the demo in front of the mirror?

H: Ayna değil de, boş bir yerde denedim. Yani kısacası daha önce provasını yaptım.

Not a mirror, but somewhere availbel, so, I did the rehearsal.

Researcher: Sıkıcı bulmuşsun Ancak, uygulanabilir ve çok yararlı olduğunu ifade etmişsin.

You found it boring, but you indicated that it is applicable and very useful.?

H: Yararlı olduğunu kesinlikle düşünüyorum ama bana gelince sıkıcı.

It is for sure useful, but when it comes to me it is boring.

Researcher: Onu niye sıkıcı buluyorsun?

Why do you find it boring?

H: Ben biraz olayın spontene gelişmesi taraftarıyım. Doğal olsun istiyorum. Ama çok yararlı bir şey, en azından insan heyecanını atıyor.

Actually, I like when the things happen spontaneously, in it natural path, but this is for sure useful, it accelerates the excitement.

Researcher: Peki demodan önce arkadaşlarından feedback aldın mı?. Ben böyle yapıyorum, şöyle yapıyorum diye.

Well, did you get the feedback from your peers before the demo?

Researcher: Tabi genelde arkadaşlarla konuşuyoruz.

Yes, we ,usually talk on this with peers.

Ç: Yararlı buluyor musun, sıkıcı da bulmuyorsun. Uygulanabilir mi sence?

Do you find it useful. and not boring. İs it applicable?

Researcher: Evet yani, biz genelde hep konuşuyoruz. Kim ne yapacak, nasıl yapacak, yardımlaşmaya çalışıyoruz. O yüzden yarlı bence.

Yes, we usually talk about demos. Who would do what, we try to help each other. So I think it is useful.

Researcher: Tabi Bade hocadan fedback almışsındır. Hocadan feedback almayı, yaralı, uygulanabilir ve eğlenceli bulmuşsun. Neden?

I am sure you got the feedback from Bade hoca, you found getting feedback from her as useful, applicable and enjoyable. Why?

na olduğunu görüyorsun.

Finally, the instructor knows better what is right. Sometimes, there are so many things that does not come to our mind, and she can correct by saying that you could do this or that one. And after sometime, you see that she was totally right.

Researcher: Şimdi benim preparing le ilgili sorularım bitti. Eklemek istediğin bir şey var mı?

Now I have finished the questions on preparing, do you have something to add?

H: Yok.

no

Researcher: O halde şimdi hemen presenting'e geçelim. Sunum gününe gelelim. Beklediğin puanı aldın değil mi? Emeğinin karşılığını aldığını düşünüyor musun?

Let us move to presenting stage the day of the demo. Did you get the expected grade? Do you think that your efforts were met.

H: Evet. Beklediğimden daha yüksekti.

Yes, it was higher than expected.

Researcher: Sınıfa girdin, warm up task!i yaptın. Bunu enjoyable bulmuşsun hem uygulanabilir değil ve useful bulmamışsın. Neden enjoyable buluyorsun da uygulanabilir ve useful bulmuyorsun?

So you entered to the classroom, you did the warm up and task. You found enjoyable but not useful and applicable. Why?

H: Bu belki benim yorumumla ilgili olabilir. O gün biraz benim için sıkıntılıydı. Genelde kendimi tam olarak ifade edemedim.

İt could be because of my comments, that day was a bit problematic. İn general I could not express myself as I wanted.

Researcher: Ama eğlenceli bulmuşsun. Neden?

But you found it enjoyable. Why?

H: Yapılış eğlenceli ama o ana bağlı. Değerlendirmem aslında tam objektif değil, bunu kabul ediyorum.

Doing it is enjoyable and it depends on its moment, actually my apprasial is not obejctive and I can accept it.

Researcher: Presentig task for the fallowing sateges, şimdi warm up leadine gelelim. Warmer leadinde güzel görünüyor. Pozitif değerlendirmişsin. Neden?

Presenting tasks for the following stages, let us come to warm up and leadin. İt seem they are ok. You appraised them positively. Why?

H: Beklediğimden daha iyi geçtiğini düşünüyorum. Prosedürde eksikliklerim var diye düşünüyordum ama.

I think that it was better than I expected. But I thought that there are some flaws in the procedures.

Researcher: Warmer'ı iyi yaptın yani. Ne yapmıştın warmer'da?

You did well the warm up. What did you do exactly?

H: Neler yaptıklarını ne şekilde alışveriş yaptıklarını, aileleriyle mi yoksa tek başlarına mı alışverişe gittiklerini sordum.

I asked what and how they do shopping, do they do alone or with their families?

Researcher: Peki tam girişi nasıl yaptın?

Well how did you do the entry?

H: Dün alışveriş yaptım dedim. Şöyle şeyler satın aldım. Siz alışveriş yapmayı sever misiniz şeklinde soruyla giriş yaptım.

I told them that I did the shopping and I bougth this kind of things, and I asked them if they like doing shopping or not

Researcher: Peki input aşamasına gelelim. Dört, dört, beş.

Let us come to the input stage, four four and five

H: Sonuçta sınıfta bana yeterli geldi yani. Sınıfta gerçek öğrenciler olsaydı da gerçekten yeterli. Çünkü bir form gibi bir şey dağıttım. Onda alışverişte neler söylenir, nasıl kalıplar kullanılır yazıyordu. Eksiklerini de videoya göre dolduruyorlardı. Kendi bildiklerinide dolduruyorlardı. Gerçek öğrenciler olsaydı, o form gerçekten onlara useful gelecekti. Çünkü orada bir çok expression vardı.

Finally, to me it was sufficient. İf we had real students, than indeed it would be sufficient, i distributed something like form. There were some structures on shopping, what should be said during shopping and there were also some gaps that they were supposed to fill in by watching the video. if it was the real class, they could have benefited a lot from the form, as there were a lot of expressions.

Researcher: Onu input seviyesinde mi kullanıdın?

Did you use in the input stage?

H: Evet, input olarak kullandım

Yes I used as input.

Researcher: İnput'u seviyorsun galiba. Biraz sıkıcı buluyorsun ama hem yararlı hem de uygulanabilir olduğunu düşünüyorsun. Neden?

I think you like the inputs, although you find it a bit boring, but useful and applicable. Why?

H: Araştırması biraz zor geldiği için bana sıkıcı geliyor ama tabi ki çok önemli bir şey sonuçta. Belli bir ön hazırlık olması lazım. Öğrencinin üretmesi için.

İt was a bit hard to search that's why I find it boring, of course it is very important. There should be certain preparatory work on it, so that students could produce something.

Researcher: Bir de şey demiştin. Öğretmenin ne kadar bilgili olduğunu gösteriyor demiştin. Aynı şey bunun içinde geçerli mi?

You said something before on this, it shows how much the teacher could be knowledgeable, is it also the case for this?

H: Tabi.

Of course

Researcher: Tasklara gelelim şimdi. Rol play yaptın.Rol playı gayet iyi değerlendirmişsin. Neden?

Let us come to the tasks, you did role play, you apprasied quite well, why?

H: Yine güzel, eğlenceli geçti, öğrenciler için. O anda laışveriş yapmayı hoş buldular, sevdiler.

İt was also nice, enjoyable for students. They find shopping as a nice things and liked it.

Researcher: Tamam. Rol cardlarda bir sıkıntı olmuş. Onun nedeni nedir?

Ok, but there was a problem with role cards. Why was it so?

H: Rol cardlarda gramatik olarak sıkıntılar yaşayabiliyorum. Gramer hataları yapıyorum. Cümlelerde hatalar yapabiliyorum. Aslında hazırlarken bana göre bir sorun olmuyor ama hoca feedback verdiğinde, şöyle gramer hataları var dediğinde benim biraz moralim bozuluyor.

I have some problems related to grammar in the role cads, I make some grammatical mistakes, especially in the sentences, actually, when preparing them it is not a big problem, but when instructor says that there were some mistakes, and I demoralized a bit.

Researcher: Useful languageyi unuttun galiba verirken. Onun için bir bir bir demişsin.

I guess you forgto to give the useful language, you gave one, one, one

H: Evet. O gün hava yağmurluydu. Karton biraz kötü oldu. Aslında önceki gece çok güzel hazırlamıştım.

Yes, that day was rainy, and the carton was detsroyed. Actually, the day before I did it well.

Researcher: Onu asmayı mı unuttun? Getirdin ama unuttun.

Did you forget to hang it? You brought it but forgot.

H: Evet. Bir de dikkat edin demeyide unuttum. Sonra feedback'de Bade hoca bunu söylemeyi unuttun diye belirtmiş. Heyecandan direk aktiviteye geçeyim diye unutuvermişim.

Yes, I also forgot to tell them to pay attention to this, then in the feedback stage, Bade hoca indicated that. I forgot it because of excitement.

Researcher: İnfo gap'te bir sıkıntı mı oldu?

Was there any troublesome in the info gap?

H: Orda da yine onu belirtmeyi unuttum. Aslında aktivite biraz karıştı. Çünkü, satıcılara bir fiyat listesi veriyorsun, şu şu kadar bu bu kadar diye. Alışveriş yapan kişilerede şunu almanız

gerekiyor diye şey verdim. Onlar onu yaparken, birbirleriyle konuşarak yapmaya başladılar. Şu şu kadarmış, şunu alalım diye. Aslında biri birlerine bakmamaları gerekiyordu. O yüzden hani info gap biraz başarısız oldu.

I also forgot to mention it. Actually the activity y became a bit mess, because, I gave the price list for the sellers, and for the buyers, I gave the shopping list, when doing it, they started doing it by asking each other. İn fact they were not supposed to look at each other's card, that's why the info gap was not successful.

Researcher: Anladım. Yani bir birlerinin kartlarına baktılar.

I see, so they look at each other's cards

H: Evet. Masaya koyup iki taraftan bakmaya başladılar. Öyle olmaması gerekiyordu.

Yes, they put the card on the table and started looking at them. It was not supposed to be this way.

Researcher: Eror correction nasıldı yaptın değilmi?

How was the error correction? Did you do it?

H: Hayır yapmadım.

No I did not

Researcher: Ama, enjoyable, applicable, useful değerlendirmişsin. Neden?

But, you appraised as enjoyable, applicable, and useful, why?

H: Galiba o an yapmadığımı unuttum. Yapmadım yani.

Perhaps, I forgot that I did not do it, in fact, I did not

Researcher: Post stage'i nasıl yaptın?

How did you do the post stage?

H: Biz aslında speaking'in post'unu yapmadık.

İn fact, we did not do the post for the speaking

Researcher: O halde, Wrap up'tan bahsedelim.

Ok, then let's us talk about wrap up

H: Wrap up'da eğlenceliydi. Yine bir kağıda, kartona alışverişle ilgili bir şey yazdırıp. Hani kağıdı herkes yuvarlayıp biri birine atıyordu. Sonra onları yerden alıp okuyorduk. Bunu kim yazmış olabilir diye. Eğlenceliydi yani.

The wrap up was enjoyable. Again I used the carton paper and wrote something on it, and they rolled that papers and threw them to each other. Then, they pick them up and read and tried to guess who wrote them, so it was enjoyable

Researcher: Onu yararlı buldun. Hands out'ları dağıttın mı?

Did you find it useful? did you use the hand outs?

H: Evet.

yes

Researcher: Hands out'larda da bir pozitiflik görüyorum. Neden pozitif değerlendirdin?

I see some positive appraisals in the hand outs. Why did you appraise them positively?

H: Bade hoca yine insan baktığında sıkılmamalı derdi şeyleri hazırlarken. O yüzden o zamandan beri ben hep eğlenceli hazırlamaya çalışıyorum. Yine herkes beğendi, düzeni dizaynı.

Once Bade Hoca told us that when one sees it should not get bored, that's why since then, I always try to make it enjoyable. so all liked it, the structures and design

Researcher: Anladım. Resim, flash card felan kullandın mı?

I see, pictures, flash cards did you use them?

H: Resim de kullanmadım.

I used the pictures

Researcher: Ama sen bunları pozitif bulmuşşsun, değerlendirmişsin. Neden?

But you appraised them postitively? Why?

H: Tabi görsellik önemli. Karşındaki insan dinlerken hoşuna gidiyor, o yüzden. Aslında kullanılmalı ama ben video kullandığım için biraz o arka planda kaldı.

Of course, the visuals are very important. When one listen it and sees something in front, it is nice. But since I used the video, the pictures were seen behind.

Researcher: Resmi eğlenceli bulmuşsun ama applicable ve useful açısından dört dört vermişsin. Niye beş beş değil?

You found pictures enjoyable and in terms of applicability and usefullness you gave four four. Why not five five?

H: Hani video olarak da verilebildiği için. Öncelikli olarak ben videoyu tercih ederim. Hem işitsel hem de görsel yönü olduğu için.

I thought from the video perspective. My priority would be to select video, because it is both visual and audial

Researcher: Ama video'yu applicable ve useful'da üç üç vermişsin neden?

But for video, you gave three and three for both applicable and useful. why?

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H: Çünkü video bulmak zor oluyor. Arındırmak zor oluyor videoyu. Tam istediğiniz noktaya hitap edecek videoyu bulmak biraz zor oluyor. Ancak, bulunca da güzel oluyor yani.

Because, it is difficult to find a video. it is very hard to filter it. İt is also difficult to find a video which appeals to your objectives. But once found, it became great

Researcher: Anladım. Uygun videoyu bulmak zor galiba. Onun için mi üç üç verdin.

I see, apparently, it is hard to find an appropriate video. that's why you gave three, three

Yes, it is hard to select a video

Researcher: Bir şeyin seçimini yapmanın zor olması senin için yararlı olmayabiliyor mu?

The fact that something is hard to select, could not be useful for you. Right?

H: Tabili. O zaman biraz konudan uzaklaşabiliyorsun. Acaba bunu seçmesemiydim, bu konuyu seçmesemiydim diye düşünüyor insan. Bu biraz işi zorlaştırıyor.

Of coure. İn this case, you became a bit distant from the topic, then you start thinking if the topic was the correct choice, this makes things harder.

Researcher: O zaman aynı durum resimler için de geçerli.

Then this is the case for pictures as well

H: Aynen öyle.

Exactly

Researcher: Peki, power pointi kullanmadın ama yine de beş dört dört diye değerlendirmişsin.

Well, you did not use the power point. But you gave five, four, four.

H: Power point ders anlatırken çok çeşitli şekilde kullanılabiliyor. Daha önceki derslerimde de kullandığım oldu.

One can use power point in different ways in the classroom. I used power points in previous lessons.

Researcher: Tamam. Classroom management'te tam olarak sesini iki iki vermişsin.

I seem for the classroom management, for the voice you gave two two

H: Ben hani sınıfa karşı çok bağıramıyorum. Hani dikkat çekmeniz gerekiyor. Konuşma aktivitesinde ortalık dağılıyor. Orada ses çok etkili. Benim sesim genelde çıkmıyor. Onun için iki iki şeklinde değerlendirdim.

I cannot shout in the classroom, but you need to grab the attention. İn the speaking acvtitiy, the class could be scattered, therefore the voice is crucial here. And in general, by voice is low. That's why I apprasied as two two.

Researcher: Mimiklere de iki iki demişsin, niye?

For the mimics you gave two two why?

H: O gün biraz problem olduğu için kendimi tam olarak yansıtamadığımı düşünüyorum. Bade hocaya da ben kendim gibi davranamadım dedim. Kendimi gösteremediğimi düşünüyorum.

Since it was problematic day, I think that I could not reflect myself as expected. Bade hoca also told me that I was not myself. I think that I did not show myself

Researcher: Beden diline de bir bir demişsin.

For the body language you gave one one

H: O gün ruh gibi ifadesiz geziyordum. Aslında normalde öy le değilim.

I was like a ghost, with no expressions, in reality I am not like that.

Researcher: Birde use of english during the all demo, bir bir bu da mı ondan kaynaklanıyor. Türkçe olsa dahi böyle değerlendirirdin?

And also the use of English during whole demo, you gave one one, was it because of the same reason. Even if it was in Turkish, would you also appraise in the same way?

H: Büyük ihtimalle öyle olurdu ama İngilizce konuşurken hata yapmamaya çalışıyoruz.Bu durum, insanı biraz tehlikede hissettiriyor. Tabi ki demonun İngilizce olması gerekiyor. Bir yanlış yaparsam sınıfta dikkat çeker dşiye çekiniyorsun. Üçüncü sınıf olduğumuz için belli şeylerin oturmuş olması gerekiyor. Ama bazen heyecandan yanlışlıklar yapabiliyoruz. Genellikle gramatik olarak.

I think most probably it would have been the same, when we speak in English, we do our best not to make the mistakes. This situation (speaking in English) makes you to feel in danger. Of course, demo should be in English. You abstain a bit in case if you make any mistake. Since we are already on 3rd class, there should be some certain things that should have been fixed by that time. But because of some excitement, we can make some mistakes and in general they are grammatical errors.

Researcher: Onun için hem sıkıcı hem yaralı değil hem uygulanabilir değil.

That's why it is boting, not useful and applicable.

H: Hani konuşurken korku içinde olmak istemiyorum. Hani o an bizi birileri değerlendirdiği için korkuyorsun.

Actually, I do not wish to be afraid while speaking, since we are being evaluated we are a bit anxious.

Researcher: Hoca tarafından izlenmeyi pozitif bulmuşsun. Neden?

You found positive being evaluated by the instructor. Why?

H: Çünkü Bade hoca çok karışmıyor.

Because Bade hoca does not step in.

Researcher: Ama hepsine beş vermemişsin.

But you did not give five to all

H: Tabi karşında birisinin sizi değerlendirmesi endişelendiriyor. Bade hoca olabilecek en sakin şekilde demo'yu izliyor. Suratında sizin yaptığınızla ilgili bir değişiklik göremiyorsunuz. Ya kağıda not alıyor ya sizi izliyor.

Of course, it makes you anxious when somebody appraise you. Bade hoca watches demos silently to the possible extent. You do not recognize anything from her face. She writes down something or only watches you.

Researcher: Sunum sonrası hocadan geri bildirim almaya beş beş beş vermişsin. Neden?

You gave five five five for the feedback form instructor after the demo. Why?

H: Çünkü Bade hoca detaylı değerlendiriyor. Bu çok güzel bir şey. Hoca çok ince detayına kadar değerlendirdiği için emeğinin karşılığını aldığını düşünüyorsun. Hoca hiçbir şeyi atlamadığı için. Sonrasın bak hoca şunu da fark etmedi demiyoruz. Her şeyi iyisiyle kötüsüyle söylüyor. Hocanın detaylı değerlendirmesi çok güzel bir şey.

Because Bade hoca evaluates in details. İt is a very great thing. I think my all efforts are compensated when hoca evaluates everything in details and she does not skip anything. Afterwards, we never say that she skipped that or this part. She indicated everything for better or worse. So it is a very great thing that hoca evaluates in details.

Researcher: Sunum sonrası arkadaşlarından feedback almak? Buna dört dört dört demişsin. Neden beş değil?

What about the geeting feedback from the peers? You gave four four four, why not five?

H: Çoğu zaman arkadaşların değerlendirmesi objektif olamayabiliyor. Genellikle sizi kırmak istemiyorlar.

Sometimes peers may not evaluate things objectively. They try not to hurt anybody.

Researcher: Presenting ile ilgili sorularım bitti. Şöyle anketine bakıp genel bir değerlendirme yapmam gerekirse, bunu tamamen kendi açından değerlendirmişsin. Anketi o güne ilişkin nasıl hislerin olduysa ona göre değerlendirmişsin. Hani öğrenci için yararlı olabilir mi şeklinde değil de daha çok kendi açından değerlendirmişsin. Haksız mıyım?

I have competed the questions on presenting stage. When I evaluate from the general perspective, you appraised everything from your own angle. You indicated your appraisals in the questionnaire in accordance with your feelings on that day. You appraised not in terms of being useful for the students, but in terms of being useful for you. Am i right?

H: Doğru söylüyorsunuz.

Yes you are right

Researcher: Preparing aslında daha olumlu gözüküyor. Presenting biraz daha olumsuz. Ama sonuçta iyi bir puan aldın.

The preparing stage seems more postive and presenting stage more negative. But at the end, you got good grade

H: Şöyle, hazırlanma aşamam uzun oldu. Hiçbir detayı atlamadan planlama yaptım. O gün öyle sorun çıkınca şansızlık diye değerlendirdim.

İn fact, the preparing stage was a bit longer, I planned everything without skipping anything. Since that day was not good, i apprised as not lucky.

APPENDIX 11. Demographic Profiles of Respondents for all Skills During Preparing and Presenting Stages

1. For Reading (Preparing)

The demographic profile is presented below for reading skills for preparing stage which includes gender, age and educational background.

Reading (Preparing)		Frequency (N)	Percent (%)
Gender	Male	15	21
	Female	58	79
Age		21.5 ± 4.8 (19-58)	
Educational Background	Public School	72	99
	Private School	1	1

The female respondents were mostly attended, the average age is 21.5. Almost all teacher trainees are graduates public schools.
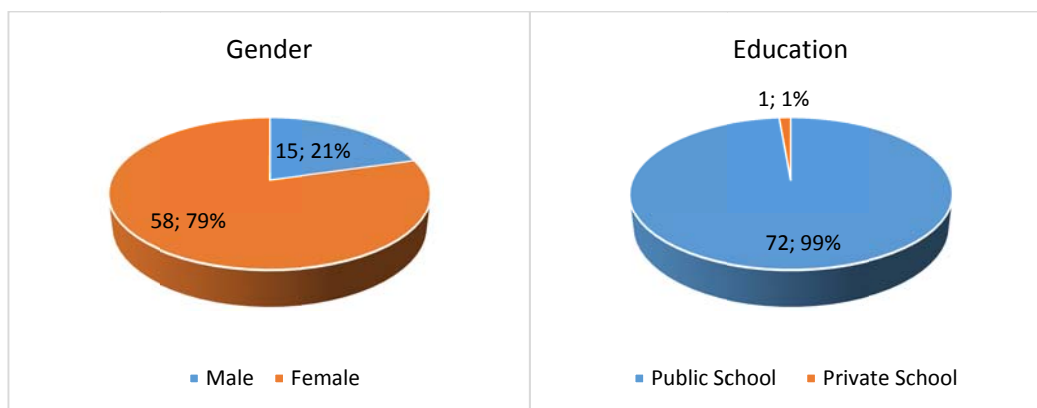
2. *Listening (Preparing)*

The demographic profile for listening skills for preparing stage which includes gender, age and educational background. is presented below

Listening (Preparing)		Frequency (N)	Percent (%)
Gender	Male	6	14
	Female	38	86
Age		21.8 ± 5.9 (19-58)	
Educational Background	Public School	43	98
	Private School	1	2

The female respondents were mostly attended, the average age is 21.8. Most of the attended teacher trainees were graduated from public school before enrolling into the ELT department.
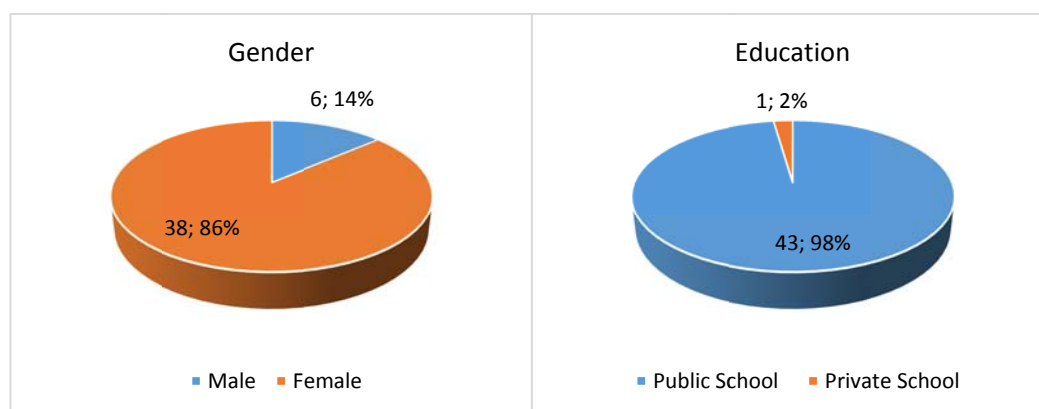
3. Speaking (Preparing)

The demographic profile is presented below for listening g skills for preparing stage which includes gender, age and educational background.

Speaking (Preparing)		Frequency (N)	Percent (%)
Gender	Male	15	16
	Female	76	84
Age		22.2 ± 4.2 (20-58)	
Educational Background	Public School	90	98
	Private School	1	1
	Other	1	1

The female respondents were mostly attended, the average age is 22.2. Most of the attended teacher trainees were graduated from public school before enrolling into the ELT department.
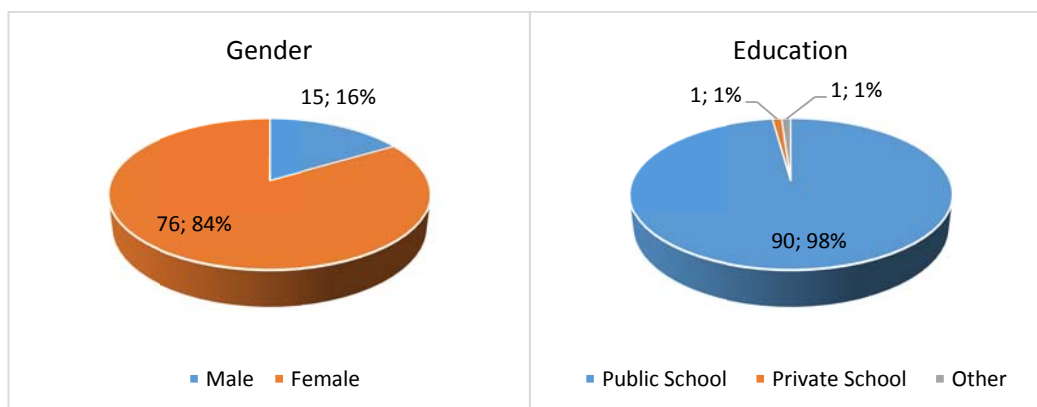
4. Writing (Preparing)

The demographic profile is presented below for writing skills for preparing stage (preparing lesson plan) which includes gender, age and educational background.

Writing (Preparing)		Frequency (N)	Percent (%)
Gender	Male	13	17
	Female	63	83
Age		21.5 ± 3.2 (20-35)	
Educational Background	Public School	73	96
	Private School	2	3
	Other	1	1

The female respondents were mostly attended, the average age of is 21.5. Most of the teacher trainees were graduated from public school before enrolling into the ELT department.
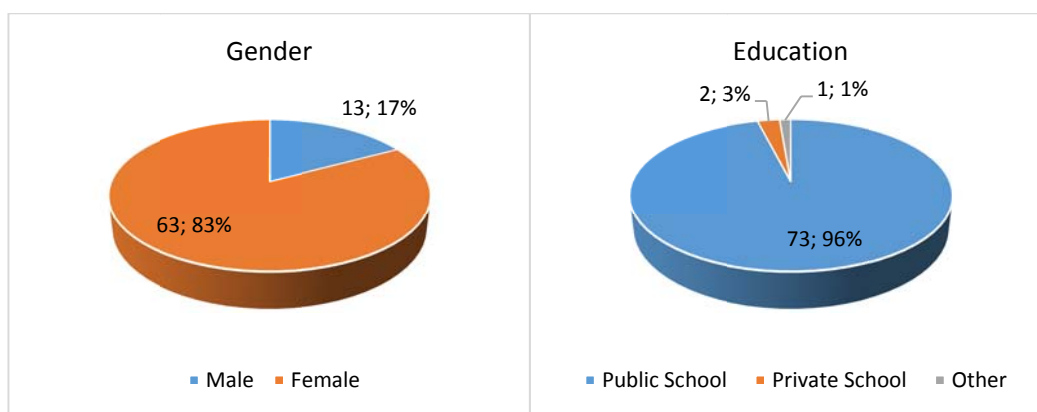
5. Reading (Presenting)

The demographic profile is presented below for writing skills for preparing stage (preparing lesson plan) which includes gender, age and educational background.

Reading (Presenting)		Frequency (N)	Percent (%)
Gender	Male	14	20
	Female	56	80
Age		21.5 ± 4.9 (19-58)	
Educational Background	Public School	68	97
	Private School	2	3

The female respondents were mostly attended, the average age of is 21.5. Most of the teacher trainees were graduated from public school before enrolling into the ELT department.
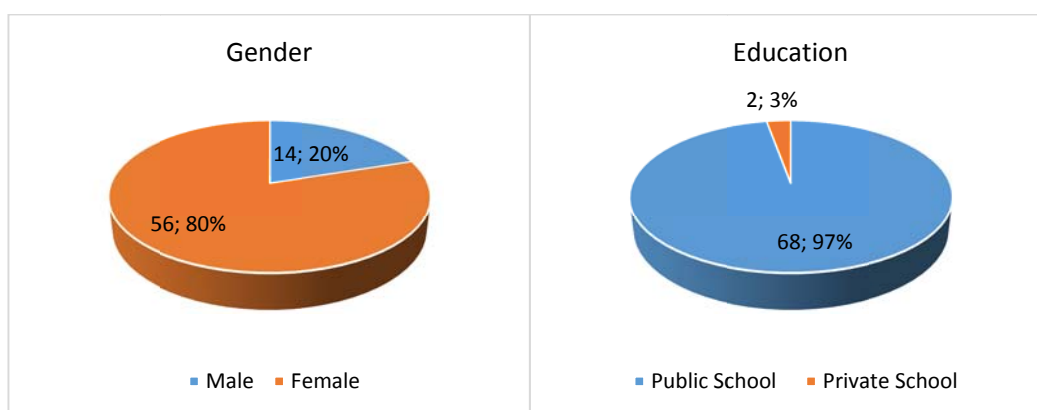
6. Listening (Presenting)

The demographic profile is presented below for writing skills for preparing stage (preparing lesson plan) which includes gender, age and educational background.

Listening (Presenting)		Frequency (N)	Percent (%)
Gender	Male	6	14
	Female	38	86
Age		21.9 ± 6.2 (19-58)	
Educational Background	Public School	41	95
	Private School	2	5

The female respondents were mostly attended, the average age of is 21.9. Most of the teacher trainees were graduated from public school before enrolling into the ELT department.
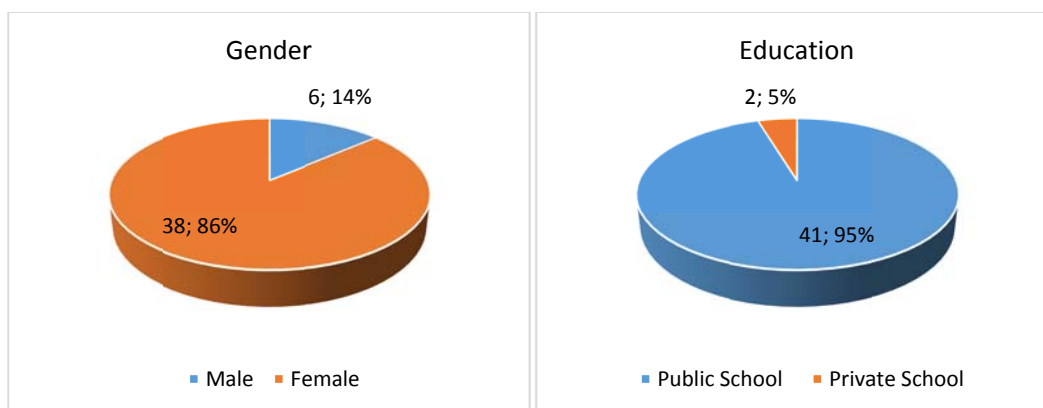
7. Speaking Presenting

The demographic profile is presented below for writing skills for preparing stage (preparing lesson plan) which includes gender, age and educational background.

Speaking (Presenting)		Frequency (N)	Percent (%)
Gender	Male	12	16
	Female	64	84
Age		22.2 ± 4.6 (20-58)	
Educational Background	Public School	74	98
	Private School	1	1
	Other	1	1

The female respondents were mostly attended, the average age of is 22.2 . Most of the teacher trainees were graduated from public school before enrolling into the ELT department.
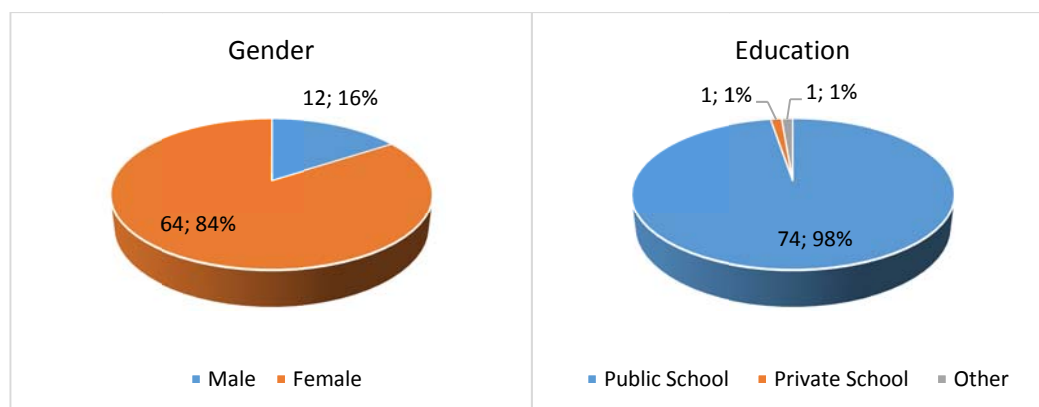
APPENDIX 12. Sample for Coding

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: Researcher: Dear Hira, Thank you very much for accepting to attend this in-depth interview on micro teaching for speaking skills. The in depth interview consists of two parts: preparing the and presenting. The interview will last about 40 minutes, may be less may be more, it will depend on the flow our interview. There are no correct or wrong answers, whatever you tell me is important for me and I really want you to convey your real thoughts. Your permission was already obtained for recording. . I would like to record this conversation and your name will be kept confidential. The findings of this survey will be used for my Phd Dissertation. We can have this interview in English but if you wish we can have it in Turkish as well H: Turkish Ç. Ok. Let's strat with the preparing. Preparing speaking skills. Şöyle bir baktığım zaman, preparing de biraz daha pozitif bir değerlendirme görüyorum ama presenting de hafif bir negatiflik söz konusu. Selecting appropriate topic , bu speaking deki hazırlık aşamasına seni götürmek istiyorum. Sunumun hazırlık aşamasını konuşmak istiyorum. Let's start with the preparing, Preparing speaking skills, when I see from general perspcetive, I see that preparing is more positive and the presenting stage is a bit negative. Selecting apporiate topic.. I want you to bring you to the preparing stage. I would like to talk about the perparing stage of the demo. Konuyu seçmek kolay mıydı acaba? Beş beş vermişsin. Enjoyable, applicable, useful bulmuşsun. Was it easy to select the topic, you gave five five. You find it enjoyable, applicable and useful. H: Konuşma konuları şu anda yazma konularına göre daha çeşitli. Çok fazla tartışılabilecek konu var.Ben bunları internetten araştırdım.Diğer skillere göre konuyu bulmak bana daha kolay geldi bana.	Speaking topics are broader (available) Easier in terms of searching comparing to other skills	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
The speaking topics are more broad than writing. There are a lot of topics for discussion. I searched from internet. İt was easier for me in terms of searching comparing to other skills. Ç: Anladım, selecting listening and reading text, orda reading velistening texti seçiyorsunuz ya onu da Enjoyable, applicable, useful bulmuşsun. Neden? I see, selecting listening and reading text, we select listening and reading texts, you find them enjoyable, applicable and useful. why? H: Yani kolay buldum. Shoping seçmiştim.Biraz daha alt seviye yapmak istedim. Çünkü shopingi sevdirmek, hani neler kullanabileceğimizi öğretmek amaçlı bir planım vardı. O yüzden biraz daha kolay oldu. İnternette buna yönelik çok güzel şeyler bulabildim. Well, I found it easy. I selected shopping. I wished to have some lower level. I had a plan to teach them what they could use and make them love shopping. That's why it was a bit easy. I was able to find very good things in the internet. Ç: Anladım. Çok zorlanmadığını görüyorum. Selecting preparing and hand outs. Hand outslarıda dağıttın değil mi? Onlarda kolay oldu galiba. Neden? I see. I see that you were not bored, selecting preparing handouts, did you distribute hand outs? I believe it was easy. Why? H: Dediğim gibi internette çok fazla çocuklara alışveriş nasıl sevdirilir, nasıl yaptırılır. Bunlarla alakalı çok fazla oyunlar vardı. Çok güzel fikirler buldum. Bu kadar çeşitli olacağını beklemiyordum. O yüzden pozitif değerlendim. As I said before, there are a lot information on how to teach children to do shopping and love it. There are a lot of games related to it. I found very good ideas. I did not expect that there would be so varied ideas. That's why I apprasied positively. Ç: Peki, pictures, flash cards, selecting and preparing pictures and flash cards, bunlar 3, 3, 3 vermişsin. Bunda biraz sıkıntı mı çektin acaba. What about pictures, flash cards, selecting and preparing pictures, flash cards, you gave 3 3 3, was there any troublesome with those? H: Yani, fikirleri buldum ama şeyleri tamamen ben hazırladım.Yapılışını her	Selecting topic was easy and finding good things in the internet Finding good and varied ideas on topic,	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
şeyini ben yaptım. Hazır bir format yoktu. Her şeyi benim sıfırdan yapmam gerekiyordu. Yes, well I found the ideas and I prepared all myself. I did all these by myself. There were no ready format. I had to do from scratch. Ç: Format yok derken neyi kasdediyorsun? What do you mean that there is no particular format? H: Mesela hazır bir şekilde dağıtabileceğim bir şey yoktu. Üzerinde biraz değişiklik yapabileceğim bir şey yoktu. For example, there were no ready staff to distribute. And there were no format that I could adapt further. Ç: Anladım hand outun içerisine bir şeyler yerleştirdin, resimler falan. I see, you tried to adapt something in the hand out, pictures. H: Her şeyi sıfırdan, en baştan ben yaptım. I did all from the scratch, I did it myslef. Ç: Videoyu seçtin mi hiç? Video kullandın mı? Did you select the video? Did you use the video? H: Video da vardı. Şarki gibi bir video vardı. Yes, there was a video, there was a video like a song. Ç: Fakat bunda da Enjoyable, applicable, not useful bulmuşsun. But you found it enjoyable, applicable and not useful H: O da birazcık kendi yaş grubuma hitap etmedi. Bir tık daha altıydı. Bu yüzden, onunla ilgili biraz çekincelerim oldu. Acaba hoca çok basit gelebilir dermi diye. Daha sonra hani onu biraz kısa tuttum. Hani bir geçiş gibi. Videoyu o şekilde verdim. Hani kendi yaşıma hitap eden bir şey yoktu. This is because it was not appealed to my target age. İt was a bit lower. That's why I had some reservations, whether the instructor would say that it is very basic. Then I cut it up, like a transition. I gave the video in this way. There was nothing that would appeal to my age. Ç: Peki power point'i seçtin mi? Power point kullandın mı? Did you select the power point? Did you sue the power point?	Having certain reservations on traget audience	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
H: Yok kullanmadım. No I did not Ç: Ama kullansan zevkli olacağını düşünmüşsün. Burada öyle değerlendirmişsin. But if you used, you could have enjoyed, you indicated it like this H: Evet. Yes Ç: Planning warm up activities nasıldı? Warm up activiteyi nasıl planladın? O nasıldı speaking için? How was the palnning of warm up acvtities? How did you plan the warm up activities H: Warm up activiteyi ben şey düşünüyordum. Örnek göstermek için alışveriş yaptığım eşyaları sınıfa getirmeyi düşünüyordum. Ancak, Bena hoca aynı şeyin tekrarı olur dedi. Parçada verdiğim inputta şey vardı, alınmış şeylerle alakalı, ikisi aynı şey olur, o yüzden. Well, I was thinking the warm up activity, as an example, I would like to bring some shopping staff to the classroom. But Bena hoca told me that it would be the same, in the text, there was some input on this already on what was bought, this could have been a repetition. Ç: Onun yerine warm up ta ne yaptın? What did you do in the warp up, instead? H: Sadece konuşarak, onlara da sorarak ne yaptınız, en son ne aldınız şeklinde. Aslında ben meyve sebze getirmeyi düşünüyordum. Daha nesnel bir şeydi ama aynısı olur diye ondan vazgeçtik. Sadece konuşma oldu. Only by speaking on what they did, what was the last thing that they bought? Actually I was thinking to bring some fruits and vegetables. İn fact it could have been objective, but since it could have been a repetition, we gave up. So there was only talking. Ç: Ama warm up aktiviteleri hazırlamak sıkıcı değil, değil mi? Sıkıcı bulmadın yani uygulanabilir ve yararlı buluyorsun değil mi?		

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
But preparing the warm up activities, is it boring? You did not find it boring but it was applicable and useful, right? H: Öğrenciye konuyu hazır bulundurmak için, hani hazırlanmak için warm up önemli bir şey. It is very important to prepare them and make them prepared for the upcoming topic. Ç: Peki planning speaking task for the following stages, şimdi stage stage gideceğiz. Warmer leadingi hazırlarken girişte bir sıkıntı mı oldu? Üç, üç,üç vermişsin. Onu hazırlamada mı bir sıkıntı oldu? Leadingi verirken. Well, planning for speaking tasks for the following stages, let us go through stage by stage. When prparing Warm up/leadin did you have a probelm? You gave three three three. Was there any problem when prearing it, when delivering the led in. H: Sanırım arada geçişlerde sıkıntı yaşadım. Bir de benim speaking aktivitemde şöyle bir şey oldu. Ben sabah okula gelirken ufak bir kaza geçirdim. Düştüm. Aslında herşeyim hazırdı. Biraz belim ağrıyordu, pek günümde değildim. I guess, I had some problems in the transitions, and also there was something, I had a small accident in the morning of the demo. I fell down. İn fact, all was ready. I had some backache, I was not in good mood. Ç: Tamamen şimdi hazırlık sürecini konuşuyoruz. Warmer leadingi hazırlamak zormuydu? Yani onu bulmak mı zordu? Düşünmek mi zordu. Hani niye biraz negatif olmuş. Let us talk about only the preparing stage, was it difficult to prepare warmup and lead in? Was it hard to find it? Was it difficult to think? Well, why was it negative? H: Hani biraz ana konuya geçiş gibi ya, onun için ben biraz zorlanabiliyorum aradaki bağlarda. Temel fikirlerim oluşuyor ama o geçiş kısmı beni zorluyor. Well, it was like a transition, that's why i had some difficulties in the transtions, I have some general ideas, but the transitions challenged me.	İt is important to get prepared students for the lesson	Having some problems in transitions Having an accident and small injury Having some difficulties in transitions through the activities

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: İnput nasıldı? İnput'u çok sıkıcı bulmuşsun. Uygulanabilir ama yararlı olduğunu değerlendirmişsin. İki, üç, dört vermişsin. İnput'u niçin böyle değerlendirdin. How was the input? You found input very boring, but you appraised as applicable and useful. you gave two, three, and four, why did you appraise the inputs in this way? H: Benim için input her zaman zor geliyor. İnput dediğimiz zaman, hocamızın bize öğrettiği açıdan sağlam bir şey olması lazım. Karşındaki öğrenciyi güvende hissettirmen lazım ve ona karşı gerçekten işini iyi biliyormuşun gibi hissettirmen gerekiyor. Hala öğrenci olduğumuz için, daha öğretmenliği hissedemediğim için input'a biraz korkarak yaklaşıyorum. İnput'ta aslında öğretmen ne kadar bilgili olduğunu gösteriyor. Hani kendisi ne kadar deneyimli ve o konuyla alakalı bilgili olduğunu gösteriyor. Hani öğrenci mantığında olduğum için tam yapamıyormuşum gibi geliyor, korkuyla yaklaşıyorum. İnputs are always difficult for me, when we say input, it should be something strong as our instructor taught us. You need to make students feel that they are in safe environment, and also make them feel that you know your job very well. Since we are still students, I cannot feel as a teacher and that's why I am a bit afraid of giving inputs. Actually in the inputs, one can see how knowledgeable the a teacher could be. One can see in the input how much the teacher can be experienced and relevant to the topic. Since I have a mentality of a student, I have a feeling that I am not able to do it, I approach with some scare. Ç: Rol play discussion debateler, şimdi task'ın kendisine gidelim. Task'ı nasıl hazırladım. Rol play mi yaptım discussion mı debate mi? Role play, discussions, debates, let us go ,through the task, how did you prepare the task? Did you do role play, discussion or debates? H: Rol playdi. Yine satıcı vardı, alıcı vardı. İt was a role play, there was a seller and a buyer	The role play was found more	Having difficulties in providing input by thinking relevant criterias, safe environment, Being afraid of giving inputs Having mentality of students and not teacher.

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: Onda sıkıntı olmamış, beş, beş, beş There was no problem, five, five, five H: O çok eğlenceliydi. Hocamız da eğlenceli buldu. Hocamız sadece geliştirilebilir buldu, farklı bir fikir sunmuştu. İt was very enjoyable, and instructor also found it enjoyable. And the intructor also found it more developed, and she proposed a different idea. Ç: Rol kartları hazırlamayı sıkıcı bulmuşsun. Üç, üç neden? You found preparing of role cards boring, three, three, three why? H: Rol kartların nasıl hazırlandığını ben hala öğrenemedim. Hep eksik bilgi veriyorum. Hocam her zaman burası olmadı, bilgiler eksik diye geri bildirimde bulunuyor. Yani tam donanımlı bir rol kart hala veremiyorum. I still could not learn how to prepare the role cards, I always give unsufficient information. The instructor always finds that it is not good or has not enough information. I am not able to manage for having the full fledged role card. Ç: Useful language'yi task sırasında nasıl verdin? Naıl kullandın useful language'yi. How did you give the useful langauge during task? How did you use the useful language? H: Rol kartları dağıttıktan sonra, kullanmayı unutmayın, bakın useful languaye tarzında. After I distributed the role cards, I told them not to forget and look at useful language. Ç: Useful languaye pek enjoyable bulmamışsın. Applicable, not useful. Useful language sonuçta bir şeyi vermeniz gerekmiyor mu? You did not find enjoyable the useful language, applicable and not useful. Don't we give something during useful language? H: Biz useful languagi bir poster halinde tahtanın kenarına asıyoruz. Konuşma aktivitesine geçtiğimizde işte öğrencilere useful languageyi kullanmayı unutmayın şeklinde veriyoruz. Onu genelde heyecandan atlıyorsunuz. Onu genelde atlıyorsunuz. Asmayı da bazen unutuyorsunuz, o zaman zaten pişman	developed and aknowledged by instructor	Not knowing how to prepare the role cards Giving insufficient information

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
oluyorsun. We put the poster of useful language on the black board, when we move to the speaking activity itself, we usually remind students to use that poster. And in general, we skip it because of excitement. And also we forgot to stick the poster on the blackboard, and then, afterwards you really regret it		Skipping some important details during demo becasue of excitiment
Ç: Anladım. Şimdi sunum sırasına geleceğiz ama useful languageyi hazırlamak zormuydu? I see, we will speak about the demo itself, was it difficult to prepare the useful langauge?		Regretting because of mistakes
H: Onda da hani rol kartlar gibi hoca şey istiyor. İki tane olumlu cümle, iki tane olumsuz cümle, iki tane soru cümlesi. Hani bunlar direk çocukların konuşacağı cümle olmamalı diyor. Daha farklı çeşitler olmalı diyor. O Haliyle kafamız karışıyor. Her örnekten olmalı hem de farklı olmalı. The instructor also wishes to have them in the role cards, two positive sentences, and two negative, two question sentences, it should not be the sentences that students could say, and there should be some different types. In this sense, our minds are confused, it should be both from the example and at the same time different.		Role cards could be sometimes confusing
Ç: Peki desing info gap te nasıl? Bunda kolay bulmuşsun galiba. Dört, dört, dört. What about the sefining info gap? İt was easy for you, right? Four, four, four		
H: Evet çünkü bende alış veriş olduğu için, bir grup bir şey isteyecek, bir grup bir şey satacak. Karşı tarafın ne istediğini bilmiyorlar, o yüzden benim info gap'i bulmam kolay oldu. Bazı aktivitelerde arkadaşlar info gap yaparken zorlanabiliyorlar. Yes since it was a shopping topic, one group could request and the other could sell. the other group does not know what what the opposite group would like to have. That's why finding an info gap was easy. In activties, some peers have diffculties in designing the info gap.	Finding info gap was easy No difficulties in designing info gap	
Ç: Ama info gap senin için zor olmamış.Applicable, enjoyable, not useful.		

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
But the info gap was not a difficult part. Applicable, enjoyable and not useful? H: Evet. Benim konum formata oturduğu için. Yes, because it exactly suited to my format. Ç: Peki error correction'ı nasıl planladın. Error correction da bir sıkıntı görmüyorum. Dört, sonuçta pozitif bir değerlendirme. Burada her üç kriteride niye olumlu değerlendirdin? Well, how did you plan the error correction? İn the error correction I see no problem, four which is not a bad appraisal in fact. Why did you appraise positively for those criteria? H: Eror correction yaparken pek zorlanmıyoruz. Bena hoca tölarans gösteriyor. We do not have much troublesome when we do the error correction. Bena hova tolerates it. Ç: Yok hazırlık aşamasında. No in the preparing stag? H: Eror correction ın hazırlık aşaması pek yapmıyoruz. Aklımızda planlıyoruz. We do not have a speasil prearing stage for error corrcetion. We only plan in our minds. Ç: Peki şimdi post stage gelelim. Post stage wrap up'ı nasıl planladın. Nasıl prepare ettin onu? Nasıl demeyim de, planlama, hazırlık aşamasında neden bunu olumlu değerlendiriyorsun? Well, let us come to the post stage. How did you plan the wrap up in the post stage? How did you prepare it? Well, how do you appraise the preparing stage of this? H: Wrap up bir şekilde çıkıyor hani. O an konuyu o kadar ilerletmişken. Son aşaması insanın aklına bir şekilde geliyor. Benim için, input'a göre wrup up yapmam daha kolay geliyor. Wrup up yapmayı seviyorum. The wrap up somehow come out itself. Because you have lardy proceeded well. At end it comes to your mind somehow. For me easier to prepare to wrap up according to the input. I like doing wrap up. Ç: Neden kolay?	Error correction is tolerable to some extent Wrap up is easier as it proceeds naturally	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Why easy? H: Çünkü, çok fazla bilgi veya araştırma gerektiren bir şey değil. Önceki konunuzla küçük bir bağlantı kuruyorsunuz, ondan sonra wrup up küçük bir hatılatma gibi bir şey oluyor. Because it is not something that needs extra search. We make a link to our previous topic, then wraup up become kind of small reminder on what we did. Ç: Anladım, planing the use of language where and how to say when, bunu sonuçta insan planlıyor değil mi? Neyi, nasıl, nerede söyleyeceğim diye. Bunda hani o hazırlık aşamasında sıkıntı olmamış galiba. I see, planning the use of language, where, how to say when? At the end, one plan it right? When and what to say when? I believe the preparing stage was not hard. Right? H: Ben çok önceden aktiviteyi planlamaya başladım. O yüzden baya yavaş yavaş ve rahat bir şekilde, ilk kez bu kadar hazırlıklı yaptım. I did planning of the activity well in advance. That's why for the first time it went gradually, one at a time and I did a lot during preparing stage. Ç: Peki sesini, mimiğini, beden duruşunu planladın mı? Bunu böyle yapacağım, şöyle yapacağım diye. Onda iki vermişsin. Sıkıcı bulmuşsun galiba sesi ayalamayı. Well, did you plan the voice, mimics, posture? , something like I will do this and that. You gave tow. You found it boring to arrange the voice. H: Sınıfta benim sesim çok çıkmıyor. Bu yüzden hoca beni her zaman uyarıyor. Duymuyoruz seni diye. Yapım öyle elimde olmayan bir neden yani. Eşit ses dağılsın diye sınıfta gezmeye çalışıyorum. Usually, I have a lower voice in the classroom. That's why my instructor always urges me saying that that she cannot hear me. It is because of my personality. I walk in the class so that my voice could be heard equally to all. Ç: ama mimik ve beden duruşunda bir şey yok değil mi? But the rest, mimcis and postures, they are fine right? H: Evet. Onlarda bir sorun yok.	No need for extra effort for the wrap up	Using tone of voice not appropriately Having low voice because of own personal character

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Yes, there is not porblem with them. Ç: Peki, sunum öncesinde aynanın karşısına geçip bir prova yaptın mı? Well, did you have a reherasal before the demo in front of the mirror? H: Ayna değil de, boş bir yerde denedim. Yani kısacası daha önce provasını yaptım. Not a mirror, but somewhere availbel, so, I did the rehearsal. Ç: Sıkıcı bulmuşsun Ancak, uygulanabilir ve çok yararlı olduğunu ifade etmişsin. You found it boring, but you indicated that it is applicable and very useful.? H: Yararlı olduğunu kesinlikle düşünüyorum ama bana gelince sıkıcı. It is for sure useful, but when it comes to me it is boring. Ç: Onu niye sıkıcı buluyorsun? Why do you find it boring? H: Ben biraz olayın spontene gelişmesi taraftarıyım. Doğal olsun istiyorum. Ama çok yararlı bir şey, en azından insan heyecanını atıyor. Actually, I like when the things happen spontaneously, in it natural path, but this is for sure useful, it accelerates the excitement. Ç: Peki demodan önce arkadaşlarından feedback aldın mı?. Ben böyle yapıyorum, şöyle yapıyorum diye. Well, did you get the feedback from your peers before the demo? H: Tabi genelde arkadaşlarla konuşuyoruz. Yes, we ,usually talk on this with peers. Ç: Yararlı buluyor musun, sıkıcı da bulmuyorsun. Uygulanabilir mi sence? Do you find it useful. and not boring. İs it applicable? H: Evet yani, biz genelde hep konuşuyoruz. Kim ne yapacak, nasıl yapacak, yardımlaşmaya çalışıyoruz. O yüzden yarlı bence. Yes, we usually talk about demos. Who would do what, we try to help each other. So I think it is useful. Ç: Tabi Bena hocadan fedback almışsındır. Hocadan feedback almayı, yaralı, uygulanabilir ve eğlenceli bulmuşsun. Neden?	We try help each other	Body language, mimics and gestures should occur sponatenuslly in their natural path instead of planning

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
I am sure you got the feedback from Bena hoca, you found getting feedback from her as useful, applicable and enjoyable. Why? H: Sonuçta hani, nasıl yapılması gerektiğini en doğru hoca biliyor. Bazen bir çok şey bizim aklımıza gelmiyor. Hoca düzeltmeler yapıyor. Hoca şurada şöyle yapabilirsin diyor, baktığında haklı olduğunu görüyorsun. Finally, the instructor knows better what is right. Sometimes, there are so many things that does not come to our mind, and she can correct by saying that you could do this or that one. And after sometime, you see that she was totally right. Ç: Şimdi benim preparing le ilgili sorularım bitti. Eklemek istediğin bir şey var mı? Now I have finished the questions on preparing, do you have something to add? H: Yok. no Ç: O halde şimdi hemen presenting'e geçelim. Sunum gününe gelelim. Beklediğin puanı aldın değil mi? Emeğinin karşılığını aldığını düşünüyor musun? Let us move to presenting stage the day of the demo. Did you get the expected grade? Do you think that your efforts were met. H: Evet. Beklediğimden daha yüksekti. Yes, it was higher than expected. Ç: Sınıfa girdin, warm up task!i yaptın. Bunu enjoyable bulmuşsun hem uygulanabilir değil ve useful bulmamışsın. Neden enjoyable buluyorsun da uygulanabilir ve useful bulmuyorsun? So you entered to the classroom, you did the warm up and task. You found enjoyable but not useful and applicable. Why? H: Bu belki benim yorumumla ilgili olabilir. O gün biraz benim için sıkıntılıydı. Genelde kendimi tam olarak ifade edemedim. İt could be because of my comments, that day was a bit problematic. İn general	Acknowledging the instructor's deep knowledge and experience Going beyond the expectations	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
I could not express myself as I wanted. Ç: Ama eğlenceli bulmuşsun. Neden? But you found it enjoyable. Why? H: Yapılış eğlenceli ama o ana bağlı. Değerlendirmem aslında tam objektif değil, bunu kabul ediyorum. Doing it is enjoyable and it depends on its moment, actually my apprasial is not obejctive and I can accept it. Ç: Presentig task for the fallowing sateges, şimdi warm up leadine gelelim. Warmer leadinde güzel görünüyor. Pozitif değerlendirmişsin. Neden? Presenting tasks for the following stages, let us come to warm up and leadin. İt seem they are ok. You appraised them positively. Why? H: Beklediğimden daha iyi geçtiğini düşünüyorum. Prosedürde eksikliklerim var diye düşünüyordum ama. I think that it was better than I expected. But I thought that there are some flaws in the procedures. Ç: Warmer'ı iyi yaptın yani. Ne yapmıştın warmer'da? You did well the warm up. What did you do exactly? H: Neler yaptıklarını ne şekilde alışveriş yaptıklarını, aileleriyle mi yoksa tek başlarına mı alışverişe gittiklerini sordum. I asked what and how they do shopping, do they do alone or with their families? Ç: Peki tam girişi nasıl yaptın? Well how did you do the entry? H: Dün alışveriş yaptım dedim. Şöyle şeyler satın aldım. Siz alışveriş yapmayı sever misiniz şeklinde soruyla giriş yaptım. I told them that I did the shopping and I bougth this kind of things, and I asked them if they like doing shopping or not Ç: Peki input aşamasına gelelim. Dört, dört, beş. Let us come to the input stage, four four and five H: Sonuçta sınıfta bana yeterli geldi yani. Sınıfta gerçek öğrenciler olsaydı da	The demo delivery exceeded the expectations	Being not able to reflect oneself

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
gerçekten yeterli. Çünkü bir form gibi bir şey dağıttım. Onda alışverişte neler söylenir, nasıl kalıplar kullanılır yazıyordu. Eksiklerini de videoya göre dolduruyorlardı. Kendi bildiklerinide dolduruyorlardı. Gerçek öğrenciler olsaydı, o form gerçekten onlara useful gelecekti. Çünkü orada bir çok expression vardı. Finally, to me it was sufficient. İf we had real students, than indeed it would be sufficient, i distributed something like form. There were some structures on shopping, what should be said during shopping and there were also some gaps that they were supposed to fill in by watching the video. if it was the real class, they could have benefited a lot from the form, as there were a lot of expressions. Ç: Onu input seviyesinde mi kullanıdın? Did you use in the input stage? H: Evet, input olarak kullandım Yes I used as input. Ç: İnput'u seviyorsun galiba. Biraz sıkıcı buluyorsun ama hem yararlı hem de uygulanabilir olduğunu düşünüyorsun. Neden? I think you like the inputs, although you find it a bit boring, but useful and applicable. Why? H: Araştırması biraz zor geldiği için bana sıkıcı geliyor ama tabi ki çok önemli bir şey sonuçta. Belli bir ön hazırlık olması lazım. Öğrencinin üretmesi için. İt was a bit hard to search that's why I find it boring, of course it is very important. There should be certain preparatory work on it, so that students could produce something. Ç: Bir de şey demiştin. Öğretmenin ne kadar bilgili olduğunu gösteriyor demiştin. Aynı şey bunun içinde geçerli mi? You said something before on this, it shows how much the teacher could be knowledgeable, is it also the case for this? H: Tabi. Of course	İt could have been mcuh usefuli if there were real studnets instead of peers	Having difficulties in searching the required inputs

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: Tasklara gelelim şimdi. Rol play yaptın.Rol playı gayet iyi değerlendirmişsin. Neden? Let us come to the tasks, you did role play, you apprasied quite well, why? H: Yine güzel, eğlenceli geçti, öğrenciler için. O anda laışveriş yapmayı hoş buldular, sevdiler. İt was also nice, enjoyable for students. They find shopping as a nice things and liked it. Ç: Tamam. Rol cardlarda bir sıkıntı olmuş. Onun nedeni nedir? Ok, but there was a problem with role cards. Why was it so? H: Rol cardlarda gramatik olarak sıkıntılar yaşayabiliyorum. Gramer hataları yapıyorum. Cümlelerde hatalar yapabiliyorum. Aslında hazırlarken bana göre bir sorun olmuyor ama hoca feedback verdiğinde, şöyle gramer hataları var dediğinde benim biraz moralim bozuluyor. I have some problems related to grammar in the role cads, I make some grammatical mistakes, especially in the sentences, actually, when preparing them it is not a big problem, but when instructor says that there were some mistakes, and I demoralized a bit. Ç: Useful languageyi unuttun galiba verirken. Onun için bir bir bir demişsin. I guess you forgto to give the useful language, you gave one, one, one H: Evet. O gün hava yağmurluydu. Karton biraz kötü oldu. Aslında önceki gece çok güzel hazırlamıştım. Yes, that day was rainy, and the carton was detsroyed. Actually, the day before I did it well. Ç: Onu asmayı mı unuttun? Getirdin ama unuttun. Did you forget to hang it? You brought it but forgot. H: Evet. Bir de dikkat edin demeyide unuttum. Sonra feedback'de Bena hoca bunu söylemeyi unuttun diye belirtmiş. Heyecandan direk aktiviteye geçeyim diye unutuvermişim. Yes, I also forgot to tell them to pay attention to this, then in the feedback stage, Bena hoca indicated that. I forgot it because of excitement.		Studnets liked the topic on shopping Feeling demoralized because of some mistakes identified by instructor The day was rainy and the material was destroyed

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: İnfo gap'te bir sıkıntı mı oldu? Was there any troublesome in the info gap? H: Orda da yine onu belirtmeyi unuttum. Aslında aktivite biraz karıştı. Çünkü, satıcılara bir fiyat listesi veriyorsun, şu şu kadar bu bu kadar diye. Alışveriş yapan kişilerede şunu almanız gerekiyor diye şey verdim. Onlar onu yaparken, birbirleriyle konuşarak yapmaya başladılar. Şu şu kadarmış, şunu alalım diye. Aslında biri birlerine bakmamaları gerekiyordu. O yüzden hani info gap biraz başarısız oldu. I also forgot to mention it. Actually the activity y became a bit mess, because, I gave the price list for the sellers, and for the buyers, I gave the shopping list, when doing it, they started doing it by asking each other. İn fact they were not supposed to look at each other's card, that's why the info gap was not successful. Ç: Anladım. Yani bir birlerinin kartlarına baktılar. I see, so they look at each other's cards H: Evet. Masaya koyup iki taraftan bakmaya başladılar. Öyle olmaması gerekiyordu. Yes, they put the card on the table and started looking at them. It was not supposed to be this way. Ç: Eror correction nasıldı yaptın değilmi? How was the error correction? Did you do it? H: Hayır yapmadım. No I did not Ç: Ama, enjoyable, applicable, useful değerlendirmişsin. Neden? But, you appraised as enjoyable, applicable, and useful, why? H: Galiba o an yapmadığımı unuttum. Yapmadım yani. Perhaps, I forgot that I did not do it, in fact, I did not Ç: Post stage'i nasıl yaptın? How did you do the post stage? H: Biz aslında speaking'in post'unu yapmadık.		Forgetting doing something during demo (sticking the poster on the well, making some certain recalls) because of excitement Ponting out the flaws and forgotten things by instructor The activity (info gap)was messed up as peers did not act as they were supposed to.

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
İn fact, we did not do the post for the speaking Ç: O halde, Wrap up'tan bahsedelim. Ok, then let's us talk about wrap up H: Wrap up'da eğlenceliydi. Yine bir kağıda, kartona alışverişle ilgili bir şey yazdırıp. Hani kağıdı herkes yuvarlayıp biri birine atıyordu. Sonra onları yerden alıp okuyorduk. Bunu kim yazmış olabilir diye. Eğlenceliydi yani. The wrap up was enjoyable. Again I used the carton paper and wrote something on it, and they rolled that papers and threw them to each other. Then, they pick them up and read and tried to guess who wrote them, so it was enjoyable Ç: Onu yararlı buldun. Hands out'ları dağıttın mı? Did you find it useful? did you use the hand outs? H: Evet. yes Ç: Hands out'larda da bir pozitiflik görüyorum. Neden pozitif değerlendirdin? I see some positive appraisals in the hand outs. Why did you appraise them positively? H: Bena hoca yine insan baktığında sıkılmamalı derdi şeyleri hazırlarken. O yüzden o zamandan beri ben hep eğlenceli hazırlamaya çalışıyorum. Yine herkes beğendi, düzeni dizaynı. Once Bena Hoca told us that when one sees it should not get bored, that's why since then, I always try to make it enjoyable. so all liked it, the structures and design Ç: Anladım. Resim, flash card felan kullandın mı? I see, pictures, flash cards did you use them? H: Resim de kullanmadım. I used the pictures Ç: Ama sen bunları pozitif bulmuşşsun, değerlendirmişsin. Neden? But you appraised them postitively? Why? H: Tabi görsellik önemli. Karşındaki insan dinlerken hoşuna gidiyor, o	All peers liked the the handouts	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
yüzden. Aslında kullanılmalı ama ben video kullandığım için biraz o arka planda kaldı. Of course, the visuals are very important. When one listen it and sees something in front, it is nice. But since I used the video, the pictures were seen behind. Ç: Resmi eğlenceli bulmuşsun ama applicable ve useful açısından dört dört vermişsin. Niye beş beş değil? You found pictures enjoyable and in terms of applicability and usefullness you gave four four. Why not five five? H: Hani video olarak da verilebildiği için. Öncelikli olarak ben videoyu tercih ederim. Hem işitsel hem de görsel yönü olduğu için. I thought from the video perspective. My priority would be to select video, because it is both visual and audial Ç: Ama video'yu applicable ve useful'da üç üç vermişsin neden? But for video, you gave three and three for both applicable and useful. why? H: Çünkü video bulmak zor oluyor. Arındırmak zor oluyor videoyu. Tam istediğiniz noktaya hitap edecek videoyu bulmak biraz zor oluyor. Ancak, bulunca da güzel oluyor yani. Because, it is difficult to find a video. it is very hard to filter it. İt is also difficult to find a video which appeals to your objectives. But once found, it became great Ç: Anladım. Uygun videoyu bulmak zor galiba. Onun için mi üç üç verdin. I see, apparently, it is hard to find an appropriate video. that's why you gave three, three Yes, it is hard to select a video Ç: Bir şeyin seçimini yapmanın zor olması senin için yararlı olmayabiliyor mu? The fact that something is hard to select, could not be useful for you. Right? H: Tabili. O zaman biraz konudan uzaklaşabiliyorsun. Acaba bunu seçmesemiydim, bu konuyu seçmesemiydim diye düşünüyor insan. Bu biraz	Visuals are very important as one can wtach and listen at the same time Videos are both audinal and visual	Searching for video is hard as one needs to filter to make it appeal for objectives

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
işi zorlaştırıyor. Of coure. İn this case, you became a bit distant from the topic, then you start thinking if the topic was the correct choice, this makes things harder. Ç: O zaman aynı durum resimler için de geçerli. Then this is the case for pictures as well H: Aynen öyle. Exactly Ç: Peki, power pointi kullanmadın ama yine de beş dört dört diye değerlendirmişsin. Well, you did not use the power point. But you gave five, four, four. H: Power point ders anlatırken çok çeşitli şekilde kullanılabiliyor. Daha önceki derslerimde de kullandığım oldu. One can use power point in different ways in the classroom. I used power points in previous lessons. Ç: Tamam. Classroom management'te tam olarak sesini iki iki vermişsin. I seem for the classroom management, for the voice you gave two two H: Ben hani sınıfa karşı çok bağıramıyorum. Hani dikkat çekmeniz gerekiyor. Konuşma aktivitesinde ortalık dağılıyor. Orada ses çok etkili. Benim sesim genelde çıkmıyor. Onun için iki iki şeklinde değerlendirdim. I cannot shout in the classroom, but you need to grab the attention. İn the speaking acvtitiy, the class could be scattered, therefore the voice is crucial here. And in general, by voice is low. That's why I apprasied as two two. Ç: Mimiklere de iki iki demişsin, niye? For the mimics you gave two two why? H: O gün biraz problem olduğu için kendimi tam olarak yansıtamadığımı düşünüyorum. Bena hocayada ben kendim gibi davranamadım dedim. Kendimi gösteremediğimi düşünüyorum. Since it was problematic day, I think that I could not reflect myself as expected. Bena hoca also told me that I was not myself. I think that I did not show myself		Not being able to use the voice properly Having natural low voice

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: Beden diline de bir bir demişsin. For the body language you gave one one H: O gün ruh gibi ifadesiz geziyordum. Aslında normalde öy le değilim. I was like a ghost, with no expressions, in reality I am not like that. Ç: Birde use of english during the all demo, bir bir bu da mı ondan kaynaklanıyor. Türkçe olsa dahi böyle değerlendirirdin? And also the use of English during whole demo, you gave one one, was it because of the same reason. Even if it was in Turkish, would you also appraise in the same way? H: Büyük ihtimalle öyle olurdu ama İngilizce konuşurken hata yapmamaya çalışıyoruz.Bu durum, insanı biraz tehlikede hissettiriyor. Tabi ki demonun İngilizce olması gerekiyor. Bir yanlış yaparsam sınıfta dikkat çeker dşiye çekiniyorsun. Üçüncü sınıf olduğumuz için belli şeylerin oturmuş olması gerekiyor. Ama bazen heyecandan yanlışlıklar yapabiliyoruz. Genellikle gramatik olarak. I think most probably it would have been the same, when we speak in English, we do our best not to make the mistakes. This situation (speaking in English) makes you to feel in danger. Of course, demo should be in English. You abstain a bit in case if you make any mistake. Since we are already on 3rd class, there should be some certain things that should have been fixed by that time. But because of some excitement, we can make some mistakes and in general they are grammatical errors. Ç: Onun için hem sıkıcı hem yaralı değil hem uygulanabilir değil. That's why it is boting, not useful and applicable. H: Hani konuşurken korku içinde olmak istemiyorum. Hani o an bizi birileri değerlendirdiği için korkuyorsun. Actually, I do not wish to be afraid while speaking, since we are being evaluated we are a bit anxious. Ç: Hoca tarafından izlenmeyi pozitif bulmuşsun. Neden? You found positive being evaluated by the instructor. Why?		Being like a ghost and not reflecting the reality Hesitating in using English because of possible mistakes Making grammatical mistakes because of excitement

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
H: Çünkü Bena hoca çok karışmıyor. Because Bena hoca does not step in. Ç: Ama hepsine beş vermemişsin. But you did not give five to all H: Tabi karşında birisinin sizi değerlendirmesi endişelendiriyor. Bena hoca olabilecek en sakin şekilde demo'yu izliyor. Suratında sizin yaptığınızla ilgili bir değişiklik göremiyorsunuz. Ya kağıda not alıyor ya sizi izliyor. Of course, it makes you anxious when somebody appraise you. Bena hoca watches demos silently to the possible extent. You do not recognize anything from her face. She writes down something or only watches you. Ç: Sunum sonrası hocadan geri bildirim almaya beş beş beş vermişsin. Neden? You gave five five five for the feedback form instructor after the demo. Why? H: Çünkü Bena hoca detaylı değerlendiriyor. Bu çok güzel bir şey. Hoca çok ince detayına kadar değerlendirdiği için emeğinin karşılığını aldığını düşünüyorsun. Hoca hiçbir şeyi atlamadığı için. Sonrasın bak hoca şunu da fark etmedi demiyoruz. Her şeyi iyisiyle kötüsüyle söylüyor. Hocanın detaylı değerlendirmesi çok güzel bir şey. Because Bena hoca evaluates in details. İt is a very great thing. I think my all efforts are compensated when hoca evaluates everything in details and she does not skip anything. Afterwards, we never say that she skipped that or this part. She indicated everything for better or worse. So it is a very great thing that hoca evaluates in details. Ç: Sunum sonrası arkadaşlarından feedback almak? Buna dört dört dört demişsin. Neden beş değil? What about the geeting feedback from the peers? You gave four four four, why not five? H: Çoğu zaman arkadaşların değerlendirmesi objektif olamayabiliyor. Genellikle sizi kırmak istemiyorlar. Sometimes peers may not evaluate things objectively. They try not to hurt anybody.	Feeling good when instructor observes with silence Appreciating highly the instructor's detailed evaluation of the demo	

Transcripts/Translation	Coding Positive Valence	Coding Negative Valence
Ç: Presenting ile ilgili sorularım bitti. Şöyle anketine bakıp genel bir değerlendirme yapmam gerekirse, bunu tamamen kendi açından değerlendirmişsin. Anketi o güne ilişkin nasıl hislerin olduysa ona göre değerlendirmişsin. Hani öğrenci için yararlı olabilir mi şeklinde değil de daha çok kendi açından değerlendirmişsin. Haksız mıyım? I have competed the questions on presenting stage. When I evaluate from the general perspective, you appraised everything from your own angle. You indicated your appraisals in the questionnaire in accordance with your feelings on that day. You appraised not in terms of being useful for the students, but in terms of being useful for you. Am i right? H: Doğru söylüyorsunuz. Yes you are right Ç: Preparing aslında daha olumlu gözüküyor. Presenting biraz daha olumsuz. Ama sonuçta iyi bir puan aldın. The preparing stage seems more postive and presenting stage more negative. But at the end, you got good grade H: Şöyle, hazırlanma aşamam uzun oldu. Hiçbir detayı atlamadan planlama yaptım. O gün öyle sorun çıkınca şansızlık diye değerlendirdim. İn fact, the preparing stage was a bit longer, I planned everything without skipping anything. Since that day was not good, i apprised as not lucky.		Appraising as unlucky day despite detailed preparation

APPENDIX 13. Sample for Categorization

Speaking

Hira

The main categories derived from the indepth interview with Hira are:

Positive Valence

- ✓ *Having no major difficulties in preparation and presentation of demo*
- ✓ *Having certain beliefs*
- ✓ *Meeting and exceeding expectations*
- ✓ *High importance of visuals and videos*
- ✓ *High appreciation of instructor's feedback and view of peers*
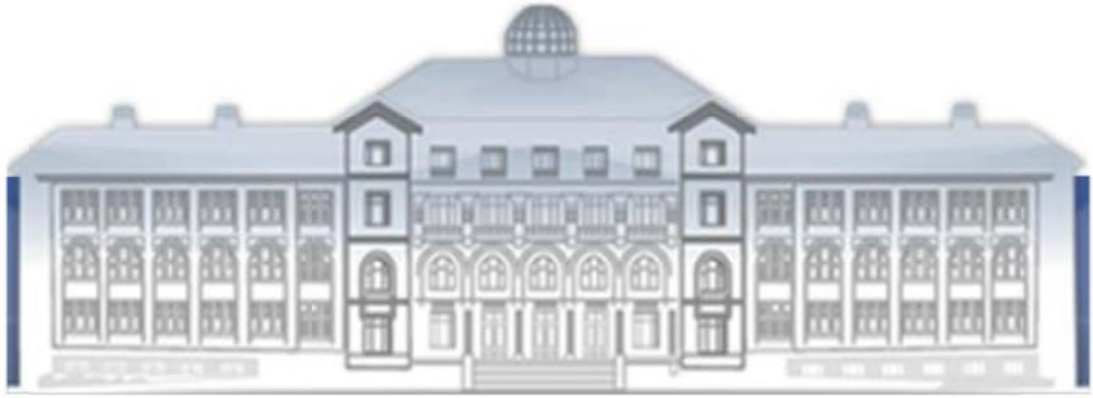
Negative Valence

- ✓ *Having some difficulties, problems and confusions*
- ✓ *Unluckiness on the day of demo*
- ✓ *Making mistakes because of excitement and fear, regretfulness   and forgetfulness*
- ✓ *Weak tone of voice and inability to use body language*
- ✓ *Being demoralized and inability to reflect oneself*

The following table illusstrates the cetargoreis that were goruped under postitve and negatove valences

Reasons of task appraisals on Positive Valence	Reasons of task appraisals on Negative Valence
Having no major difficulties in preparation and presentation of demo	**Having some difficulties, problems and confusions**
No difficulties in designing info gap	Having some problems in transitions
Easier in terms of searching comparing to other skills	Having some difficulties in transitions through the activities
Finding info gap was easy	Having difficulties in providing input by
Selecting topic was easy and finding good things in the internet	thinking relevant criteria, safe environment, Not knowing how to prepare the role cards
Speaking topics are broader (available)	Having difficulties in searching the required inputs
Wrap up is easier as it proceeds naturally	Giving insufficient information
No need for extra effort for the wrap up	Role cards could be sometimes confusing
Students liked the topic on shopping	Searching for video is hard as one needs to filter to make it appeal for objectives
Having certain beliefs	Still having mentality of students and not
Finding good and varied ideas on topic,	teacher.

Having certain reservations on target audience İt is important to get prepared students for the lesson **Meeting and exceeding expectations** Going beyond the expectations The demo delivery exceeded the expectations Error correction is tolerable to some extent İt could have been much useful if there were real students instead of peers All peers liked the handouts **High importance of visuals and videos** Visuals are very important as one can watch and listen at the same time Videos are both audial and visual **High appreciation of instructor's feedback and view of peers** Appreciating highly the instructor's detailed evaluation of the demo Feeling good when instructor observes with silence Acknowledging the instructor's deep knowledge and experience Trying to help each other (among peers) The role play was found more developed and acknowledged by instructor	**Unluckiness on the day of demo** Having an accident and small injury The day was rainy and the material was destroyed Appraising as unlucky day despite detailed preparation **Making mistakes because of excitement and fear, regretfulness and forgetfulness** Being afraid of giving inputs Skipping some important details during demo because of excitement Ponting out the flaws and forgotten things by instructor Regretting because of mistakes Forgetting doing something during demo (sticking the poster on the well, making some certain recalls) because of excitement Hesitating in using English because of possible mistakes Making grammatical mistakes because of excitement **Weak tone of voice and inability to use body language** Having natural low voice Using tone of voice not appropriately Having low voice because of own personal character Body language, mimics and gestures should occur spontaneously in their natural path instead of planning Not being able to use the voice properly **Being demoralized and inability to reflect oneself** Being not able to reflect oneself Feeling demoralized because of some mistakes identified by instructor Being like a ghost and not reflecting the reality The activity (info gap)was messed up as peers did not act as they were supposed to.

GAZİLİ OLMAK AYRICALIKTIR...