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APPRAISAL SYSTEMS IN TEACHER TRAINING: FOCUS ON CRITICAL INCIDENTS (CI)

The paper introduces the concept of a critical incident (CI) in the context of foreign language teaching and discusses its importance for teachers` professional development as a factor leading to a teacher´s awareness of his/her classroom. The ability to diagnose critical incidents is seen as an inseparable part of a teacher´s ability to control the teaching context and thus create critical events (CE).

This paper also introduces the concept of an appraisal system (Smith and Lazarus 1993), understood as one´s evaluation of the relationship between one´s success and failure in respect of past experience and the ability to adapt to an immediate context. In my analysis I will follow Scherer´s (1984) taxonomy of components of appraisal systems such as novelty, the pleasantness of a task and coping potential, among others. This appraisal system is seen as emotionally-driven but it also emphasizes the cognitive dimension and the interaction between affective and cognitive processing.

In the empirical part of the paper, the study on CI in teaching EFL is reported on. The main objective of the study was to make in-service teachers of EFL reflect upon their most memorable critical incident (CI) and evaluate it from the affective point of view. The study was also to make the subjects more aware of themselves and their classroom presence. The research instrument used in the project was the Geneva Appraisal Questionnaire -GAQ (Scherer 2001), based on Scherer´s taxonomy.

1. Introduction to critical incidents

1.1. Reflectivity as a construct and reflectivity in teaching

Reflectivity in thinking is understood as:
- perplexity, confusion, doubt, due to the fact that one is implicated in an incomplete situation whose whole character is not yet determined;
- a conjectural anticipation – a tentative interpretation of the given elements, attributing to them a tendency to effect certain consequences;

- a careful survey (examination, inspection, exploration, analysis) of all attainable considerations which will define and clarify the problem in hand;
- a consequent elaboration of a tentative hypothesis to make it more precise and more consistent, because squaring with a wider range of facts;
- taking a stand upon the projected hypothesis as a plan of action which is applied to the existing state of affairs; doing something overtly to bring about the anticipated result, and thereby testing the hypothesis. (Dewey 1933 in Pollard 2002: 4-5).

Such an understanding of reflectivity directly transferred to a teaching context will mean the teacher´s predisposition to question what he/she does (*perplexity, doubt*) in terms of his/her general approach to teaching as well as specifically questioning his/her methods, classroom management or more precisely defined problems that occur in the classroom. It will also mean thinking about possible solutions to the above (*a conjectural anticipation*), which should lead him/her to a more in-depth reflection on the variables involved in the specific problem (*a careful survey*). The in-depth reflection allows a reflective teacher to precisely formulate his/her hypothesis (*a consequent elaboration of a tentative hypothesis*) and take some steps to check on the hypothesis formulated earlier by planning his/her mini-scale study (*a plan of action which is applied to the existent state of affairs)*. A reflective teacher thus becomes a reflective learner, who through openness to his/her classroom experience becomes more aware of its complexities. Reflection allows teachers to become more aware and thus, notice more about their own classroom and their own presence in it.

1.2. Critical incidents (CI s)

Both professional teachers with experience and those who are about to become professionally qualified in terms of necessary education and formal certificates, experience their own and their learners´ unplanned and unexpected incidental behaviour in the classroom during daily teaching practice. Sometimes those incidents pass almost unnoticed. Sometimes they are noticed and reflected upon, bringing about positive or negative consequences for the immediate context, but those consequences can also be delayed in time, having far-reaching effects in the future. These are critical incidents – CIs (as described by Tripp 1993 or Woods 1993),or turning points in one´s teaching. In short Farrell (2007:44) defines them as: "(…) any unplanned and unanticipated event that occurs during class, outside class or during a teacher´s career". In describing any critical incident, first a core category is defined, that is the focus of the incident and the conditions of the context in which it occurred are analyzed, and strategies implemented on the spot are assessed and their consequences evaluated (Tripp 1993).

Focusing on critical incidents in one´s own classroom constitutes a significant aspect of reflective teaching. As such, its purposes consist in (Farrell 2007: 45)
- gaining a deeper level of self-awareness as a teacher and a person

- learning how to identify and diagnose important classroom management issues
- learning how to frame the problems in terms of the variables involved
- developing perception of complexities involved in both teaching and learning
- learning to ask oneself critical questions about teaching
- reflecting upon one´s own beliefs explicitly to bring about their fuller awareness
- becoming aware that the different answers are possible and realizing " that there are no simple solutions or answers"
- evaluating one´s own emotional experiences involved in classroom interaction

Noticing critical incidents in the classroom and awareness of their nature are essential for the professional development of teachers. They open up new content areas of action research, which can constitute turning points in classroom instruction. Awareness of CIs should lead to critical events (CE), understood as classroom events fully planned and controlled by the teacher, which are to bring about a positive change in teaching (in teachers) and learning (in learners).

2. Appraisal systems

Classroom events qualifying as critical incidents because they are unplanned and the response to them is spontaneous, are often emotionally-driven. As such they are appraised by teachers (and also learners) mostly in emotional terms. For instance, a teacher´s harsh response such as shouting at a misbehaving learner is a good example of emotionally-driven behaviour, which is difficult to control. However, such a reaction derives from the teacher´s experience and his/her whole set of beliefs about how to respond to certain types of classroom behaviour. This set of beliefs comes from the appraisal system a given teacher has developed.

Smith and Lazarus (1993: 234) define appraisals as:

(…) an evaluation of what one's relationship to the environment implies for personal well-being. Each positive emotion is said to be produced by a particular kind of appraised benefit, and each negative emotion by a particular kind of appraised harm. The emotional response is hypothesized to prepare and mobilize the person to cope with the particular appraised harm or benefit in an adaptive manner, that is, to avoid, minimize, or alleviate an appraised harm, or to seek, maximize, or maintain an appraised benefit. Whether a particular set of circumstances is appraised as harmful or beneficial depends, in part, on the person's specific configuration of goals, and beliefs. Appraisal thus serves the important mediational role of linking emotional responses to environmental circumstances on the one hand, and personal goals and beliefs on the other.

Appraisal systems are seen as functioning on two levels:
- a primary appraisal expresses individual relevance of a stimulus to a person, and promotion or hindrance of a personal goal
- a secondary appraisal expressing one`s coping ability (Lazarus and Smith 1988).

In other words, according to Lazarus and Smith (*ibid.*) what will influence teachers´ appraisals will be first of all how aware he/she is of a given CI and how important this incident is seen to be by the teacher. Secondly, a teacher who feels insecure and lacking in confidence, will withdraw by either ignoring an incident or behaving in a authoritarian way, which may bring about just the opposite effects to the ones desired.

Schumann (1997) presents and discusses in detail the main typologies of appraisal systems and their evolution. Table 1 is a sample of the main taxonomies.

Table 1. Different typologies of appraisals (based on Schumann 1997)

Scherer (1984)	Frajda (1986)	Ortony/Clore (1988)	Rossman (1991)	Smith/Ellsworth (1985)
				Attention
Novelty Suddenness Familiarity Predictability	Change Familiarity			
		Unexpectedness		Pleasantness
Intrinsic Pleasantness	Valence	Appealingness		
Goal Significance Concern relevance	Focality			Certainty
Outcome probability	Certainty	Likelihood	Motives Probability	
Expectation	Presence			
Conduciveness Urgency	Open/Closed	Prospect realization Desirability		Goal/Path Obstacle Anticipated effort
	Urgency	Proximity	Motive Consistency	
Coping Potential Cause: Agent Cause:Motive Control				Agency Agency
Power Adjustment	Intent/Self-Other Modifiability Controllability	Agency		
Compatibility Standards External			Agency	
Internal	Value Relevance	Blameworthiness		Legitimacy

Scherer (*ibid.*) goes beyond Lazarus and Smith´s analysis of the components of appraisals given in Table 1. In descriptive terms, his appraisal components focus on:

- **novelty,** describing the degree of familiarity of the stimulus, i.e. task itself, type of data or action to be undertaken in performing the task
- **intrinsic pleasantness**, meaning how pleasant the stimulus is which will determine the approach to it, manifested as either indulgence in the task or avoidance of its performance
- **goal/need significance,** expressed as evaluation of how relevant, significant and immediate the stimulus (i.e. task or action) is for an individual
- **coping potential**, meaning one´s perception of ability to perform or to change the stimulus to adjust to one's potential
- **norm /self compatibility,** expressing one´s evaluation of how appropriate in social/cultural terms the stimulus is perceived to be (Gabryś-Barker 2007)

2.1. Measuring appraisals

In psychological studies of appraisal systems the research tools employed embrace learner/teacher appraisal questionnaires, introspective diary studies and learner/teacher biographies (for examples, see Schumann 1997). They give verbal evidence of the appraisal variables and their evaluation in creating motivations and approaches to learning, idiosyncratically grounded in one's own person and in past and present observable context, determined by an individual system of values. Thus they contribute to our understanding of which feelings and emotions influence positively/negatively to the execution of a learning/teaching task (or any other behaviour).

The Geneva Appraisal Questionnaire is one of the most comprehensive instruments for measuring appraisal components. It is based on Scherer´ s categories (Scherer 2001). As descried in internet sources:

The Geneva Appraisal Questionnaire (GAQ) has been developed by the members of the Geneva Emotion Research Group on the basis of Klaus R. Scherer's Component Process Model of Emotion (CPM). Its purpose is to assess, as much as is possible through recall and verbal report, the results of an individual's appraisal process in the case of a specific emotional episode. To do so, the instrument contains questions that tap the appraisal criteria suggested by Scherer's model (the Stimulus Evaluation Checks, SECs).

The full version of the GAQ can be found in the internet at: http://www.unige.ch/fapse/emotion/resmaterial/resmaterial.html. The latter part of the present article describes the content of GAQ in more detail.

3. The study

3.1. Objectives and the study group

This study was carried out as part of a course in reflective teaching for in-service teachers of EFL. Its aim was to make them reflect on their classrooms in terms of memorable incidents that occurred to them at certain points in their teaching career. These were to be incidents which had some bearing either on their own thinking about themselves and their classroom or which made them perhaps change their usual practices and behaviours. In other words, the project intended to answer the questions: which classroom incidents are seen as significant and how they are evaluated by teachers in reference to their appraisals of the situation. Apart from focusing on the content of CIs described, the subjects were asked to describe their feelings and emotions involved in a certain event.

Thirty-six in-service teachers of English employed at various levels and at different educational institutions were involved in the survey. They were about to complete their M.A. studies in TEFL. As mentioned earlier, the teachers were participating in a course of reflective teaching and also completing their M.A. theses, which were based on teacher´s diaries, an instrument of teacher´s reflection. Their teaching experience varied from 3 to 5 years of a regular classroom practice, so it can be safely stated that they were no longer novices but were hardly very experienced teachers, either.

3.2. The research instrument: GAQ

The Geneva Appraisal Questionnaire (GAQ) used in this study is based on the updated version of Scherer´s components of appraisals (Scherer 2001). It contains both descriptive questions when the subjects are expected to produce a narrative text (i.e. a description of the classroom incident recalled from memory) and also specific questions of the Likert type scale (i.e. the subjects are asked to chooses their responses from the options, for example: *not at all (no), moderately, extremely (yes), does not apply*). The subjects were given the following instructions to fill in the questionnaire:

> *In this questionnaire, we ask you to recall moments when you experienced an intense emotion, either positive or negative. It could have been something that really happened or that you expected to happen (whether it finally happened or not). The events might have been brought about by you, by someone else, or by natural causes.*
> *Now try to remember some of the strongest emotional experiences that you have had in recent times (for example, during the last year). Of those, please select X episodes that you thought of spontaneously. Try to recall as many details as possible that are pertinent to the chosen emotion episode.*

Please respond to the questions on the following pages by placing a check mark in the appropriate space for the respective scale. If a particular question does not make sense in a specific situation, please mark the circle "does not apply". **It is extremely important that you answer all the questions and that you select only one alternative for each question.** (www)

In detail, the content of the questions embraced the following:
1. Event description (a narrative text)
2. Occurrence of the emotional experience (q. 1-3)
3. General evaluation of the event (q. 4-5)
4. Characteristics of the event (q. 6-11)
5. Causation of the event (q. 12-17)
6. Consequences of the event (q. 18-25)
7. Reactions with respect to the real or expected consequences (q. 26-28)
8. Intensity and duration of the emotional experience (weak moderate strong/ secs, mins, hrs, days, weeks) (q. 29-32)
9. Verbal description of the emotional experience (a narrative text)
10. The emotion terms listed related to the event

These content areas correspond to the appraisal components (Scherer 2001):
Novelty: Suddenness (q.6), familiarity (q. 8), predictability (q.7)
Intrinsic Pleasantness (q.4, 5)
Goal/Need Importance (q.9)
Goal/Need Significance: Cause: agent (q. 12, 13, 16), cause: motive (q.14, 17), outcome probability (q. 18, 20, 21), discrepancy from expectation (q.19), conduciveness (q. 22, 23), urgency (q. 26)
Coping Potential: control (q. 25), power (q. 27), adjustment (q. 28)
Compatibility with standards: external (q. 10, 11, 24), internal (q. 10, 15)

When performing the task, the subjects were not only given written instructions (see above) but were also assisted by the researcher throughout the whole process of responding to the questions.

3.3. Data presentation and analysis

3.3.1. Content of CI (qualitative comments)

The total number of CIs described by the teachers participating in the study was 36, out of which 6 were positive, 28 negative and 2 irrelevant (that is, describing events unrelated to teaching). There were quite a few answers to individual questions missing, 80 in total. The events selected by the subjects as critical in their teaching can be qualified according to their content focus (Table 2a and Table 2b).

Table 2a. Positive critical incidents

Type of CI	Quantity	Examples
Focus on teaching the language	5	1, 2, 3, 4, 6
Personal well-being of learners	1	5

Table 2b. Negative critical incidents

Type of CI	Quantity	Examples
Violent behaviour in the classroom and beyond: • towards the teacher • towards other learner(s) • verbal violence (towards the teacher)	 3 3 2	 10, 19, 34 7, 9, 22 29, 32
Disruptive behaviour in the classroom	7	8, 15, 16, 17, 21, 23, 26
Learning misbehaviour (refusal to perform a task)	6	11, 12, 20, 24, 28, 31
Teaching the language (professional qualifications)	3	13, 18, 30
Teacher being evaluated by others (learners, parents)	2	25, 35
Personal well-being of learners	2	27, 33

The proportions of different types of CI identified by the teachers as positive and negative relate to markedly different areas of focus. It seems that what the subjects perceive as a success relates more to their learned teaching skills as such, for example ways of presenting new material (methods of teaching). Whereas the negative incidents enumerated relate more to classroom management and things like disruptive behaviour in the classroom. A good illustration of the above distinction would be Event 1, an example of a successful CI and Event 34 - a negative one.

Event 1:
The subject of the lesson was countries and nationalities. The class – 6 boys, associated `Japanese` with `Ja pana neiese`. When I told them what he pronunciation was they started laughing and saying Polish `Ja penis`. I started laughing, too.` (teaching focus)

This event was described as: extremely pleasant, unpredictable and unfamiliar, it was brought about by the teacher´s actions, which were seen by the teacher as very consistent with her self-image, the intensity of the experience was very high ("Laughing to tears") and the teacher´s feelings about it were very explicit (the teacher did not try to hide them). The event resulted in high spirits in the group and teacher´s feeling of joy and success.

Event 34:

After finishing the lesson with the last class of the secondary school, I was walking along the corridor when one of my students started stabbing me with his pen. I was furious but I couldn´t do anything. Since then I hate going to this class. (an instance of violent behaviour)

This event was seen by the teacher as extremely unpleasant, unpredictable, unfamiliar and totally unacceptable; the teacher found it difficult to comment on the possible causes of the event, she perceived it as unjust, but realised it could have been partly modified by an appropriate reaction; it left the teacher feeling furious and powerless, full of rage and irritation with the learner and herself. (More samples of CIs can be found in the Appendix).

As there are many more negative than positive incidents reflected upon by the teachers (28 *versus* 6), the variety of types is much more diverse in the case of the former (Table 1a *versus* Table 1b). What is most striking and alarming at the same time in negative CIs is the large number of incidents describing some sort of experience of violence both verbal and non-verbal (swearing) of particular learners directed at the teacher (5 cases) and at the other learners (3 cases). Also many negative events recalled as strong emotional experiences by the teachers relate to misbehaviour in class (7 cases). Those incidents give evidence of the lack of teacher´s authority in terms of exercising his/her power and therefore low levels of control over the class and themselves. The same missing qualities bring about a high number of learning misbehaviours in the classroom, manifested as refusal to do work assigned by the teacher.

3.3.2. Stimulus evaluation checks

Table 3 presents the subjects´ answers in different categories of appraisal components (SECs).

Generally, the data collected shows a diversity of responses given by individual subjects and therefore there is no definite value that could be assigned to individual appraisal components. However, there are some observable tendencies in the case of selected variables. For instance, *novelty, intrinsic pleasantness, goal/need significance* and *compatibility with standards* are seen as beyond the teacher´s control in their experience of the events described (therefore entailing more negative answers than positive). It is only *coping potential* that is perceived as a component open to modification by the teachers. However, at the same time the subjects see themselves to be unable to develop that coping potential. In other words, they find it impossible to cope with the situation perceived as critical and to anticipate its consequences. However, the way they respond with negative answers to the other components (their answers to the questions on *novelty, pleasantness, goal significance,* etc.) seems to testify to their unawareness of the way in which these components may assist them in finding solutions to unexpected and unplanned incidents, or at least make them aware how to use them to their

Table 3. Stimulus evaluation checks in teaching (CI – critical incidents)

	GAQ Question no.	Positive CI (6)					Negative CI (28)				
		No		Moderate		Yes	No		Moderate		Yes
Stimulus evaluation checks (SEC)											
Novelty											
* Suddenness	6	–	–	5	1	1	3	2	1	7	7
* Familiarity	8	6	1	–	–	–	8	7	3	2	–
* Predictability	7	4	–	3	–	–	5	4	7	5	1
Intrinsic Pleasantness	4, 5	6	–	–	3	5	11	3	7	5	11
Goal/Need Importance	9	1	–	2	4	–	1	5	12	1	2
Goal/Need Significance											
* Cause: Agent	12, 13, 16	4	1	5	4	5	11	9	20	7	9
* Cause: Motive	14, 17	2	3	2	2	–	10	2	9	4	7
* Outcome Probability	18, 20, 21	5	3	7	3	1	12	6	4	4	6
* Discrepancy from expectation	19	3	1	2	1	–	1	3	5	4	–
* Conduciveness	22, 23	8	–	–	1	4	13	3	12	13	5
* Urgency	26	–	1	2	–	2	1	-	2	9	11
Coping potential											
* Control	25	–	3	2	1	–	1	2	15	5	1
* Power	27	–	2	2	–	1	–	2	10	4	4
* Adjustment	28	–	1	–	–	2	4	3	8	2	2
Compatibility with Standards											
* External	10, 11, 24	9	–	2	1	2	19	5	9	10	9
* Internal	10, 15	–	2	1	2	5	13	4	4	5	2
Total (type of answer)		48	18	35	23	28	113	60	128	87	77

advantage. At the very least, they can use them to neutralize the consequences. For instance, the novelty of the situation will be a significant factor in responding to a critical incident, as novelty means the teacher has no past experience or knowledge of what will or will not work as a solution to an incident to rely on. Awareness of CIs and openness to novelty: to the sudden, the unfamiliar and the unpredictable, will certainly contribute to one´s confidence at being able to cope with them. Although Scherer treats coping potential as a separate component of one`s appraisal system, it clearly is not an independent one. It results from one´s approach to the other components, such as the above mentioned *novelty*. Awareness of the teacher´s own appraisals will help them deal with critical situations.

Judging by the total scores received for all the available answer options (Table 4) it may be assumed that the subjects first of all choose either moderate evaluations of individual variables (163), which can be explained by teachers` being careful (or unaware/unable to evaluate them) or they tend to respond negatively (161). It means they perceived the situation to be beyond their control in terms of the appraisal components (such as in the case of novelty discussed earlier). This might give evidence of those areas of teacher professional competence in which some work needs to be done at the training stage to make teachers more able to cope with CIs. At its basic level this training will have to aim to develop awareness of the role individual appraisal components have in turning CIs into critical events (CEs) for a particular teacher. The process of turning CIs into CEs consists in developing professional competence which allows a teacher to use his/her reflection and former experience in his/her future practice and thus elaborate successful ways of responding to critical situations.

Table 4. Total scores for the positive and negative CIs.

Scale:	Not at all		Moderate		Extremely
Total no for all CI	161	68	163	100	105

3.3.3. Intensity and verbal description of CIs

Since the subjects were instructed to recall a critical incident in their teaching careers that they retained vividly in their memories, it can be assumed that the recalled events will be intense in nature (Table 5).

As predicted, the *intensity of experienced feelings* in the CIs was strong in both positive and negative events. It can be observed that the *degree of control* over feelings experienced was expressed more strongly in the case of positive incidents. The negative CIs are seen as spontaneously occurring and bringing about feelings of panic and external threat. Positivity is manifested as a test of one´s professional ability, knowledge and degree of professional security, hence, the terms *being annoyed, frightened, shocked,* etc. are used to describe the experiences

Table 5.Intensity of CIs. (SEC- a stimulus evaluation check)

Positive CIs: **Negative CIs:**

SEC:	Weak		Mode-rate		Strong	Weak		Mode-rate		Strong
Intensity * degree (q. 29)	0	0	0	2	5	0	1	1	11	11
* control (q. 32)	1	0	2	3	1	4	4	9	3	5

recalled when relating positive CIs. The positive terms used also express teachers´ faith in what they do and their feelings of success: *pride, pleasure, joy*. Thus most of the positive CIs focus on teaching success as such. This is clearly exhibited in the verbal descriptions of the events, as they express the qualitative evaluations of the emotions recalled.

In contrast, the verbal descriptions of negative experiences express the fact that they are perceived as beyond an individual´s control, hence, feelings of *anger,*

Table 6. Verbal description of the emotional experience (the CIs described)

Positive CIs: **Negative CIs:**

	Word/phrase	List of emotion terms	Word/Phrase	List of emotion terms
Verbal description of the event (q. 33, 34)	*Success (2)* *Pleasant (2)* *Laughing* *Annoyed* *Frightened* *Shocked* *Worried* *Irritated*	: *Joy (5)* *Pride (5)* *Pleasure (4)* *Anxiety (2)* *Surprise (2)Irritation (1)* *Shame (1)*	*Anger (6)* *Shocking (5)* *Fearsome (5)* *Disappointing (4)* *Furious (3)* *Irritating (2)* *Frustrating (2)* *Confusing (2)* *Stressful (2)* *Annoying (2)* *Unpleasant (2)* *Fed up* *Nervous* *Helpless* *Thought -provoking* *Unaaceptable* *Horrible* *"hitting the roof"* *"total breakdown"*	*Rage (15)* *Irritation (15)* *Sadness (6)* *Surprise (7)* *Anxiety (5)* *Disgust (4)* *Fear (3)* *Contempt(1)* *Despair (1)*

shock, *fear*, *rage*, *irritation* and *sadness* are used as descriptive terms when recalling episodes. All of these very strongly express the affectivity observable in CIs retrieved from memory. (Table 6).

4. Final comments

This article has presented two concepts of great significance in developing teachers´ professional competence: the critical incident and appraisal system. The study was not very extensive in terms of the size of its sample group of teachers. Its major aim was to make the subjects themselves aware of the above concepts and also to present them with a tool allowing them to evaluate their own appraisals of critical episodes defined as CIs. Although the GAQ is a tool generally designed to evaluate episodes in one´s life that are emotionally grounded, it seems to be a perfectly valid and useful tool for teaching context, which in fact is very emotionally-driven (as has been demonstrated in the data collected).

The data has demonstrated two major things. First of all, most of the recalled classroom episodes were negative. This prevailing recollection of incidents that were perceived as a failure may be assumed to have negative consequences for future practice, unless it is reflected upon and the implications of the reflection are put into practice. Secondly, since very few instances of positive CIs were recalled, this is also a negative finding. Positive incidents should in theory remain an explicit memory and form part of teachers` repertoires of behaviour. However, what is perhaps more significant is their hopefully constructive contribution to confidence and security, in other words, their contribution to building teachers´ coping potential. This component of appraisals has already been discussed earlier as the major influence in the forming appraisal system of a teacher.

If coping potential can be seen as conducive to the development of the ability to respond to CIs and the belief that the other components contribute to this coping potential, then the focus of teacher training should be on:

1. introducing teacher´s awareness of the appraisals as presented by Scherer (2001)
2. diagnosing one´s own appraisals in a given teaching context
3. identifying critical incidents and reflecting upon them explicitly
4. ways of coping with novelty (predictability, suddenness, familiarity)
5. making the unpredictable more predictable through implementation of reflection on CIs (since the unpredictable is seen as negative by most teachers).
6. focusing more on areas so far neglected by training programmes, such as misbehaviour in classrooms and most of all, ways of coping with violent behaviour towards the teacher and other learners, which would add to the knowledge, self-confidence and security of teachers (and also learners)
7. developing intrinsic pleasantness in classroom teaching and awareness of so-called "teacher presence"

8. making teachers aware of the goal/need significance of their own actions and their contribution to immediate success and later on, to becoming more professionally competent.

The diversity of responses received in the GAQ shows that its main value lies in determining individual, idiosyncratic appraisals, and should not to be generalized across the sample. In other words, it can be used by individual teachers to become more aware of their affectivity in critical situations (CIs). As CIs are affective in nature and affectivity may distort one´s perception of them and hence, responses to them, which by their very nature are also cognitive, awareness of one´s affectivity becomes an important factor in being effective in one´s actions.. This awareness makes manipulation of affectivity possible. I strongly believe that the suggestions presented in the discussion of the CIs and appraisal systems of teachers in theory and supported by the data presented here, would become an important step in the improvement of pre-service and in-service teachers´ performance in their classrooms if they were implemented in teacher training.

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Internet source

The Geneva Appraisal Questionnaire (GAP) at: http://www.unige.ch/fapse/emotion/resmaterial/resmaterial.html

Appendix

(The language of all samples is in the original version)

Event 3:
Such an event occurred when one student told me that I am the first teacher who does not use any books or notes, while introducing a new grammar point, vocabulary, etc.

Event 5:
During the lesson a child showed me some spots on his body and asked whether I knew what it was. I looked at him and was really frightened because he had spots all over his body. I had to react quickly but sensitively and in a proper way in terms of regulations. After I managed to deal with the problem appropriately, I was really proud of myself.

Event 7:
During one of my lessons carried out in the kindergarten a child took a chair and threw it towards his friend (He explained later that he was angry). I and my friend who was carrying the class with me were both terrified.

Event 10:
I was running the lesson with 1d. Suddenly one of the most disruptive students stood up and accosted me aggressively. In fact, he grabbed my elbow relatively firmly and wanted us to swap our roles. In other words, he wanted me ot take his seat and simultaneously, he was going to occupy mine.

Event 12:
After I have made a short test on vocabulary which was not expected by the pupils, they got angry at me and refused to follow my instructions and during the rest of the lesson did nothing as a form of protest.

Event 18:

I was marking my students´ essays for many hours and couldn`t find a way to mark them objectively. It made me very upset.

Event 19:

During the lesson one of my students caused discipline problems. I ignored it, then wrote a statement, then asked him to go to the headmaster with me as he didn´t calm down. It was not possible for him to provoke me, I did not shout. My calmness made him furious so he came to me with his fists visible to hit me, but eventually punched the board

Event 29:

I teach in a technical high-school and aggressive behaviours aren´t rare but once one of my students told me to `fuck off` when I asked him for the fiftieth time to take his legs off the desk. Then he packed himself and went out of the classroom slamming the door

Event 32:

One of the learners rejected my help. He decided he was not going to work. His tone of voice and attitude were rather offensive. I did not know how to behave, whether I should persuade him to work or ignore his behaviour.