



A STUDY ON FLOW: TURKISH EFL TEACHERS' EXPERIENCES

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ÖZET

AKIŞ ÜZERİNE BİR ÇALIŞMA: TÜRK İNGİLİZCE ÖĞRETMENLERİNİN DENEYİMLERİ

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Akış Teorisi'nin Csikszentmihalyi (1975) tarafından tanıtılmasının ardından, akış deneyimi spor, sanat, tıp ve eğitim gibi birçok alanda çalışılmıştır. Yabancı dil eğitiminde akış deneyimi üzerine Türkiye'de yapılan birçok çalışmaya rağmen Milli Eğitim Bakanlığı (MEB) bünyesindeki öğretmenlerle yapılan çalışmalar sınırlıdır. Bu yüzden, bu çalışma Eskişehir, Türkiye'de çalışan 77 İngilizce öğretmenin akış deneyimlerini karma yöntemle ölçmek için İngilizce öğretmenlerine özel bir anket (Belce,2019) ve yarı yapılandırılmış görüşmeleri kullanmaktadır. Ayrıca, katılımcıların akış deneyimlerinin yaş, cinsiyet, mezuniyet derecesi, çalışılan okul türü, tecrübe, öğretilen beceri, kullanılan aktiviteler, ve günün zaman dilimleri değişkenlerinden etkilenip etkilenmediğini ortaya koymayı amaçlamaktadır. Nicel analiz sonuçları, çalışmaya katılan İngilizce öğretmenlerinin akış deneyimi yaşadıklarını göstermektedir. Demografik değişkenlerden sadece cinsiyet ve son mezuniyet derecesi bu deneyimi etkilemektedir. Ek olarak, İngilizce öğretmenlerinin konuşma becerisi ve kelime öğretirken, etkileşimli aktiviteler yaparken, ve sabah derslerinde akış deneyimi yaşamalarının daha olası olduğu bulunmuştur. Yapılan görüşmelerle bu sonuçlar desteklenmiştir. Dahası, görüşmeler akış deneyimini kolaylaştırabilecek ya da engelleyebilecek muhtemel faktörleri de ortaya çıkartmıştır. Son olarak, bu çalışma hem İngilizce öğretmenleri hem de alandaki başka araştırmacılar için bazı tavsiyeler ve çıkarımlar sunmaktadır. En önemli çıkarım ise, öğretmenlerin akış deneyimlerinin öğrencilerin etkisi olmadan düşünülemeyeceğidir.

Anahtar Kelimeler: Akış Deneyimi, Akış Teorisi, Optimal Deneyim, İngilizce Öğretmenleri, Yabancı Dil Eğitimi

ABSTRACT

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Since the introduction of Flow Theory by Csikszentmihalyi (1975), flow experience has been studied in different areas such as sports, arts, medicine, and education. Despite many studies conducted in the Turkish context regarding flow experience in foreign language education, the studies carried out with teachers working at the schools of the Ministry of National Education (MoNE) are scarce. Therefore, the present study utilizes a flow questionnaire specific for English teachers (Belce, 2019) and semi-structured interviews with the aim of investigating the overall flow experiences of 77 EFL teachers in Eskişehir, Turkey in a mixed-methods design. It also aims to find out if the participating teachers' age, gender, last graduation degree, the school type they are teaching at, teaching experience, skills taught in class, activities used, and time slots in a day affect their flow experiences. The results of quantitative data analysis show that EFL teachers taking part in the study experience flow while teaching English, and among the demographical variables only gender and last graduation degree impact this experience. Also, it is found that EFL teachers are more likely to feel immersed while teaching speaking and vocabulary, during interactive activities, and in morning classes. These findings are also supported by the participating teachers' statements during the interviews. The interview sessions also reveal some possible factors that can facilitate or hinder the flow experience. Finally, the study presents some suggestions and implications for both EFL teachers and other researchers in the field. The most important implication is that teachers' flow cannot be thought of without the influence of students.

Keywords: Flow Experience, Flow Theory, Optimal Experience, EFL Teachers, Foreign Language Teaching

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When I started my master's journey, I thought I knew what would happen next. However, this whole experience has turned out to be a long way to discover my weaknesses and strengths, and find myself. Since it has not been an easy journey for me, there are people to whom I owe huge thanks for supporting me all this time.

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LIST OF ABBREVIATIONS

CEFR: The Common European Framework of Reference for Languages

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ESL: English as a Second Language

ESM: Experience Sampling Method

WOLF: The Work-related Flow Inventory

FSS: Flow Short Scale

MoNE: Ministry of National Education

PT: Participant

1 INTRODUCTION

From the very beginning of our lives till death, we are involved in different learning situations, basic or advanced, like learning how to tie our shoes or understanding a difficult equation proposed by a scientist. Among these learning situations, there is also the language learning process which is vital for us to be able to communicate and be a part of society in any kind of life experience. Although a person acquires his/her native language unintentionally by being exposed to it, he/she may need to learn more than one language in the later years of life. This fact introduces us to the concept of foreign language teaching which is a significant process to support language learners to become skilful users of the target language.

Foreign language learning and teaching processes may be seen as limited to the classroom. However, limiting such a complex process to concrete things that already exist in the classroom like materials used or teaching techniques utilized, and forgetting the fact that both learners and teachers are individuals with their personalities and feelings can be misleading since this process is full of unique experiences for everyone. Flow is one of these unique experiences that can happen to both learners and teachers during foreign language learning and teaching.

The Theory of Flow Experience is a concept put forward by Csikszentmihalyi (1996) who contributed to the birth of positive psychology in the 1970s. In general terms, flow experience can be defined as the situations in which a person is fully immersed in a task and does not worry about anything else while losing the sense of time (Belce, 2019). Since the introduction of the flow experience concept by Csikszentmihalyi (1975), it has been studied in different contexts like arts, sports, shopping, games, etc. However, Csikszentmihalyi (1996), emphasized that teachers can experience flow, too; thus, this concept should be analysed not only from the perspective of students but also the teachers. Following this idea, Egbert's (2003) study revealed that flow existed in foreign language classrooms, and it can be accepted as the first one to investigate the flow experience during the foreign language learning and teaching process. It was established in Egbert's (2003) study that teachers can support students' flow experiences with appropriate task types. For example, the students in the study expressed that they experienced flow more when they communicated with native Spanish speakers as a part of the task.

Following Egbert's (2003), further studies investigated the flow experiences of learners (Kirchhof, 2013; Dewaele et al., 2020; Han, et.al., 2020; Çelik and Aşık, 2023) or teachers (Tardy and Snyder, 2004; Köksal and Bakla, 2014; Belce, 2019). However, the scarcity of the studies investigating the flow experiences of English as a Foreign Language (EFL) teachers, especially the ones teaching at the schools of the Ministry of National Education (MoNE), guided the present study.

The purpose of the present study is to explore the flow experiences of EFL teachers who teach English at the schools of the MoNE in Eskişehir, Turkey. It is also aimed to find out the possible relationship between the participating teachers' flow experiences and their age, gender, last graduation degree, the school they are teaching at the time of study, and their teaching experiences in years. The relationship between their flow experiences, and the skills they teach, the activities they use, and the time of day are also expected to be revealed. Finally, the factors that can facilitate or hinder the EFL teachers' flow experiences are analysed.

1.1 Background of the Study

Csikszentmihalyi is accepted as the father of the Flow Theory which was presented by him in 1975 as a result of his long-lasting doubts about the findings of psychological studies investigating people with mental disorders only in the laboratories, and the idea of confining the reasons behind human behaviour to external rewards and punishments (Csikszentmihalyi, 1988). As a result of his studies with people groups like artists, climbers, musicians, etc., he realized that some activities were done not for the sake of external factors but for enjoyment (Beard, 2014), and 'flow' is defined as a state in which one is fully involved in the present moment and forgets about everything else (Nakamura and Csikszentmihalyi, 2009), accordingly.

The flow state is experienced by individuals under different conditions which makes it a unique experience in nature, but there are still some common characteristics of it that are expected to occur during this experience: challenge and skill balance, action and awareness merging, clear goals, unambiguous feedback, concentration on the task, sense of control, loss of self-consciousness, distorted sense of time, and autotelic experience (Csikszentmihalyi, 1990). For example, as explained by the Flow Model by

Csikszentmihalyi (1975/2000), for a person to experience flow during a task, whether it is a hobby or something related to work, the skills of the person should be enough to meet the challenges of the task so that there is no boredom caused by quite an easy task or anxiety caused by a highly challenging one. On the other hand, when one has clear goals for the task and receives clear feedback during the process, it becomes easier to reach the flow state. Additionally, one is expected to have a sense of control over the task by highly concentrating on it, forgetting about any kinds of daily matter like health problems, and losing the sense of time.

The characteristics of the flow state presented above were revealed through significant studies including different measurement methods. When Csikszentmihalyi started his studies on the flow experienced by people, the interviews he conducted to understand the nature of this specific experience helped him to design the Flow Questionnaire which can be taken as the first quantitative tool to measure the flow experienced by groups like chess players, actors, rock climbers, etc. (Csikszentmihalyi and Csikszentmihalyi, 1988). Among other commonly used instruments are the Flow State Scale by Jackson and Marsh (1996) which was designed to investigate the flow states of athletes, and the Work-Related Flow Inventory (WOLF) by Bakker (2008) which investigates the flow state while working based on absorption, work enjoyment, and intrinsic motivation. Finally, one of the most important measurement methods for the flow state is the Experience Sampling Method (ESM) by Larson and Csikszentmihalyi (1983) which is basically utilized by giving the participants some pagers to send them signals at random times to ask them to fill in short forms related to their flow states at that time by explaining the details of the task they are doing.

As the possibility of the flow state being experienced during different types of activities was recognized, the context of studies on the flow experience expanded from sports (Jackson, 1992; Chang, 2016), arts (Hendin and Csikszentmihalyi, 2000; Reynolds and Prior, 2006), games (Hull et al., 2013; Klarkowski et al., 2015), and shopping (Wang and Wang, 2020; Sağtaş, 2023) to language teaching (Egbert, 2003; Kirchhoff, 2013). The studies on the flow experience in language classrooms were usually designed to investigate the concept during different types of tasks like speaking tasks (Egbert, 2003; Sari, et al., 2021), writing tasks (Liu et al., 2022), extensive reading tasks (Kirchhoff, 2013), and others like jigsaw, information gap etc. (Kashiwa, 2024), and these studies

were carried out with the participation of students. Very few studies focused on the flow experiences of language teachers (Tardy and Snyder, 2004; Ak Şentürk, 2012; Köksal and Bakla, 2014; Belce, 2019; Khajavi and Abdolrezapour, 2022; Çelik and Aşık, 2023).

1.2 Statement of the Problem

In the Turkish context, the flow experiences of English teachers and students were mostly studied in preparatory classes of universities from different aspects and through the use of a variety of data collection tools. While some of these studies were carried out with students (Ak Şentürk, 2012; İşigüzel and Çam, 2014; Eryılmaz and Ergünay, 2018; Han et.al., 2020; Çelik and Aşık, 2023), some other studies included teachers (Tardy and Snyder, 2004; Ak Şentürk, 2012; Köksal and Bakla, 2014; Belce, 2019; Çelik and Aşık, 2023;). These studies followed a quantitative design by utilizing scales to collect data about the flow experiences of the participating students or teachers except for the study by Tardy and Snyder (2004). In their study, Tardy and Snyder (2004) followed an exploratory design through interviews with EFL teachers. On the other hand, the scales used in the quantitative studies mentioned above measured the flow experience in a general sense rather than taking the English language teaching and learning procedures into consideration. However, only Belce (2019) adapted the WOLF by Bakker (2008) by changing the wording of the items and adding a second part related to the skills and language areas taught, activities used, and the time periods teaching takes place so that the scale was more suitable for measuring flow experiences of EFL lecturers working at preparatory schools of universities. Therefore, there is no study combining quantitative and qualitative data collection tools. Considering that flow experience is a momentary situation and depends on a variety of variables, a qualitative aspect seems to be paramount for further understanding the flow experienced by language teachers. Thus, conducting a study that employs both qualitative and quantitative data collection tools can enable us a thorough analysis of the flow concept.

Regarding the context of MoNE only one of the studies on the flow experience during the process of teaching and learning EFL was conducted in a secondary school with the participation of students only (Özkılınç and Şevik, 2022). There is no study in the context of the MoNE with English teachers as participants.

Considering the lack of studies with English teachers, the main objective of this study is to investigate the flow experiences of English teachers working at the primary, secondary, and high schools of the MoNE in Eskişehir, Turkey. Therefore, the following research questions are posed:

- 1) To what extent do the English teachers working in the schools of the Ministry of National Education experience flow?
- 2) Is the flow experience of English teachers working in the schools of the MoNE affected by age, gender, their last graduation degree, the school type they are teaching at the time of the study, and years of experience?
- 3) Is the flow experience of English teachers working in the schools of the MoNE affected by the skills and language areas taught (speaking, writing, reading, listening, vocabulary, grammar), activity types, and time slots in a day?
- 4) What are the sample incidents that create flow in English classrooms, what feelings do such incidents generate, and what factors may facilitate or hinder flow experiences?

1.3 Significance of the Study

When the existing literature on the flow experience in language classrooms is reviewed, it is seen that flow is a significant experience that occurs while learning or teaching foreign languages. However, both in and out of the Turkish context, the number of studies on the flow experiences of foreign language teachers is limited, and the case is generally investigated with the participation of students. On the other hand, the ones with the EFL teachers as participants are implemented at the university level. Therefore, the present study may contribute to the field by comparing the flow experiences of EFL teachers of different grades (primary, secondary, and high school) in the Turkish context where there is no study with the teachers working at the schools of the MoNE.

Secondly, the data collection tools utilized in the previous studies are not directly related to the flow experiences of students or teachers in language classrooms if they are not adapted versions of the already existing questionnaires, like the one by Belce (2019) in which she adapted the WOLF by Bakker (2008) by changing the wordings of the items and adding more items related to the possible effects of skills taught, activities used, and

time of a day on flow experiences of EFL instructors. Moreover, depending only on the quantitative data may not be enough to explain the teachers' actual flow experiences while teaching English since it is a unique and momentary experience for everyone. Therefore, the qualitative nature of the present study can shed light on the flow experiences of EFL teachers while unraveling the factors that can facilitate and/or hinder this experience which was partly investigated only by Tardy and Snyder (2004) in the Turkish context.

The results of the study may help teachers become aware of their own flow experiences and name factors that can lead to experiencing it more while teaching English. Also, the interviews with the teachers may provide insights into English classrooms of different grades. Thus, a grade-based comparison of conditions that can facilitate and/or hinder the experience of flow can be possible.

1.4 Conclusion

In this chapter, a brief introduction to the study is provided by explaining the background of the study, the statement of the problem, and the significance of the study. The following chapter includes a review of the literature in which the Flow Theory, measurement of flow, and some of the existing studies in different contexts and language learning and teaching contexts are explained. In the third chapter, methodological components like the participants, setting, instruments, data collection and analysis procedures are presented. After that, both quantitative and qualitative results of the study are explained in detail. Finally, the findings of the study are discussed in light of the existing literature, the limitations are stated, and some implications and suggestions are made for the educational contexts and future studies.

2 REVIEW OF LITERATURE

In this chapter, an introduction to the concept of flow experience is made by first providing its definition, how it has developed, its characteristics, and some principal measurement methods and tools. Following the introduction to the experience of flow, sample empirical studies of flow from different fields like sports, arts, games, and shopping are presented. Then, the place of flow experience in foreign language classrooms is put forward through studies from around the world. Finally, the existing

literature on flow experience in the Turkish context is presented to point out the gap in the literature, and the questions and aims that guide the present study are explained.

2.1 Flow Experience, its Identification and Measurement

Defined as “the science of mind and behaviour” in a broad sense, psychological studies aimed to explore human behaviour through the observation and healing of impairments within patients in laboratories neglecting the “self” of the individuals and the conditions of the community by mainly focusing on what was mechanical and pathological (Csikszentmihalyi, 1988; Seligman and Csikszentmihalyi, 2000). Long before the term “Positive Psychology” was coined by Seligman and Csikszentmihalyi in 1998 as stated by Azar (2011), there were studies on the pursuit of mental healing. However, introducing the concept to the field of psychology helped the number of studies to increase in a short time (Azar, 2011) since it deals with “subjective experiences: well-being, contentment, and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present)” (Seligman and Csikszentmihalyi, 2000, p. 5).

Csikszentmihalyi (1988) stated that psychology as a field was working on the assumption that human behaviour occurred as a result of external factors such as rewards or punishments. However, he was not satisfied with this assumption and started analysing adult groups such as mountain climbers, artists, chess players, etc. who were involved in these activities not for the sake of an external reward but for enjoyment (Beard, 2014b). As a result of his observations, Csikszentmihalyi proposed the Flow Theory in the 1970s when he found out the feeling of enjoyment during an experience was defined by the people as “like being carried by a current like a river flows” (Biasutti, 2017, p. 1). It was also surprising for him that individuals’ feelings related to their experiences were intense only during the activity and they forgot about them once the activity finished (Beard, 2014b). In a general sense, “flow” is a state in which individuals are fully involved in the present moment and forget about everything else (Nakamura and Csikszentmihalyi, 2009; Belce, 2019). There are also other definitions of flow. For instance, according to Bakker (2008, p. 400) “flow is a state of consciousness where people become totally immersed in an activity and enjoy it intensely”. When flow occurs, attention is fully given to the task, the person loses consciousness of self, and the concept of time is distorted (Tardy and Snyder, 2004).

Flow is also called “optimal experience”, a condition in which one can have a heightened feeling of enjoyment during activities that require effort to some degree, and he/she pays so much attention to the experience itself that it becomes intrinsically rewarding, and nothing else matters at that time (Csikszentmihalyi, 1990). As also cited by both Jackson and Marsh (1996), and Biasutti (2017), there are nine characteristics of the flow state proposed by Csikszentmihalyi (1990): (1) Challenge and skill balance; (2) Action and awareness merging; (3) Clear goals; (4) Unambiguous feedback; (5) Concentration on the task; (6) Sense of control; (7) Loss of self-consciousness; (8) Distorted sense of time; (9) Autotelic experience.

In other words, these characteristics define the occurrence of flow state in individuals. First of all, it is accepted that the perceived challenge of an activity/task should match the perceived competencies of individuals to complete it. At this point, Csikszentmihalyi (1988) states that one is not specifically expected to enjoy the activity in the first place, but if the balance between the challenge and skills is reached, one can enter the flow state automatically. The actions of individuals, on the other hand, become so automatic because of being fully involved in the activity that they are not aware of what is happening around them and the self is just a part of the action from that point on. Additionally, if the goals are defined well, and individuals have a clear understanding of what they are going to do next and whether they are achieving these goals or not, the flow state is inevitable. When in a flow state, one feels that everything that can happen during the activity is under their control, even failure. Therefore, they do not hesitate to take action. The individuals in the flow state are so involved in the activity that they do not direct their consciousness to themselves or how they are perceived by others around them. According to Csikszentmihalyi (1988), when one is self-conscious during a task, they become less efficient, and the task becomes more difficult to handle. In addition, when one is in a flow state, perception of time changes and time just flies by. All of these characteristics are united when the individuals are autotelic, which means they are acting for the sake of the activity itself, not for an extrinsic reward or punishment at the end, but they can find an intrinsic reward within themselves and the activity (Csikszentmihalyi, 1988; Jackson and Marsh, 1996; Nakamura and Csikszentmihalyi, 2009; Biasutti, 2017).

Of all the above characteristics, the balance between challenge and skills constitutes the basis of the Flow Model which states that flow state occurs when the level of

perceived challenges of the activity and the skills match. This means that both the perceived challenge of an activity and the perceived skills of an individual should be low, medium, or high at the same time, or they should be slightly above one another. However, there are some cases with high challenge and low skills which can cause anxiety, while in cases with low challenge and high skills, boredom can be felt by the individuals (Moneta, 2019).

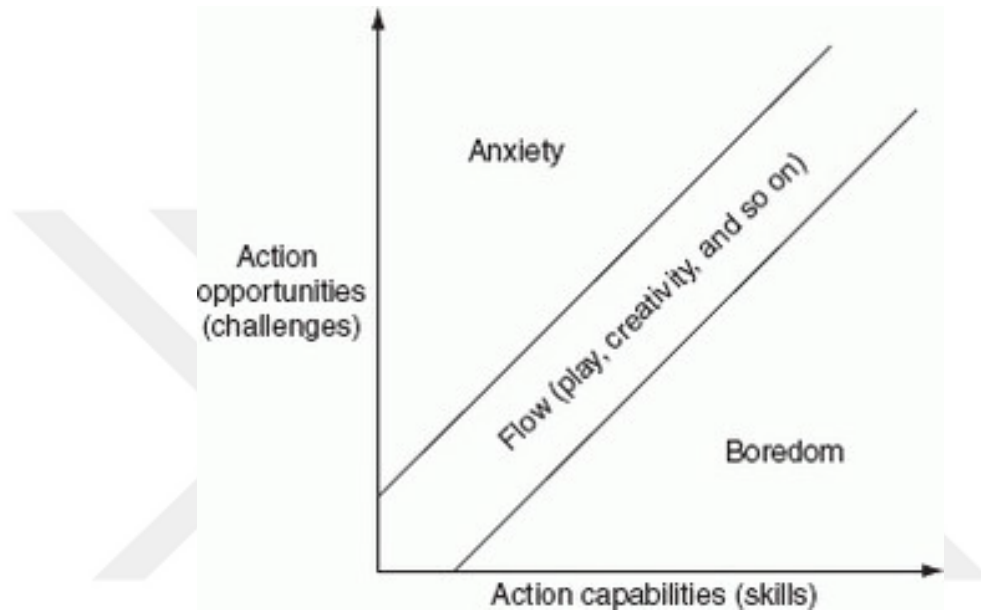


Figure 2.1 *The Flow Channel Model (Nakamura and Csikszentmihalyi, 2009) adapted from the original flow model by Csikszentmihalyi (1975/2000).*

Thanks to the definitions related to the components of the flow state and the skills-challenge balance set in the Flow Model, different ways to measure the flow experiences of people in different contexts were designed. The Flow Questionnaire (Csikszentmihalyi and Csikszentmihalyi; 1988) was designed to find out if participants experience flow somehow, in what kinds of activities they have this experience, and how they define it. It has 5 sections (Moneta, 2019):

- 1) Defining flow experience through three quotes.
- 2) A yes/no question to group the participants as “flow-ers” and “non-flowers” depending on whether they have ever experienced flow or not.
- 3) Participants list the activities that help them experience flow.

- 4) Participants who state two or more flow-related activities choose the best one based on the quotations.
- 5) Likert-type scales in which the participants rate the activities resulting in flow the most and other occasions like work with less possibility of flow.

The Flow Questionnaire by Csikszentmihalyi and Csikszentmihalyi (1988) remains the first questionnaire on flow experience. As studies on flow provided more detailed data regarding contexts in which this experience occurs, or the variables that can be investigated along with flow, further scales were suggested. For example, one of these scales is the Flow State Scale developed by Jackson and Marsh (1996). This 36-item scale was developed specifically for sports contexts since valid measurements like the ESM, which utilizes pagers to collect momentary data on flow experiences and will be explained later on in this part, were not practical enough to detect flow experience during physical activities. The items were grouped under nine factors similar to the components of flow experience which are challenge-skill, action-awareness, clear goals, unambiguous feedback, concentration, sense of control, loss of self-consciousness, transformation of time, and autotelic experience, and the reliability of the overall scale was found to be .83.

As stated by Csikszentmihalyi during an interview with Beard in 2014, it is easy to experience a flow state during art or play. However, we spend more time at work or school in our daily lives so it is important to see if flow is valid for such occasions because if we can experience flow in these contexts as we do in art or play, our achievements can also improve (Beard, 2014). In this matter, the WOLF developed by Bakker (2008), is of great use to measure the flow experiences of people in their working conditions. According to Bakker (2008), flow is comprised of absorption, enjoyment, and intrinsic motivation. Absorption is the state in which one is fully concentrated on the task at hand and unaware of how time passes. Enjoyment is the happiness felt as a result of the positive judgment of the work. Intrinsic motivation is about carrying out a work to experience pleasure and satisfaction within. In a study with the participation of 1346 employees working in seven different sample work groups, a 16-item questionnaire on a 7-point Likert scale was pilot tested, and the final version of the WOLF with 13 items (4 for absorption, 4 for work enjoyment, and 5 for intrinsic work motivation) was found to have .74 reliability for absorption, .77 reliability for work enjoyment, and .71 reliability for intrinsic work motivation as a result of Cronbach's Alpha. The WOLF by Bakker (2008) is significant

for the present study because the adaptation of it by Belce (2019) is utilized to collect data on the experiences of Turkish EFL teachers.

Another widely used scale is the Flow Short Scale (FSS) by Rheinberg et al. (2023) which includes 16 items analysing flow through sub-categories of fluency (6 items), absorption (4 items), worry (3 items), and balance between skills and demands (3 items). As the name suggests, the scale is a short one that is comprised of fewer items contrary to others so that it can be more practical to apply along with methods like ESM in a short time. This scale was translated into different languages and a Turkish adaptation of it was developed by İşigüzel and Çam (2014).

Although interviews and questionnaires are used to define and measure the flow experiences of people in different contexts, the data gathered through them are limited to the participants' retrospective answers regarding their previous flow experiences as much as they can remember (Nakamura and Csikszentmihalyi, 2009). On the other hand, observations or diary studies are restricted to investigating behaviour, and what people think or believe cannot be analysed through these methods, either (Larson and Csikszentmihalyi, 1983). Therefore, Larson and Csikszentmihalyi (1983), put forward the Experience Sampling Method (ESM) in which the participants are sent signals on their pagers at specific times in the day and are required to fill in the ESM Form soon after their pagers beep. In general, the data collection process through the ESM lasts for a week and the signals are sent to the participants' pagers at random times so that they can complete the form on their experiences during any kind of activities like driving, cooking, working, etc. (Larson and Csikszentmihalyi, 1983). In the ESM Form, the participants are expected to provide information about the conditions of the activity such as where they are, what they are doing, who they are with, or how they are feeling, and some other information about the perceived challenges of the activity and their perceived skills when they get the signals. They are also asked to state and rate their subjective states like concentration, feeling good, etc. when their pagers are beeped (Moneta, 2019). Despite its efficacy in investigating people's inner experiences regarding flow at the exact moments of various activity types in their daily lives, the ESM is not without drawbacks. It is generally criticized that even though flow experience is a state of concentration and loss of self-consciousness during an activity, people may lose their focus when they get the signals, and they can come out of the flow state (Larson and Csikszentmihalyi, 1983;

Beard, 2014; Moneta, 2019;). However, as stated by Csikszentmihalyi during an interview with Beard in 2014, although this negative aspect of the ESM is true, it is still better than asking people about their experiences sometime after the interference of other possible events during the day.

All the quantitative and qualitative methods seem to have their own advantages and disadvantages while investigating the flow experiences of people. According to Jackson and Marsh (1996), depending only on questionnaires, interviews or the ESM on their own can be a mistake while trying to define the experience of flow. Also, Csikszentmihalyi (1992) stated that limiting the definition of flow state only to the balance between challenges and skills, or scores on the questionnaires can be misleading. Therefore, combining qualitative methods and quantitative ones to reach data on general aspects of flow experience, and its relationship with other variables can be more useful (Biasutti, 2017).

2.2 Empirical Studies on Flow Experience

The studies on flow experience first started by analysing how artists, rock climbers, dancers, or musicians feel during these activities because they seem to forget everything else around them, and just focus on what they do, as stated by Csikszentmihalyi (Beard, 2014). However, the contexts in which flow experience is investigated have been enriched to include sports, games, work, school, etc. (Turan, 2019). For example, the qualitative study by Jackson (1992) on the flow experienced in sports by 16 former US National Champion Figure Skaters aimed to understand flow experience, and factors influencing its occurrence during performance. The interview results showed that the flow state was of great importance for the skaters, and their descriptions of the flow state were quite similar to the flow characteristics proposed by Csikszentmihalyi (1990). The factors that facilitated the flow experience were maintaining focus, physical readiness, and unity with a partner for paired skaters whereas the factors hindering flow were the inability to maintain focus, a negative mental attitude, and the lack of audience response. In another study by Chang (2016), the relationship between leisure involvement and the flow experiences of people involved in three different extreme sports: skateboarding, extreme blade, and bicycle was investigated. Additionally, the study hypothesized that gender had an important effect on this possible relationship. Therefore, gender was also examined in

the study. A two-page, structured questionnaire that was designed for the study was completed by 360 participants. The 4 items regarding the flow experience measured the concept in terms of the mood and concentration levels of the participants during extreme sports on a scale from 0 to 100. The study results showed that leisure involvement results better in experiencing flow more and in the case of extreme sports, the fact that people spending more effort while doing the sport could experience flow more. Moreover, this relationship was affected by gender which meant the male participants experienced flow at higher levels than females did since their flow experiences were influenced by all three dimensions of leisure involvement (centrality to lifestyle, self-expression, and attraction) whereas the females were only influenced by the factors of centrality to lifestyle and self-expression.

Arts is another field where the flow experience is investigated. For example, Hendin and Csikszentmihalyi (1985), selected 12 participants to study their flow experiences during rock dancing. The participants were divided into two groups. 6 of them were supposed to experience flow while dancing (involved dancers) whereas the other 6 were not (uninvolved dancers). In this case, although all the 12 participants were dancing, the discrimination between involved and uninvolved dancers was based on how much they were into rock dancing depending on observations while dancing and their statements about the activity. The participants were interviewed about their rock dancing experiences, and were given a questionnaire about the challenges and skills during rock dancing. The results presented a significant difference between involved and uninvolved dancers in terms of knowing the right thing to do and being self-conscious while dancing which were among the important characteristics of the flow state. The second study about the relationship between arts and the flow experience was by Reynolds and Prior (2006), and it added the health layer to the concept by investigating the flow experiences of 10 women with cancer while engaged in visual art-making. The participants took part in semi-structured interview sessions. According to the results, all the characteristics of the flow state except for having clear goals existed in the participants. Also, it was found that the flow experienced while art-making helped the participants feel less stressed about their illness.

The studies on flow experience have been affected by the changes in time and our daily lives, too. For example, the study by Sağtaş (2023) aimed to investigate the effect

of flow theory on online impulse buying since it is known that people tend to spend more time online when they are in a flow state. Therefore, she conducted an online survey with 283 participants over 18. Surprisingly, the results showed that skill did not have an impact on the flow state during online buying which is against the challenge and skill balance component of the flow state as proposed by Csikszentmihalyi (1990). She stated that this result might have been caused by the developments in technologies of online shopping which make applications user-friendly and require fewer skills to use. Additionally, it was seen that the flow state was effective in online impulse buying since consumers seemed to lose their sense of time and space while spending more time online.

Gaming is another field that deals with flow experience studies. When the fact that the studies on flow started with the investigation of the concept through observing and interviewing artists, sports, etc. is taken into consideration, the presence of flow experience in gaming situations may not be surprising since such conditions lead to enjoyment. In their study, Hull, et.al. (2013), aimed to see if flow experience and happiness in video games caused addiction or not. 110 video game players took part in the study, and the instruments included a 24-item checklist of structural characteristics, an adapted version of the Flow State Scale, the Oxford Happiness Questionnaire, and the Game Addiction Scale. The results showed that a lower level of general happiness meant a higher risk of video game addiction. Also, of all the nine characteristics of the flow state, it was reported that the distorted sense of time could cause addiction to video games.

2.3 Flow Experience in Language Classrooms

As the fathers of positive psychology, which puts the emphasis on the well-being of a person for healing from psychological disorders and reaching happiness, Seligman and Csikszentmihalyi (2000) stated that there were some positive strengths in humans like faith, work ethic, hope, perseverance, etc. and they were kind of a shield against mental illnesses. Capacity of flow is also one of these strengths. Therefore, they believed that rather than just dealing with problems themselves, psychologists, families, school administrations, teachers, etc. should find ways to foster these strengths (Beard, 2014). Furthermore, during an interview with Beard in 2014, Csikszentmihalyi indicated that it is possible to experience flow at work or school as we spend most of our time there in our

daily lives. He believed that if one can make use of his/her skills and deal with challenges in such contexts, flow experience is inevitable.

Egbert (2003) stated that although there were some studies on the experience of flow in educational activities like reading or using the computer, few studies regarding language learning existed. In her study, she resembled the flow state to Krashen's (1982) Forgetting Principle which assumes that an acquirer forgets about the fact that an input is in a foreign language when it is very interesting. In addition to this, she linked the challenge and skills component of the Flow Theory with Krashen's Comprehensible Input Hypothesis which states that the level of input in the second language should be a bit above the learner's level for acquisition to take place, but not too lower or higher. With these resemblances in mind, Egbert's study (2003) analysed flow and language learning in four dimensions: a) challenges and skills, b) attention, c) interesting or authentic tasks, and d) sense of control. With the participation of 13 secondary school Spanish language learners and their teacher, she collected both qualitative and quantitative data to find out if flow occurred in FL classrooms and what types of tasks were possible sources of flow experience. After implementing 7 computer and reading tasks, observing them, and carrying out post-task interviews with students in the form of stimulated recalls, she found out that flow did exist in foreign language classrooms, types of tasks had an effective role in the occurrence of it, and teachers could make use of them to facilitate flow. In the case of this study, learners were stated to experience flow when they interact with native speakers of Spanish, for instance.

As one of the studies dealing with flow experience in relation to skills taught in foreign language classrooms, the one by Kirchhoff (2013) is an important example of the relationship between flow experience and reading. In her study, Kirchhoff (2013) aimed to see if flow experience was the case for Japanese learners of English during extensive reading sessions, what the conditions for flow were, and if their experiences of flow motivated them to spend more time reading. Based on the Flow Theory, participants were divided into two groups. The first group completed questionnaires at the end of reading sessions for 14 weeks and were asked about the frequencies of flow-like experiences while reading and to describe their experiences. The other group completed a questionnaire on elements of flow experiences. The results indicated that the participants

stated to experience flow-like moments while reading graded readers. However, their experiences of flow did not motivate them to spend more time reading.

Speaking is another skill that is investigated with flow experience. Sari's (2021) study is one example examining the flow experiences of 62 English Language Teaching (ELT) students at Lambung Mangkurat University during storytelling, role-play, and group discussion activities. Data was collected through an online questionnaire developed based on Egbert's (2003) study and 8 students were interviewed for more detailed information about their perceptions of flow experiences during these activities. The data was analysed based on four dimensions of flow: interest, control, focus, and challenge. Among the speaking activities (role-play, story telling, group discussion), role-play was the most engaging one for both students and the lecturer because the students' perception of flow of interest and challenge was positive. The students also expressed that they lose their self-consciousness more during role-play activities while also losing the sense of time which aligned with the characteristics of flow as proposed by Csikszentmihalyi (1990).

In their two-fold study, Liu et al. (2022) investigated Chinese EFL learners' flow experience in academic writing and its effect on writing performance. Firstly, they analysed the flow experiences of 162 college students while writing a short English essay, their perceived challenges during the task, and their skills. Then, they asked 216 students about their flow experiences during the whole semester of the writing course concerning their intrinsic writing motivation, attention control ability, and their performance during the course through a survey. The results showed that many of the students experienced flow at different frequency and intensity levels during writing. It was also seen that students' flow experiences correlated with other psychological states like challenges and skills, motivation, etc. Finally, the flow experience was seen to have a positive impact on the students' writing performances.

Flow experience was also analysed by Kashiwa (2024) during different task types which were jigsaw, information gap, narration, problem-solving, decision-making, and opinion exchange. 62 students in a junior high school take part in the study. They were asked to fill in the English Learning Motivation Scale (Agawa and Takeuchi, 2016) and Egbert's (2003) perception survey on flow after each task for seven classes. According to

the results of the study, flow was experienced more during jigsaw, information gap, problem-solving, and decision-making tasks than in opinion exchange and narration tasks. The results were explained based on the fact that since the correct answer options were more limited and easier to reach in jigsaw, information gap, problem-solving, and decision-making tasks whereas in opinion exchange and narration tasks, students were challenged more to answer which could cause more anxiety and make it less possible to reach the flow state.

It is clear that the studies investigating the relationship between flow experience and different skill types like reading, speaking, and writing as in the examples above, or during different task types like information gap and decision making as done by Kashiwa (2024) are important to understand the flow in language classrooms. On the other hand, the concept is also analysed in cases of remote teaching which has been an important part of education, especially since the Covid-19 pandemic. In the study by Dewaele et al. (2020), 168 Arab and Kurdish EFL learners were given a questionnaire, adapted from Larson and Csikszentmihalyi's (1983) ESM items, during remote teaching and asked about their flow experiences both at the time of distance education during the pandemic and face to face learning in classrooms. The results yielded that flow experience during face-to-face classes was longer than emergency remote teaching classes, and was linked to age, self-related proficiency, attitudes towards English and the teacher, and the frequency of teachers' English use. In emergency remote teaching (ERT) classes, flow was only linked to the attitude toward the teachers.

2.4 Studies on Flow Experience in the Turkish Context

Although there were studies on flow experience in different contexts, Tardy and Snyder's (2004) study was the first one to discover the EFL teachers' flow experiences in the Turkish context. Considering Csikszentmihalyi's (1996) emphasis on the importance of examining flow experience not only from the perspective of students but also from that of teachers, their study aimed to contribute to the understanding of foreign language teaching by analysing the flow experiences of teachers. In their exploratory study, they held individual interview sessions with 10 first-year teachers teaching English for Academic Purposes (EAP) at a private university in Turkey, then record and transcribe them. Their analysis through five key patterns which were "interest and involvement,

authentic communication, spontaneity/unpredictability, teacher-student dialogue, and moments of learning” yielded that teachers believed they were most likely to experience flow when their students were interested in the lesson and go with the flow while expressing themselves better by forgetting the real purpose of the lesson. They also believed that if they were not restricted by a step-by-step lesson plan and could go beyond it, they could experience flow much more easily. Additionally, teachers could experience flow if they actually sensed that their students are learning which was in the same vein as the consideration that flow is the peak moment, in this case, learning was the peak moment in the classroom.

In another study by Köksal and Bakla (2014), an adaptation of the WOLF (Bakker, 2008) by Yalçınkaya (2013) was utilized to find out the effects of gender and teaching experience on flow. 120 EFL instructors teaching at the schools of foreign languages of three different universities in Konya, Turkey took part in the study. The results of the study showed that there were no significant differences among the participants in terms of their gender and teaching experiences which implied that teachers could experience flow regardless of these two variables if they had good working conditions.

As one of the rare studies investigating the flow experience of EFL teachers, the one by Belce (2019) is unique since she adapted the WOLF (Bakker, 2008) by changing the wording and adding items about skills and language areas taught, activity types, and different time slots of a day to reach a deeper understanding of EFL teachers’ flow experiences. In her descriptive, non-experimental study, 283 randomly chosen EFL instructors working at 16 public and 14 private universities in Turkey were asked to fill in an online survey. The results showed that work enjoyment had the highest score 4.09 among the work-related flow components while intrinsic work motivation had the lowest score 3.17. It was also seen that work-related flow could be predicted by skills, activities, and the time of the day. In fact, communicative and interactive games were found to help experience flow more. In terms of time of the day, flow seemed to occur at noon (11 am-2 pm) the most and at evening (5 pm-8 pm) the least. Among the other variables, there were significant differences regarding age, educational background, and experience whereas ethnicity, gender, and sexual orientation do not differ significantly.

In the study by Ak Şentürk (2012), flow experience during different tasks in speaking lessons was investigated through the participation of 163 elementary-level students and 8 instructors of English at Zonguldak Karaelmas University's English Language Preparatory School. The data about the students' flow experiences was collected through the translated version of the perception questionnaire by Egbert (2003) which was applied after each task for 2 weeks. The instructors' flow experiences, on the other hand, were analysed through an adapted version of Egbert's (2003) questionnaire again, and semi-structured interviews. The results of the study showed that flow existed in speaking classes and that it was affected by task type, especially class discussion tasks led to flow the most for both students and instructors. On the other hand, instructors answered the interview questions by considering the students' flow experiences rather than their own. According to the results, both students and instructors believed that practicing speaking in more authentic contexts rather than sticking to the limited activities in books helped students experience flow more. Therefore, the study suggested that instructors were capable of preparing activities that could help their students experience flow. In a similar vein, Özkılınç and Şevik (2022), worked with 41 eighth-grade EFL learners for 5 weeks to see the possible effects of pre-reading vocabulary studies on flow experience, and the factors influencing flow in a secondary school context. It included 7 steps which are pre-reading vocabulary activities, teacher presentation of target vocabulary items, silent reading, post-reading activities, questionnaires, interviews, and post-tests. The results showed that pre-reading vocabulary activities were effective in the flow experience during English lessons. However, the duration and intensity of flow change from one student to another. This study is significant since it is the first and only study that has been conducted in the context of the MoNE.

When the literature related to the flow experiences in EFL classrooms is analysed, it can be seen that despite the limited number of studies exploring the situation through the perspective of teachers, the studies carried out with the participation of only students or both groups at the same time were higher in number. These studies focused mainly on flow experienced during different tasks and skills (Ak Şentürk, 2012; Özkılınç and Şevik, 2022), or were carried out in different contexts such as online classroom (Han, et.al., 2020), and in a classroom where Web 2.0 tools were utilized (Çelik and Aşık, 2023). In their study which was carried out during Covid-19 to investigate the flow experiences of

84 university students as EFL learners during online classes, Han, et.al., (2020) used the Turkish adaptation of the Flow State Scale (Jackson and Marsh, 1996). Moreover, open-ended questions about online language education were directed to the participants. The results of the study proposed that although students experienced flow during online courses, and clear goals and feedback by the teachers supported this experience, problems related to internet/computer access, power cuts, or an appropriate environment to study seemed to have negative effects on flow.

As an important component of online education, there were also online tools that could be used in and out of the classroom to foster learning. The flow experienced by EFL learners and their teachers while using Web 2.0 tools was examined by Çelik and Aşık (2023). Suggesting that Web 2.0 tools were crucial for language learning and teaching since they could boost motivation and interest, Çelik and Aşık (2023) designed a study on the flow experiences of 140 EFL learners and 9 instructors at a state university in Turkey while using Web 2.0 tools. They utilized the Turkish version of the FSS (Rheinberg et al., 2003) adapted by İşigüzel and Çam (2014), and semi-structured interviews to collect data. The study results revealed that flow and Web 2.0 tools had a positive correlation. Secondly, flow was seen to be primarily experienced during the teacher-student conversation. Finally, it was found that entertaining aspects of Web 2.0 tools can lead to flow.

The review of studies regarding the flow experience revealed quite significant information about the place of the concept from the perspectives of different fields like sports (Jackson,1992; Chang, 2016), arts (Hendin and Csikszentmihalyi, 1985), arts and health in combination (Reynolds and Prior, 2016), gaming (Hull, et al., 2013), and online shopping (Sağtaş, 2023). In terms of foreign language teaching and learning, on the other hand, there were significant example studies both around the world and in the Turkish context. The ones carried out in different countries focused on the subject in relation to skills taught like speaking (Egbert, 2003; Sari, 2021), reading (Kirchhoff, 2013), writing (Liu et al., 2022), or they were about the flow experienced during different task types (Kashiwa, 2024). There was also a study about the effects of distance education on the flow experience (Dewaele et al., 2020).

Following the valuable study by Egbert (2003) on Spanish speaking classes, the experience of flow also gained importance in the Turkish context. Tardy and Snyder's (2004) qualitative study on the flow experiences of English instructors at a university in Turkey signaled the beginning of the studies on flow in relation to foreign language teaching and learning processes. After that study, the experience of flow were studied from different aspects of language learning and teaching like the effects of gender and teaching experience on the flow experiences of EFL instructors (Köksal and Bakla, 2014), flow experiences of EFL instructors in terms of skills and language areas taught, activities used, and time of the day (Belce, 2019). On the other hand, the relationship between flow and speaking classes was also analysed (Ak Şentürk, 2012) while another study focused on the effects of pre-teaching vocabulary items on the flow experiences of students (Özkılınç and Şevik, 2022). Finally, the studies on flow in the Turkish context did not neglect the importance of technological improvements and Web 2.0 tools since there were examples of studies on the flow experiences of students during online classes (Han et al., 2020), and the relationship between flow and Web 2.0 tools (Çelik and Aşık, 2023).

When the example studies in the Turkish context are investigated, it can be seen that the ones focusing on the flow experiences of EFL teachers are limited to the instructors teaching at universities in Turkey. The only study carried out in the context of the MoNE is done with the participation of students but not the teachers. Moreover, Belce's (2019) study is the only one with an instrument including items specific to the relationship between English language teaching procedure and flow since other studies implement tools that can measure the participants' flow experiences in a more general sense rather than limiting the items to English language learning or teaching contexts. Therefore, the present study aims to fill in such gaps in the literature by studying the flow experiences of Turkish EFL teachers working at the schools of the MoNE through a mixed-methods research design in which a questionnaire and semi-structured interviews are utilized as data collection tools.

3 METHODOLOGY

In this chapter, the overall design of the study is introduced. Furthermore, the participants, setting, instruments used for data collection, and the data analysis procedure are explained in detail.

3.1 Overall Design of the Study

This study investigated the flow experiences of English teachers working at the primary, secondary, and high schools of the MoNE in Eskişehir, Turkey through both qualitative and quantitative data collection. Therefore, it is safe to say that the study was designed as an explanatory sequential mixed-methods study. A general understanding of the flow experienced by the sample group while teaching English is reached through the quantitative data. After that, the qualitative data was collected through semi-structured interviews. As suggested by Creswell and Creswell (2018), thanks to the qualitative methods of data collection, participants have the chance to express themselves more freely without being limited by the predetermined items in scales. Moreover, qualitative data can provide information from various aspects and perspectives rather than a basic cause-and-effect kind of relationship. Therefore, an explanatory sequential mixed-method design was used to explain Turkish EFL teachers' flow experiences.

3.2 Setting

English has become a lingua franca, which can be defined as a language spoken with communicative purposes by people whose first languages are different from each other's and also from English, as a result of different variables like colonial history, economics, travel, information exchange, and popular culture (Harmer, 2001). In a world that depends heavily on English to enable social interaction between people and nations, learning and teaching it have also become significant for countries where English is assumed as a foreign language and not spoken within the society in daily life. Turkey is one of those countries where the native language is Turkish and learning English is only restricted to classroom environments.

The educational system in Turkey follows a 4+4+4 model which includes 4 years of mandatory education for each grade (primary, secondary, and high) for all students. Teaching English is mandatory as of the beginning of the 2nd grade and students have English lessons until the end of high school education. Although the content and hours of English lessons vary from one grade to another and different school types, the main objective is to provide the students with an educational environment that enables authentic communication (Ministry of National Education, 2013). The MoNE

acknowledges that each age group of students has different needs and characteristics. Therefore, there are three different English language teaching programs proposed by the MoNE. The first program is designed for students from 2nd to 8th grade (Ministry of National Education, 2013). The program is based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) in terms of curriculum planning, assessment, and evaluation of the process. To meet the requirements of CEFR and create language teaching/learning environments on a communicative basis, the program suggests an eclectic mix of methods and techniques rather than following a single method. For example, the focus is mainly on games, crafts, etc. that support listening and speaking in primary school education while the other four skills become more integrated in the later years of secondary school education. In the 2023-2024 educational year, the examination system of language-related lessons is divided into skills exams to test the students' achievements in reading, speaking, listening, and writing. In addition, there is a high-school entrance exam at the end of 8th grade which is in the form of multiple-choice questions and includes an English language part with 10 questions covering the syllabus of only the 8th grade.

Regarding the English language teaching program for high schools, there are two different programs for high schools with and without preparatory education in English. Normally, high school education lasts for 4 years as suggested in the 4+4+4 system, but there are also high schools like social sciences high schools and science high schools which have preparatory classes with intensified English language programs. Still, the English language teaching program proposed by the MoNE in 2016 for high schools with preparatory classes, and the one proposed in 2018 for high schools without preparatory classes are both defined as the continuum of the communication-based education provided from the 2nd grade until the 8th grade. Furthermore, these programs suggest task-based, and computer-assisted language learning/teaching environments to support learner autonomy, and language production. As of the 2023-2024 educational year, the examination system based on testing four skills is accepted for all secondary and high schools. Therefore, there are separate exams to test the students' achievements in reading, listening, speaking, and writing. The university entrance exam is also designed as a multiple-choice exam to test the students' knowledge regarding Turkish, Maths, Social Sciences (History, Geography, Religion, Philosophy), and Science (Biology, Chemistry,

Physics). However, only students who want to attend a university program related to the English language must take an English exam, which is also multiple-choice.

In terms of class hours, there are 2 hours of English classes in primary schools, 3 hours of English in the 5th and 6th grades, 4 hours in the 7th and 8th grades of the secondary schools. At the high schools with English preparation programs, the first year includes 20 hours of English. In the 9th and 10th grades, there are 4 hours of English whereas only 2 hours of English are taught in the 11th and 12th grades. These class hours are presented weekly.

The English language teaching/learning process cannot be taught in isolation from all shareholders which are students, teachers, administrators, material developers, teacher trainers, and families. As an important part of this cycle, it is important to have a clear image of teachers' teaching conditions in Turkey's English language education system. Therefore, this part has presented a brief introduction to the system.

3.3 Participants

The main aim of the study was to investigate the flow experiences of Turkish EFL teachers working at the schools of the Ministry of National Education. Since reaching out to all the English teachers in Turkey might not be easy in a short time, the participants were limited to teachers in Eskişehir, Turkey. To reach the participants, a convenience sampling method was utilized. This form of sampling enables the researcher to collect data from a sample group that is easier to reach and voluntarily agrees to take part in the study. As mentioned earlier, the present study had a mixed-methods design that combined quantitative and qualitative data. The quantitative data was collected with the participation of Turkish EFL teachers working at the schools of the MoNE in Eskişehir. Considering that demographical variables such as age, gender, last graduation degree, teaching experience in years, and the school type the participants were teaching at the time of the study might have effects on the participants' flow experiences, a background information section was included in the questionnaire. The total number of Turkish EFL teachers who took part in the study was 77. Descriptive statistics were utilized to get a clear image of the participant teachers. Table 3.1 shows the distribution of the participant teachers' demographical information.

Table 3.1 *Characteristics of participating teachers*

Variables	Categories	n	%
Age	22-32	10	13
	33-43	33	43
	44+	34	44
Gender	Female	67	87
	Male	10	13
Graduation	Graduate	56	73
	Post-graduate	21	27
School type	Primary	13	16,9
	Secondary	32	41,6
	High	32	41,6
Experience	1-10	14	18
	11-20	37	48
	21+	26	34

According to the results of descriptive statistics, while 43% of the participants were aged between 33-43 (N=33), 44% of them were aged 44 and above (N=31). 13% of the participants were aged between 22-32. With regards to the gender of the participants, 87% of the participants were female (N=67) while only 13% of male teachers (N=10) participated in the study. In terms of their last graduation degree, the majority of the participants (73%, N=56) had a bachelor's degree while 27% had a post-graduate degree (N=21).

As one of the demographical variables that might affect flow experience, the school types that the participants worked at during the study were also analysed. The number of participants who were teaching at primary schools was the lowest of all (N=13). However,

an equal number of the participants were teaching at secondary (N=32) and high schools (N=32). Finally, the teaching experiences of the participating teachers were analysed in years. 48% of them had teaching experience from 11 to 20 years (N=37) with the highest rate. The ones that had teaching experience of 21 years and more constituted 34% of the participants (N=26). The rate of participants with the least teaching experience, from 1 to 10 years, was 18% (N=14).

Although 77 teachers filled in the questionnaire, only 31 of them gave consent for the qualitative part of the study which included semi-structured interviews. However, only 13 teachers were interviewed either because the contact information given by some of the participants was not correct or because some of them changed their minds and did not volunteer for interviews. Out of the 13 teachers who agreed to take part in the interview sessions of the study, 5 of them were teaching at different primary schools, 5 of them were teaching at different secondary schools, and only 3 of them were teaching at different high schools in Eskişehir, Turkey.

3.4 Instruments

In this study, which combined qualitative and quantitative data through mixed-methods design, two different data collection tools were utilized to analyse the flow experiences of English teachers. Through the implementation of two different kinds of instruments, data triangulation was ensured. Data triangulation can be explained as collecting data from multiple sources and is a helpful way of ensuring validity (Creswell and Creswell, 2018). Thanks to data triangulation, the findings are well supported by different types of sources, and the strengths and weaknesses of the findings reached by each tool are balanced.

3.4.1 Flow experience questionnaire

In the first part of the study, quantitative data was collected by means of a questionnaire with three parts. The first part of the questionnaire started with brief information about the study, and a consent form (see Appendix 1), and gathered some demographic information about the participants such as age, gender, their last graduation degree, the school type they were teaching at during the study, and experience in teaching.

The second and third parts of the questionnaire were from the 5-point Likert-type questionnaire on English teachers' flow experiences designed by Belce (2019) (see Appendix 2). The participants were expected to select one of the frequency adverbs (Never, Rarely, Sometimes, Often, Always) to state how often they experienced flow while teaching English. The 13-item part of the questionnaire was taken from the WOLF by Bakker (2008) and adapted by Belce (2019) so that the wording of the items could refer to the flow experienced by English teachers. 4 items in this part were about absorption, 4 of them were about enjoyment, and 5 of them were about intrinsic work motivation while teaching English. The last part of the questionnaire included 14 items constructed by Belce (2019). 7 of these items were about the flow experience while teaching different skills, 3 items were about the flow during different types of activities, and 4 items were about the flow experience during different time slots in a day. This part determined whether English teachers' flow experiences were affected by skills taught, activities used, and different time slots in a day.

Cronbach's Alpha levels for the first part (work-related flow) in general was .88 while the sub-sections of this part were .85 for absorption, .93 for work enjoyment, and .83 for intrinsic work motivation. In addition to this, the levels for the sub-sections of the second part were calculated as .92 for skills and language areas taught, .85 for activity types, and .84 for different time slots of a day. Table 3.2 presents the construct and number of items, and the Cronbach Alpha levels for each construct.

Table 3.2 *Constructs and Cronbach Alpha levels*

Construct		Number of items	Cronbach Alpha
Work Flow	Absorption	4	.85
	Enjoyment	4	.93
	Intrinsic work motivation	5	.83
Flow in English Class	Skills and language areas	7	.92
	Activity types	3	.85

Table 3.2 (Cont.) *Constructs and Cronbach Alpha levels*

	Time of the day	4	.84
Total		27	

It was accepted by Belce (2019) that the items in the WOLF (Bakker, 2008) were already reliable and valid. However, the items added to the survey by her needed further checking for construct and face validity. After a brainstorming session with 10 EFL instructors who were colleagues with Belce (2019), the Likert type of the survey was decreased from 7-point to 5-point considering that regularly and often did not differ much. Following this step, items were checked by two graduate professors in the EFL program. Finally, pilot testing of the survey was carried out with the participation of 23 EFL instructors.

3.4.2 Semi-structured interviews

The second part of the study utilized semi-structured interviews as one of the qualitative data collection tools. The interviews contributed to a deeper understanding of the participants' experiences of flow and their feelings about it. The 4 questions in the semi-structured interview sessions were formed based on the interview questions used by Tardy and Snyder (2004), and Khajavi and Abdolrezapour (2022) in their studies. The questions in both studies were designed to explore whether EFL teachers experience flow in class, what the experience was like, and what the factors facilitating and hindering flow experience were. Therefore, the questions for the semi-structured interviews for the present study were formed around these contexts. After the formation of the questions, they were sent to 2 ELT experts at Anadolu University in Eskişehir, Turkey to ensure validity. After receiving feedback from the experts, some changes were made in the wording of the questions. The final version of the questions that were asked in the interviews are:

- 1) Do you experience flow while teaching English in class? Can you tell me about such an experience that you have had lately?
- 2) How do you feel when you experience flow while teaching English?
- 3) What are the factors that help you experience flow while teaching English?

- 4) What are the factors that hinder you from experiencing flow while teaching English?

3.5 Data Collection Procedure

The quantitative data collection tool was sent to approximately 200 EFL teachers in Eskişehir, where the total number of teachers was approximately 372, online via Google Forms, and within a month, 77 EFL teachers agreed to participate in the study and completed the questionnaire. At the end of the questionnaire, the participants who volunteered to participate in the second part of the study were asked to leave their contact information and were called to schedule their interviews.

To gather the qualitative data, the semi-structured interviews were held as online sessions on Zoom with 13 participants. The interviews lasted approximately 20 minutes and were audio/videotaped. Both on the interview consent part of the questionnaire and at the beginning of the interviews, the participants were informed that the sessions would be audio/videotaped. The participants' native language (Turkish) was used during the interviews so that they could express themselves better and any language-related problems were minimized. The interviews started with an example of flow experience so that the participants could define their experiences more effectively (see Appendix 3). The idea of providing the participants with such an example was driven by Tardy and Snyder's (2004), and Khajavi and Abdolrezapour's (2022) studies. However, the example was written by the researcher and sent to the previously mentioned experts for feedback along with the interview questions.

3.6 Data Analysis

After the completion of the data collection procedure, data analysis procedure started for both quantitative and qualitative data. Since the procedure was different for each kind of data because of the mixed-methods nature of the study, analysis procedures are explained in detail in the following parts.

3.6.1. Quantitative data analysis

At the end of the quantitative data collection procedure, the total number of questionnaires completed was 77. The data gathered for the quantitative part of the study were analysed based on the research questions via SPSS ver25. Descriptive statistics were utilized to analyse the participating teachers' demographical information, and frequencies, mean scores, and standard deviations of the data were computed. Moreover, to reach clear answers regarding how much flow the participants experience at work in general based on the sub-sections of the survey (absorption, enjoyment, and intrinsic work motivation), and how much they enjoy their lessons based on skills and language areas they teach (writing, speaking, reading, listening, vocabulary, pronunciation), activity types they use (mechanical, interactive, communicative), and the time slots in a day that they teach at (morning, noon, afternoon, evening) descriptive statistics were used. The descriptive statistics computed for the work flow of the participants were analysed to answer the first research question which was "To what extent do the English teachers working in the schools of the MoNE experience flow?".

After descriptive statistics were carried out, normality tests of the data were calculated to detect the analysis methods. According to the results of Kolmogorov-Smirnov and Shapiro-Wilk tests, the data did not show a normal distribution. ($p < .05$) Therefore, non-parametric tests (Mann Whitney U and Kruskal Wallis Test) were used. The Mann Whitney U test was applied for variables with two factors like gender (female-male) whereas Kruskal Wallis test was used for variables with 3 or more factors. Therefore, the possible effects of gender and the last graduation degree on work-flow experience of the participants were calculated with Mann Whitney U test, and the effects of other variables such as age, school type, and teaching experience were calculated with Kruskal Wallis test. These results were used to answer the second research question: "Is the flow experience of English teachers working in the schools of the MoNE affected by age, gender, their last graduation degree, the school type they are teaching at the time of the study, and years of experience?".

3.6.2 Qualitative data analysis

As suggested by Creswell and Creswell (2018), qualitative research design is widely used in social sciences. Although the present study was not designed merely as a qualitative study, qualitative analysis was a part of its mixed-method design since interviews, which can be accepted as one of the most preferred qualitative data collection tools (Wang, 2018), were held with participating EFL teachers to reach a deeper understanding of their own flow experiences in classrooms, and possible factors that can facilitate or hinder the occurrence of flow while teaching English. Some characteristics of qualitative research design that apply to this study as presented by Creswell and Creswell (2018) are natural setting, the researcher as the key instrument, reflexivity, and inductive and deductive data analysis. These characteristics can be briefly explained specifically to the study as interviews that were held online outside the classroom so that teachers could express themselves regarding their flow experiences freely (natural setting); the researcher as the interviewer asking the questions and helping teachers express themselves better rather than restricting them with questions limited to scales (researcher as the key instrument); researcher with the chance of directing both the interview sessions and analysis process of the study with some educational and cultural background knowledge, and experiences (reflexivity); finally, the analysis process which was carried out first inductively, by analysing the data bottom up to reach themes, and then deductively to support the themes with evidence found in data (inductive and deductive data analysis).

In her book, Lichtman (2023) states that although quantitative research methods answering the questions beginning with “How many/much, how often” are valuable, trying to explore educational settings only using numbers and statistics can limit our understanding of the context because there are also “What, why and how” questions that can only be answered through qualitative methods. According to Lichtman (2023, p. 20), “the main purpose of qualitative research is to provide an in-depth description and understanding of the human experience”. To meet this purpose of qualitative research, a thematic analysis process was followed. As defined by Clarke and Braun (2017), “thematic analysis is a method for identifying, analysing, and interpreting patterns of meaning (themes) within qualitative data”. Although there are different versions of thematic analysis, which are based on coding and used in the area of positive psychology

in general, there are also other versions developed specifically for qualitative research like the one by Braun and Clarke (2006), which is defined as the most preferred thematic analysis method (Clarke and Braun, 2017). The thematic analysis process proposed by Braun and Clarke (2006) was chosen to analyse the qualitative data gathered by interviews in the present study. The steps of this type of thematic analysis are briefly explained in Table 3.3.

Table 3.3 *Phases of thematic analysis (Braun and Clarke, 2006)*

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

How each step of the thematic analysis process as proposed by Braun and Clarke (2006) was carried out in the present study is explained in the following part.

3.6.2.1 Familiarization with the data

Braun and Clarke (2006) suggest that if the researcher is involved in the data collection process, they can already have an idea of the content of the data. Even so, the researcher should delve into the data and read them thoroughly again and again to come up with the first codes driven by the data. If the data is audio or video recorded, transcription is the first part of this step so that familiarization becomes easier by reading the transcribed data. Therefore, the data gathered in semi-structured interview sessions were transcribed and read by the researcher thoroughly to understand the meanings behind the participants' expressions regarding the flow experience.

3.6.2.2 Generating initial codes

After reading and becoming familiar with the data, Braun and Clarke (2006) suggest that codes should be extracted from the data. They indicate that codes are interesting patterns that occur in the data, and when they are grouped, they create broader “themes” in the following steps of the process. The coding process can either be data-driven or theory-driven, (Braun and Clarke, 2006). In the present study, coding followed a data-driven pattern since the codes were generated by analysing the collected data in the interviews with the participating teachers. In addition, coding can be done manually or with the use of software programs (Braun and Clarke, 2006), and manual coding was implemented in the present study by highlighting and taking notes while reading all the responses of each participant in the transcriptions.

3.6.2.3 Searching for themes

This step is the one where the long lists of codes created in the previous step are analysed to be grouped under broader themes based on repetitive patterns and their possible relationships (Braun and Clarke, 2006). As suggested by Kaya (2023), a question-based coding process was followed so that it is easier to find overarching codes. Also, visualization of themes through mind maps was done so that main themes and sub-themes were easily detected (Braun and Clarke, 2006). At this point, similar codes were grouped under related themes even if they were driven from the answers given to different interview questions.

3.6.2.4 Reviewing themes

In the fourth step of the thematic analysis process, the themes found in the previous step, which are also called “candidate themes” by Braun and Clarke (2006), were reviewed again to see if all the themes had enough support in the data, and if the themes were distinct from one another or they overlap so that one could decide on which themes should stay in the study, which ones you should discard, and for which ones you should go back and analyse the data set again.

3.6.2.5 Defining and naming themes

For this step, Braun and Clarke (2006) suggest that it should be possible for the researcher to provide definitions for each main theme with at least a couple of sentences. If this is not the case for some themes, data sets should be revised again. After defining the themes, they should be named in such a way that readers can have an idea of what a theme is about just by reading its name (Braun and Clarke, 2006). In the present study, the naming process of themes was completed without a need to revise data sets since all the themes could be defined well and supported with enough evidence from data.

3.6.2.6 Producing the report

When the researcher is sure about the themes found in the previous stages, the final step is to report the findings by supporting the ideas and findings in the analysis with enough extracts taken from data concerning each theme, and visualization of them if possible so that readers are convinced that the findings of the qualitative analysis are valid and logical (Braun and Clarke, 2006). Thus, the analysis of qualitative data gathered through semi-structured interviews was supported by extracts taken from transcriptions to ensure the themes found were valid.

For interrater reliability purposes, the thematic analysis procedure was also supported by an outside researcher who had an MA degree in English Language Teaching to ensure interrater reliability. At the beginning of the coding process, the researcher sent all transcriptions of the interview sessions, and the research questions to the outside researcher. Both researchers agreed on analysing the data question by question to determine common codes regarding each interview question. They followed the same steps of the procedure and did the coding manually since the number of participants in the interview sessions was small and the interviews were short in length. After the coding process ended, they had an online meeting to check the themes they found. At this point, although almost all of the themes found by each researcher were similar, there were also small differences in naming them, or the other researcher suggested other themes that were worth mentioning. Therefore, both researchers revised the transcriptions and themes together to reach a consensus. At the end of this process, the themes and statements were checked by 3 ELT experts which also supported the interrater reliability results of the

thematic analysis procedure. Some examples of the steps followed during the coding procedure are provided in the appendices. (see Appendices 6,7 and 8). The summary table of data collection and analysis procedures are provided below in Table 3.4.

Table 3.4 *Summary of data collection and data analysis procedures*

Research questions	Data collection instrument	Data collection timeline	Data analysis procedure	Data analysis timeline
1) To what extent do the English teachers working in the schools of the Ministry of National Education experience flow?	Flow Questionnaire (Belce, 2019)	April 1st – 19th, 2024	Quantitative analysis – descriptive statistics	April 22nd – May 4th, 2024
2) Is the flow experience of English teachers working in the schools of the MoNE affected by age, gender, their last graduation degree, the school type they are teaching at the time of the study, and years of experience?	Flow Questionnaire (Belce, 2019)	April 1st – 19th, 2024	Quantitative analysis – inferential statistics	April 22nd – May 4th, 2024
3) Is the flow experience of English teachers working in the schools of the MoNE affected by the skills and language areas taught (speaking, writing, reading, listening, vocabulary, grammar), activity types, and time slots in a day?	Flow Questionnaire (Belce, 2019)	April 1st – 19th, 2024	Quantitative analysis – inferential statistics	April 22nd – May 4th, 2024

Table 3.4 (Cont.) *Summary of data collection and data analysis procedures*

4) What are sample incidents that create flow in English, what feelings do such incidents generate, what factors may facilitate or hinder flow experiences?	Semi-structured interviews	April 20th – May 4th, 2024	Qualitative analysis – thematic analysis	May 5th – July 30th, 2024
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4 RESULTS

As explained in detail in the methodology part, the present study aimed to investigate the flow experiences of EFL teachers working in the school of the MoNE in Turkey by following a mixed-methods research design. Thus, it utilized a flow experience questionnaire developed by Belce (2019) to reach quantitative data, and semi-structured interviews for qualitative data. The data collected in the quantitative part were analysed through descriptive and inferential statistics whereas the qualitative data were analysed by means of thematic analysis. The results of both analysis procedures are presented in this chapter.

4.1 Findings of the Quantitative Data Analysis

The participant number of the quantitative part of the study was 77. Firstly, normality tests of the data were computed to detect the methods for analysis. According to the results of Kolmogorov-Smirnov and Shapiro-Wilk tests, the data did not show a normal distribution. ($p < .05$) Therefore, non-parametric tests (Mann Whitney U and Kruskal Wallis Test) were used instead of parametric ones like t-test, ANOVA, and multiple regression tests (see Appendix 2).

After reaching the normality test results, descriptive statistics were calculated to find out the mean scores and frequencies of participants' demographical information (age, gender, last graduation degree, school type they were teaching at, years of teaching experience) which are already presented in the methodology part. Descriptive statistics

were also used to see the participants' levels of flow experience at work based on absorption, enjoyment, and intrinsic work motivation, and their preferences regarding skill type, activity type, and time slots in a day while teaching English.

4.1.1 RQ1. To what extent do the English teachers working in the schools of the Ministry of National Education experience flow?

The first research question of the present study aimed to find out if the English teachers working in the school of the MoNE experience flow or not. The second part of the questionnaire was comprised of sub-categories which were absorption, work enjoyment, and intrinsic motivation. The mean scores for these parts were 3,69, 4,04, and 3,61 respectively which meant while work enjoyment had the highest score among the participants, intrinsic work motivation had the lowest score. Overall, the mean score for the flow of the participants was 3,77. (see Table 4.1)

Table 4.1 *Flow experience scores of the participants*

	Item	Percentage						
		N	R	S	O	A	M	SD
Absorption	1 - When I am teaching English, I think about nothing else.	2,6	6,5	19,5	61,0	10,4	3,70	0,84
	2 - I get carried away by my work (teaching English).	1,3	6,5	29,9	49,4	13,0	3,66	0,84
	3 - When I am teaching English, I forget everything else around me.	3,9	7,8	23,4	53,2	11,7	3,61	0,93
	4 - I am totally immersed in my work (teaching English).	1,3	2,6	22,1	62,3	11,7	3,81	0,73
Work Enjoyment	5 - My work gives me a good feeling.	1,3	2,6	11,7	45,5	39,0	4,18	0,84
	6 - I teach English with a lot of enjoyment.	0	2,6	19,5	46,8	31,2	4,06	0,78
	7 - I feel happy during my work.	0	3,9	24,7	45,5	26,0	3,94	0,82
	8 - I feel cheerful when I am teaching English.	0	5,2	19,5	48,1	27,3	3,97	0,83

Table 4.1 (Cont.) *Flow experience scores of the participants*

Intrinsic work motivation	9 - I would still teach English, even if I received less pay.	7,8	15,6	20,8	37,7	18,2	3,43	1,19
	10 - I find that I also want to teach English in my free time.	9,1	15,6	35,1	35,1	5,2	3,12	1,04
	11 - I teach English because I enjoy it.	2,6	2,6	9,1	45,5	40,3	4,18	0,90
	12 - When I am teaching English, I am doing it for myself.	3,9	13,0	32,5	35,1	15,6	3,45	1,03
	13 - I get my motivation from the work (teaching English) itself, and not from the reward for it.	1,3	5,2	23,4	44,2	26,0	3,88	0,90

(N: Never; R: Rarely; S: Sometimes; O: Often; A: Always; M: Mean; SD: Standard deviation)

4.1.2 RQ2. Is the flow experience of English teachers working in the schools of the MoNE affected by age, gender, their last graduation degree, the school type they are teaching at the time of the study, and years of experience?

The second question of the present study which belonged to the quantitative analysis part and required data gathered by the questionnaire was about the relationship between participating English teachers' flow experiences and their age, gender, last graduation degree, the school type they were teaching at the time of the study, and years of experience. Therefore, some inferential statistics were computed to obtain the results.

4.1.2.1 Flow experience and age

The results indicated that the scores of work-flow showed similar distribution among age groups and no statistically significant difference was found between groups ($p=,481$) (see Table 4.2).

Table 4.2 *Flow experience and age*

Factor	Age	N	Mean Rank	X2	p
Work Flow	22-32	10	31,10	1,462	,481
	33-43	33	39,76		
	44+	34	40,59		

Asymptotic significance level $p < ,05$

4.1.2.2 *Flow experience and gender*

The results of the analysis showed that the scores of work-flow differ significantly between gender groups ($p < ,05$). Gender had a significant effect on work-flow. When the mean rank results were analysed, work-flow levels of female participants were higher than those of males. This might also be the case since 87% of the participants were female. (see Table 4.3)

Table 4.3 *Flow experience and gender*

Factor	Gender	N	Mean Rank	Rank Sum	U	p
Work Flow	Female	67	41,42	2775,00	173,000	,014*
	Male	10	22,80	228,00		

Asymptotic significance level $p < ,05$

4.1.2.3 *Flow experience and last graduation degree*

The results indicated that the scores of work-flow vary depending on the graduation degree of the participants. There was a statistically significant difference between groups ($p < ,05$). The last graduation degree was an indicator of work flow and it can be inferred that the higher graduation degree means the higher work flow experience. (see Table 4.4)

Table 4.4 *Flow experience and last graduation degree*

Factor	Last graduation degree	N	Mean Rank	X2	p
Work Flow	Graduate	56	35,90	414,500	,047*
	Post-graduate	21	47,26		

Asymptotic significance level $p < ,05$

4.1.2.4 *Flow experience and school type*

The results revealed that the scores of work-flow showed similar distribution among the school types the participants teach English at. There was no statistically significant difference between groups ($p > ,05$). The school types that the participants taught English at were not an indicator of work-flow. (see Table 4.5)

Table 4.5 *Flow experience and school type*

Factor	School type	N	Mean Rank	X2	p
Work Flow	Primary	13	48,00	2,670	,263
	Secondary	32	38,17		
	High	32	36,17		

Asymptotic significance level $p < ,05$

4.1.2.5 *Flow experience and years of teaching experience*

The results put forward that the scores of work-flow showed similar distribution among the groups of teaching experience, and no statistically significant difference was found between the groups ($p > ,05$). Teaching experience did not affect work-flow significantly. (see Table 4.6)

Table 4.6 *Flow experience and years of teaching experience*

Factor	Experience	N	Mean Rank	X2	p
Work Flow	1-10 years	14	35,43	0,634	,728
	11-20 years	37	40,84		
	21+	26	38,31		

Asymptotic significance level $p < ,05$

4.1.3 RQ3. Is the flow experience of English teachers working in the schools of the MoNE affected by the skills and language areas taught (speaking, writing, reading, listening, vocabulary, grammar), activity types, and time slots in a day?

The third question was asked to find out the possible relationship between the participating teachers' flow experiences and the skills they taught, the activity types they used, and the time slots they taught in a day. The quantitative analysis of data needed to investigate such a relationship was done through inferential statistics. However, it was also important to understand the participating English teachers' preferences in separation regarding the skills they taught, the activities they used, and the time slots in the day when they taught. Thus, firstly, descriptive statistics results of the data gathered in the third part of the questionnaire are explained below.

The results of the analysis regarding which skill types helped participants feel more immersed in teaching English showed that 85,7% of the participants felt immersed the most while teaching vocabulary. Speaking was the second skill type that could facilitate immersion in teaching among 80,5% of the participants. According to the results, 63,6% of the participants felt immersed in teaching grammar which ranked the lowest among all skill types on the questionnaire.

When the activity types were analysed, it could be seen that 98,7% of the participants enjoyed interactive activities the most. 97,4% of the participants enjoyed communicative activities which was quite similar to the rate of interactive activities. On the other hand, 71,4% of the participants enjoyed mechanical activities.

In terms of feeling immersed in teaching English depending on the time of the day, the participants preferred morning classes the most (89,6%) which was followed by noon classes with 74% of the participants, afternoon classes with 48,1% of the participants, and evening classes with the least rate of 23,4% of the participants. According to the results, the feeling of immersion decreased later in the day (see Table 4.7).

Table 4.7 *Immersion scores regarding skills and language areas, activities, and times in a day*

	Item	Percentage %						
		N	R	S	O	A	M	SD
Skills and language areas	Grammar	10,4	26,0	40,3	18,2	5,2	2,82	1,02
	Pronunciation	7,8	19,5	36,4	28,6	7,8	3,09	1,05
	Reading	6,5	16,9	33,8	39,0	3,9	3,17	0,98
	Writing	7,8	24,7	40,3	23,4	3,9	2,91	0,98
	Listening	6,5	18,2	39,0	29,9	6,5	3,12	1,00
	Speaking	3,9	15,6	32,5	39,0	9,1	3,34	0,98
	Vocabulary	2,6	11,7	22,1	48,1	15,6	3,62	0,97
Type of activities	Mechanical	1,3	27,3	40,3	23,4	7,8	3,09	0,93
	Communicative	1,3	1,3	24,7	48,1	24,7	3,94	0,82
	Interactive	0	1,3	19,5	40,3	39,0	4,17	0,78
Time of the day	Morning	5,2	5,2	16,9	41,6	31,2	3,88	1,08
	Noon	10,4	15,6	37,7	26,0	10,4	3,10	1,12
	Afternoon	16,9	35,1	32,5	11,7	3,9	2,51	1,03
	Evening	42,9	33,8	13,0	9,1	1,3	1,92	1,02

(N: Never; R: Rarely; S: Sometimes; O: Often; A: Always; M: Mean; SD: Standard deviation)

4.2 Findings of the Qualitative Data Analysis

The results gathered for the quantitative part were explained in the previous section. In this part, the themes and subthemes related to flow experience reached at the end of the qualitative data analysis procedure are explained in the light of the content of semi-structured interviews which were about participating teachers' depictions of the classroom atmosphere when they experienced flow, their feelings during flow, and factors that could facilitate or hinder flow experience.

4.2.1 Classroom context during flow experience

The first interview question was asked to identify whether the participating EFL teachers were aware of the possible occasions when they experienced flow, and to get some specific examples of the classroom context during that experience. Of 13 participants, only one teacher stated to not experience flow while teaching English but also said they used to experience flow in the past by explaining the reason as:

'I have been teaching for eighteen years. In my first years, my students were more successful academically. However, now I am working at a place where education is not seen as important. That is why I have not experienced flow in my classes for a long time.' [PT 9]

On the other hand, 12 teachers stated that they experienced flow most of the time and the ones who could depict the classroom contexts in which they experienced flow are presented in Table 4.8 in descending order of occurrence.

Table 4.8 *Teachers' depictions of the classroom contexts during the flow experience*

Theme	Subtheme
Teaching procedure and skills	Game-based activities [PT4/PT5/PT7/PT12]
	Speaking on interesting topics [PT5/PT8]
	Role-play/drama [PT1/PT12]
	Using songs [PT1/PT2]

Table 4.8 (Cont.) *Teachers' depictions of the classroom contexts during the flow experience*

The classroom environment	Losing sense of time [PT2/PT3/PT4/PT6/PT7]
	Student participation [PT4/PT7PT10/PT11]

When the participating teachers were asked to give examples of flow experience in their classes, they intended to answer the question by mentioning the specific teaching procedure and skills during which they experienced flow the most. As seen in Table 4.11., employing game-based activities resulted in flow for most of the teachers. The following extract exemplifies this:

‘During which activities do I experience flow? For example, we experience flow during games. Both students and I are sometimes fully absorbed in, for instance, games like the wheel of fortune... I mean it is one of the most important moments when I feel the flow.’ [PT 12]

Speaking on interesting topics was also stated by the teachers to cause the flow experience while teaching English, as seen below.

‘When I talk about my experiences that match the outcome of the lesson rather than providing information like reading from Wikipedia, it becomes more memorable. Because I get feedback... However, when I refer to my experiences like saying I experienced such a thing on one of my trips, there is really such a thing like the one told here, it becomes more memorable. I think I can go with the flow in such topics. ... In cultural items of everyday English, more in spoken English. Yes, I do experience this.’ [PT 8]

Role-plays and drama activities were mentioned as teaching procedures that led to the flow experiences of participating teachers as depicted in the following extract.

‘...In most of my classes, I experience it (flow). For example, since they are young learners, we can experience it while teaching songs or drama activities in general.’ [PT 1]

The next extract reveals that teachers who mentioned role play and drama activities to result in flow experience also stated to experience flow while using songs in their classes.

‘...I tell them to dance and fill in the blanks in the song. We do it together, for example. At that moment, both they and I are happy and in the flow.’ [PT 12]

When the teachers were asked if they could talk about a recent flow experience they had had, they tended to emphasize the fact that they really lost their sense of time. The following extracts display a loss in sense of time.

‘For example, I do not know when the bell rings... Both in the last week and this week, I heard my students saying the bell rang. Then, I also checked the time on my phone.’ [PT 2]

‘... that is why we do not understand how the lesson goes by. Finally, all of us, even the children were in flow. When the bell rang, we were like it rang so soon. We have just entered the class. Both me and they uttered the same sentence. If this counts as the flow experience, then we were absorbed in the lesson intensely.’ [PT 4]

In addition to losing the sense of time, some teachers also mentioned their students’ participation in the lesson when they gave some examples of their recent flow experiences, as expressed in the extract below.

‘The class shared a lot. When this ended, they discussed the most memorable, interesting plans for the future... It was the children’s turn, and they were the productive side... I just guided them.’ [PT 7]

‘During flow, something happens... We use repetition because it is important for English. During the repetition, you start losing your consciousness when you realize how many students answer the question from the previous lesson correctly and fast.’ [PT 10]

Regarding the classroom context/atmosphere/environment that results in flow in teachers, teaching procedures and skills, and the classroom environment seem to play an important role since when the teachers were asked about their recent flow experiences while teaching English, they tended to specify the content of their lesson and what was happening in the classroom.

4.2.2 Feelings related to flow experience

The second interview question was asked to find out how EFL teachers feel when they experience flow while teaching English. Out of 13 teachers, 10 could define how

they feel when they experience flow while teaching English whereas 3 of them explained what happens to them during that experience rather than naming feelings.

When 10 teachers' answers regarding how they feel when they experience flow were examined through thematic analysis, the feelings found as a result of the analysis were: joy, satisfaction, enthusiasm, and excitement (see Table 4.9).

Table 4.9 *Feelings related to flow experience*

Feelings
Satisfaction [PT1/PT2//PT6/PT8/PT10/PT11/PT12/PT13]
Joy [PT1/PT2/PT7/PT10/PT11/PT12/PT13]
Enthusiasm [PT1/PT11]
Excitement [PT3/PT12]

Of all the feelings that participating teachers expressed to experience during flow, satisfaction was the most stated one. One of the extracts taken from the interviews is provided below as an example.

‘Feeling satisfied is something else. I mean, if this feeling does not exist, you have a hard time teaching. One can feel incapable... When they do not understand, it is a huge problem, but when they do, you feel like you have achieved a huge success.’ [PT 6]

The second feeling stated by participating teachers was joy and the following is an example statement from the interviews.

‘Of course, I feel happy because you know when our lesson is not interrupted by external factors like knocks on the door... or other things like some teachers want something, or someone forgot something and the mother brought it etc., and if the children participate in the lesson, of course makes me happy.’ [PT 7]

As depicted in the next extract, enthusiasm was another feeling that was stated to have been experienced during flow by the teachers.

‘It affects my enthusiasm. Flow experience... I mean, when I experience this and go with the flow of the lesson, I feel happier, and devote myself to the children, and my job.’ [PT 1]

Feeling excitement was stated by two of the participants and an example statement is provided below.

‘Actually, it is a very enjoyable, exciting thing. I mean, you experience job satisfaction when you go with the flow. Yes...’ [PT 12]

As stated earlier at the beginning of this part, 3 of the participants could not name any feelings related to their flow experiences. However, they provided other descriptions of flow experience. For instance, one of them feels like teaching takes actually place when flow occurs which can also be supported by statements of some other teachers.

‘I feel that I am a teacher. Especially when I get the same reaction from the students and see that they listen to the lesson without being bored and the lesson ends without boring them, I feel like I can really teach and I am an actual teacher.’ [PT 4]

Another teacher stated that they were so isolated from the outside world that they could even forget about their children or health problems when they experienced flow.

‘For example, I have two children. Sometimes, you come to school with worries about them...I mean, sometimes one can even forget about the illnesses. Being with children, dealing with them and the language can really make one forget about even the health problems (of your own children).’ [PT 5]

Of all the participants, only one stated not experiencing flow lately while teaching English, but even that teacher could define what could happen during such an experience by mentioning losing the sense of time which was one of the important constructs of flow experience.

‘If the students are eager for the lesson and hungry for learning, of course, I cannot understand how time goes by.’ [PT 9]

In addition to these statements which did not include any specific feeling names, ‘luck’ was also emphasized in relation to flow experience by one of the participants even if it is not an exact feeling.

‘I mean... When you are immersed in the lesson, the excitement of teaching, teaching more, the interaction with students, the desire to be helpful... Certainly, it is a good thing, for me. I mean, what can a person expect from a job? I do not think there are many people doing a job without thinking about the time. I do not know. That is why I feel lucky...’ [PT 3]

Lastly, although it is not a feeling or not related to the descriptions of what happens to teachers when they experience flow while teaching English, one of the participants described the experience with a metaphor and it is worth mentioning here.

‘In fact, it is a kind of nirvana of this profession...’ [PT 8]

In conclusion, when the teachers were asked how they felt when they experienced flow, they named positive feelings like satisfaction, joy, enthusiasm, and enjoyment. While some of the participants could not name any feelings, they described what happens to them when they experience flow like losing the sense of time, sensing teaching really takes place, and being isolated from the outside world, etc. Moreover, one teacher mentioned feeling lucky because they believed that doing your job without thinking about the time might not be possible for many. Finally, the metaphor ‘Nirvana’ was used by a participant to describe how it feels like to experience flow while teaching.

4.2.3 Factors facilitating and hindering the flow experience

The third and fourth questions of the semi-structured interview session were asked to find out teachers’ ideas on the factors that can facilitate or hinder the flow experience while teaching English. Firstly, the thematic analysis results regarding the teachers’ answers to the factors that can facilitate their flow experiences are presented in Table 4.10.

Table 4.10 *Factors facilitating flow experience*

Facilitating factors	Level of students [PT1/PT3/PT4/PT10/PT11]
	Student participation [PT1/PT2/PT3/PT7/PT8/PT11]
	Teacher preparation [PT3/PT4/PT5/PT7/PT13]
	Interest / motivation [PT3/PT8/PT9/PT10/PT11]

Table 4.10 (Cont.) *Factors facilitating flow experience*

Skill types / language areas [PT1/PT4/PT8]
Classroom management [PT2/PT8/PT10]

The first factor that seems to facilitate the experience of flow is the level of students. This subtheme can be analysed in two aspects. The first aspect is the proficiency level of students, and the second one is their grades. Although proficiency and grade are not the same concepts, they are analysed under the same title since in the Turkish educational context, each grade is assumed to be of specific proficiency levels and their educational programs are designed accordingly. This is also valid for the students' age groups for each grade so this title may also be interpreted as the age group of students.

'The interest and level of the students are among the factors that affect flow experience, certainly, but I experience this in most of my classes... As I said, I think it is because of, firstly, students' level, interest, and the fact that I like the grade, primary school.' [PT 1]

'Actually, it somehow depends on the fact that the class level is good. I think, this is the most effective factor.' [PT 3]

Student participation is also significant for most of the teachers because when the students were active in the learning process, teachers reported to experience flow. It was also a kind of feedback for teachers to see how much progress the students had made in English. The following extract depicts the importance of student participation on teachers' flow experience.

'Students' participation in the lesson makes me happy... Interaction is a must. You should raise their motivation. I think these are supporting factors.' [PT 7]

'If there is interest on the other side... If they ask me some follow-up questions or if I feel that I am listened to, this is the maximum satisfaction... There can be lots of variables. Interaction is the first condition, for sure.' [PT 8]

Planning a lesson to meet the students' needs or to better exploit the materials in hand is significant for teachers. The interviews revealed that it was also one of the key

factors to experience flow while teaching English for some teachers. Therefore, ‘teacher preparation’ was found to facilitate the teachers’ flow experiences:

‘The more motivated and ready you are when you enter the class, the more you include the students in the lesson... Because all of them have different interests, skills, learning styles... I think ensuring the occurrence of flow is up to us as teachers to some extent.’ [PT 5]

The teachers who took part in the interview sessions mentioned the importance of interest and motivation both for themselves and the students to achieve flow in the classes. For some teachers either their students’ or their own interest in the lesson and the motivation to learn and teach English could highly facilitate their experiences of flow.

‘The most important factor is students’ eagerness. For me, the most significant thing that enriches our job is that students have high motivation. I mean you become motivated when you see motivated students.’ [PT 3]

For some teachers, skill types or language areas they teach are effective in experiencing flow in the classroom. For example, a statement by one of the participants revealed that vocabulary teaching and speaking could positively influence the occurrence of the flow state while teaching English.

‘It (the flow experience) is more powerful while teaching vocabulary or Everyday English skills because when you are teaching Everyday English and covering social, casual, and spoken English, you also have to provide the culture. Yes, I experience it.’ [PT 8]

The final factor that can facilitate the flow experiences of the participants is ‘classroom management’ since the teachers mentioned the importance of a peaceful atmosphere among the students, and their characteristics as a class (calm, energetic, etc.). The following extracts display the classroom management factor.

‘How can I say? If there is a nice, calm, and peaceful atmosphere in the class, because the students in the neighbourhood try to solve their problems through violence... If such things do not happen, of course, it also affects the students.’ [PT 2]

‘The class dynamics are significant. As I said, something that goes well in one class, may not work in the other. Their friendship, and relationship... these are all important.’ [PT 8]

Also, other teachers' teaching and classroom management styles can be a part of this factor since some teachers believed that the classroom teacher's effect on the students in primary school, or other field teachers' effects in higher grades could also affect English classes, thus affecting the flow experience, as revealed in the extract below.

'Sometimes this happens. The style of the classroom teacher is quite important, especially in primary school. When there is a teacher with a similar style to mine, then the class gets used to it easier... Or the teachers in other fields like science, maths etc. teach in the same way we do, you can teach in accordance with the class' profile, and experience flow.' [PT 10]

After recording the participants' answers regarding facilitating factors, the fourth question of the interview was asked to find out the factors that could hinder them from experiencing flow. Although the previous question was about the factors that could help the occurrence of flow experience, teachers sometimes tended to answer it by also mentioning the factors that hinder this experience. The hindering factors are presented in Table 4.11. below.

Table 4.11 *Factors hindering flow experience*

Hindering factors	Class hours [PT1/PT7PT8/PT9/PT12]
	Attention span [PT4/PT6/PT8]
	External factors [PT6/PT7/PT13]
	Interest / motivation [PT3/PT5/PT9/PT12]
	Skill types / language areas [PT1/PT8]
	Classroom management [PT7/PT8/PT10]

'Class hours' were found to affect the participants' flow experiences negatively. The participating teachers referred to the total amount of lessons they teach in a day and the time slot they teach English to affect their flow experience (morning, noon etc.), as indicated in the extracts below.

'No matter what time it is, if I have let us say six hours without any break, this affects me and causes a kind of disadvantage. Those hours prevent me from experiencing flow.' [PT 1]

‘When there is a class in the afternoon... You know the lunch break... After the lunch break, all the lessons are a burden. Because they do not want to learn... In 8th grades, there are 4 English lessons in a week. 2 hours is in the last lessons on Thursday. And the other 2 are at the same time on Friday... Of course, it is not productive.’ [PT 7]

One of the factors related to the students and negatively affecting the flow experiences of English teachers is the students’ attention span. When students cannot focus on the teacher and the lesson, they may direct their attention to other things, and teachers try to take their attention back to the lesson, which can directly affect the occurrence of flow. The following extract exemplifies the effect of students’ attention span on teachers’ flow experiences.

‘They are too young. Their attention span is lower which means you have a very short time to teach something.’ [PT 6]

‘The fact that this generation is distracted easily is a basic problem.’ [PT 8]

As can be seen in the following extracts, some ‘external factors’ that hinder the teachers from experiencing flow while teaching English emerged. These factors include problems related to weather conditions or interruptions which are things out of teachers’ or students’ control.

‘When it is a hot day, and there are no curtains... Oh God!’ [PT 10]

‘As I said, the interruptions during the lesson. Believe me, I know the times when the door was knocked ten times in a lesson.’ [PT 7]

‘For example, special for this week, maybe you can hear the music outside. This week, there are the rehearsals for the 23rd of April. Since there is always music coming from the schoolyard, concentration is over this week. There is nothing called as the flow experience.’ [PT 4]

According to some of the participating teachers, when their students lack interest in the lesson or motivation to take part in the lesson, they also have hard time experiencing flow as teachers.

‘Quite the opposite, if our motivation is low, and if it is before or after an exam, and students’ anxiety levels are high... Sometimes it is really hard to teach in exam weeks. It is also difficult to ensure the flow.’ [PT 5]

For some teachers, skill types or language areas they teach can hinder their flow experiences. For example, although speaking was explained as a facilitating skill by one of the participants before, it is mentioned as a flow hindering skill by another participant in the following extract.

‘I do not experience it (the flow experience) during speaking. Since the level of the students is quite low, we have hard time teaching speaking.’ [PT 1]

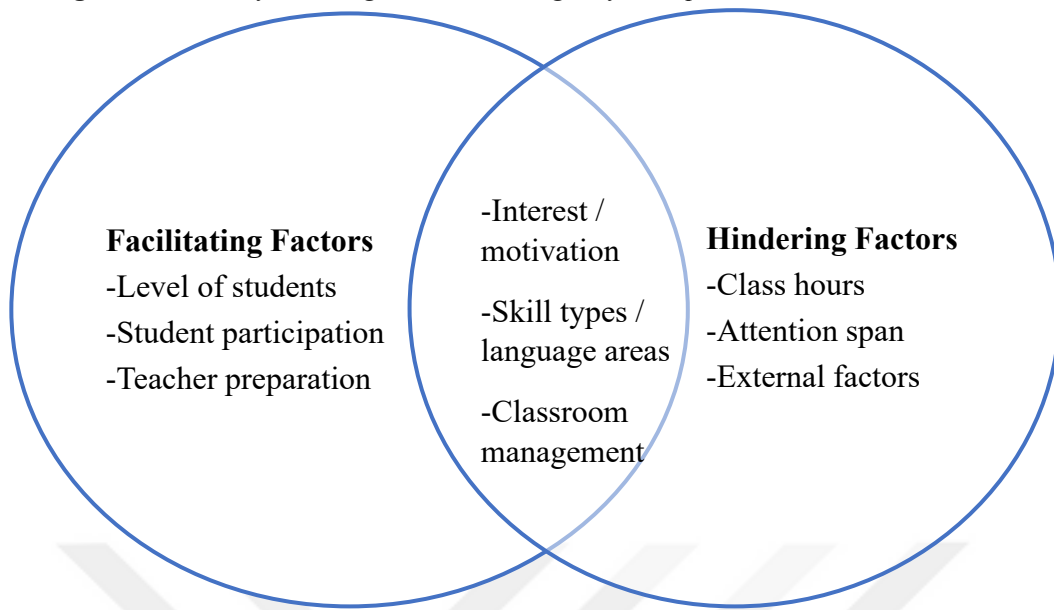
The final factor that can hinder the flow experiences of participating teachers is ‘classroom management’. It can be affected by the students’ friendship, their behavioural problems, and their relationships with other teachers etc.

‘There are some classes where all problematic students are together. They can be in the same group, the same class. When you control one of them, then the other one starts. I think this is difficult for us. Not only in terms of teaching English. In general.’ [PT 7]

‘If there is no unity in the classroom, you get that immediately... Because you need a whole class for English, it should be done as a group. Since it is based on communication, if there is a problem between friends, I cannot make them work in pairs. Then, you cannot get that pleasure and go with the flow when you leave the planned lesson behind...’ [PT 10]

In conclusion, when the participating English teachers were asked about factors that can facilitate or hinder their flow experiences in the 3rd and the 4th interview questions, 6 facilitating and 6 hindering factors were found. However, 3 factors of each category were commonly expressed by some of the participants as both facilitating and hindering factors. These common factors are: interest/motivation, skill types/language areas, and classroom management (see Figure 4.1.).

Figure 4.1 *Factors facilitating and/or hindering the flow experience*



5 DISCUSSION

The present study aimed to find out Turkish EFL teachers' flow experiences while teaching English. When the literature was reviewed, three gaps were found. Firstly, although studies were carried out in the Turkish context regarding flow experience in EFL classes, they mostly investigated the concept from the perspective of language learners. Secondly, even though some studies were conducted with the participation of teachers, especially university instructors, there was no study about the flow experiences of EFL teachers working in the schools of the MoNE. The only study conducted in the context of the MoNE was the one by Özkılınç and Şevik (2022) and it was an experimental study on the flow experiences of students learning English, not the teachers. The final gap was that only one study employed an instrument adapted specifically for EFL teachers' flow experiences (Belce, 2019). In the light of the gaps in the literature on flow experience studies with EFL teachers, the following questions guided this study:

- 1) Do the English teachers working in the schools of the Ministry of National Education experience flow?

2) Is the flow experience of English teachers working in the schools of the MoNE affected by age, gender, their last graduation degree, the school type they are teaching at the time of the study, and years of experience?

3) Is the flow experience of English teachers working in the schools of the MoNE affected by the skills and language areas taught (speaking, writing, reading, listening, vocabulary, grammar), activity types, and time slots in a day?

4) What are the sample incidents that create flow in English teachers, what feelings do such incidents generate, what factors may facilitate or hinder flow experiences?

In this part, the findings of the study are discussed in light of the existing literature, and the results reached through the questionnaire and the interview sessions are compared. The discussion is grouped as the findings that can be supported by the findings of other studies and the ones that are unique to the present study. Then, some implications and suggestions are provided for the field and further studies based on the results and limitations of the study.

5.1 EFL Teachers' Work-Flow

The first question of the study aimed to find out if the EFL teachers working at the schools of the MoNE experienced flow while teaching English or not. The questionnaire used in the quantitative data collection procedure of the study highlighted the work flow of teachers in terms of absorption, enjoyment, and intrinsic work motivation. The results showed that EFL teachers in Eskişehir, Turkey feel absorbed while teaching English, enjoy teaching, and have intrinsic motivation for teaching rather than relying on external sources like payment, reward, etc. in general. In fact, on a 5-point scale, the general work-flow result of the teachers was found $M: 3,77$ which can be accepted as a high level of flow experience while teaching English. Among the subscales of the work-flow part of the questionnaire used in the study, enjoyment was found to be the most significant flow indicator ($M=4,04$). Although it was not about flow experiences of foreign language teachers but those of music teachers, Bakker's (2005) study stated that music teachers experienced enjoyment during the work-flow the most. Therefore, it can be inferred that no matter what the field is, teaching as a profession can help experiencing flow. These

results are also supported by the findings of interview sessions. 12 teachers out of 13 participants stated that they experienced flow depending on the circumstances in the classroom. In fact, even the teacher stating not experiencing flow lately used to experience it in her earlier years of teaching English. Therefore, it can be said that in one way or another teachers are familiar with this experience in their classes. For example, in the sample extract below, the participating teacher emphasized absorption caused by game-based activities.

‘During which activities do I experience flow? For example, we experience flow during games. Both students and I are sometimes fully absorbed in, for instance, games like the wheel of fortune... I mean it is one of the most important moments when I feel the flow.’ [PT 12]

Moreover, it is quite interesting that even when the teachers were absorbed in teaching, they were aware of whether their students experienced the same absorption or not. This may signal the presence of the ‘action and awareness merging’ component of the flow state as proposed by Csikszentmihalyi (1990).

It is important that the times of both experiencing and not experiencing flow while teaching English depend on different variables which are explained in the following parts in the light of the findings reached by the questionnaire and the statements of participating EFL teachers.

Flow experience is sometimes defined as a ‘peak’ experience (Egbert, 2003; Tardy and Snyder, 2004; Bakker, 2007). However, how teachers may feel during such a peak experience in the classroom has not been investigated so far. Therefore, the answers given by the participants regarding how they feel when they experience flow while teaching English can be important since they provide some keywords that support the definitions of flow experience proposed so far. These key emotions found in the present study were joy, satisfaction, enthusiasm, and excitement. Although it is not a feeling, luck was also mentioned by one of the teachers. Also, the flow experience was resembled to ‘Nirvana’ by one of the participants. These findings may shed light on other studies that can deal with emotions regarding the flow experience not only of teachers but also the students, and people in other fields, too. The feelings named by the participating teachers related to their flow experiences were strongly positive ones. The feeling of satisfaction and

enthusiasm may be related to the teachers' absorption of the work-flow questionnaire ($M=3,69$). On the other hand, joy and enthusiasm may be related to their enjoyment which had the highest mean score ($M=4,04$) on the work-flow questionnaire.

5.2 EFL Teachers' Work-Flow and Their Demographical Backgrounds

The second research question aimed to reveal if the participating teachers' age, gender, last graduation degree, the school type they were teaching at the time of the study, and years of teaching experience had effects on their experiences of flow. According to the results, gender and the last graduation degree were found to affect the flow experience while the other variables did not. However, the gender effect might have been found due to the lack of male EFL teachers participating in the study since 87% of the teachers were female. According to Csikszentmihalyi (1990), gender, age, and social class have no effect on the flow experience. The effect of gender on flow experience contradicts the findings by Köksal and Bakla (2014). In their study conducted through the use of an adapted version of the WOLF (Bakker, 2008) by Yalçinkaya (2013), 120 EFL instructors working at three different universities in Turkey participated. The number of female participants was slightly higher than males and nearly half of the participants had experiences less than five years. They found that there was no statistical significance between the teachers' flow experiences, their age groups, and teaching experiences. The results regarding the effect of gender on flow experience are also quite the opposite of the findings by Belce (2019) since the results of her study indicated that gender did not differ significantly. However, the significant influence of the last graduation degree on the flow experiences is supported by the findings in Belce's (2019) study since it revealed that the flow experience of teachers significantly differed depending on their educational backgrounds.

The reason behind the effect of gender on the flow experience can be related to the imbalance between the number of female and male teachers. As stated by the MoNE (2022), the total number of male teachers was 455.294 whereas the number of female teachers was 684.379 in the 2021-2022 educational year in Turkey. Although these numbers were related to the teaching profession in general, the difference between male and female teachers may be also valid for teaching English. Therefore, the gender-related distribution of participants reached in the studies might have been affected, thus also

affecting the statistical results. On the other hand, the results related to the influence of educational background on teachers' flow experiences may be because of the teachers' academic and personal developments through post-graduate education. As stated by Maviş Sevim and Akın (2021), teachers who pursued post-graduate education stated improvements in their knowledge of teaching methodology. They also mentioned establishing better relationships with their students and becoming more self-confident thanks to their post-graduate education. In the case of the flow experience, teachers with a post-graduate degree may experience 'challenge and skill balance' and 'sense of control' components (Csikszentmihalyi, 1990) more which means thanks to their improved skills in teaching through post-graduate education, they may handle challenges that can occur while teaching and limit the factors that can hinder the experience of flow. Moreover, their developed knowledge of the teaching process and good rapport with students may result in a sense of control since they can have more control over the classroom and teaching content. However, more balanced numbers of male-female, and teachers with graduate-post-graduate degrees can enable us with more reliable results.

5.3 EFL Teachers' Flow Experiences and Skills and Language Areas, Activity Types, and the Time of the Day

When the participating teachers' flow experiences were analysed based on the skills and language areas they taught, the activities they used, and the time of the day they were teaching, the results of the quantitative data showed that teaching vocabulary resulted in flow among participating English teachers the most ($M=3,62$) which were followed by teaching speaking ($M=3,34$). Although, to the researcher's best knowledge, there was no study on the effects of teaching vocabulary on teachers' flow experiences. However, the study by Amini et al. (2016) showed that there was a relationship between the students' flow states during vocabulary tasks and their immediate and delayed vocabulary retention. This might be due to the vocabulary task types which are generally more controlled at the beginning and do not require students to produce in the target language immediately. Therefore, students may sense more control over the tasks (Csikszentmihalyi, 1990) which may result in student participation more. In terms of teachers, the more students take part in the lesson thanks to the nature of vocabulary tasks, the more they may experience flow while teaching English.

When the results reached by the interviews were compared with the questionnaire, skill types/language areas, and activity types were found to affect the teachers' flow experiences both in a positive and a negative way. For example, teaching speaking, and activities related to it like role-plays, dramas, and group discussions were mentioned by the teachers to facilitate their flow experiences. These results were quite similar to the study by Sari et al. (2021). In their study, 62 university students who were studying English Language Education were asked to fill in an online questionnaire, and 8 of them were interviewed about their perception of flow during speaking activities which were role plays, storytelling, and group discussion based on some indicators of flow: interest, control, focus, and challenge. Role-plays were found to be the most engaging speaking activity for both students and their lecturer. Although the present study does not relate the findings of flow experience to the indicators directly, they are worth mentioning to make some inferences. Both in the study by Sari et al. (2021) and the present study, speaking activities, especially role plays, play an important role in both the students and the teachers' flow experiences. The present study did not directly investigate the students' flow experiences as Sari et al. (2021) did but according to the teachers' statements during interviews, their students seem to enjoy speaking activities which include role-plays, dramas, or group discussions. This fact can be interpreted as a result of interest and control because role-play activities can give the students freedom of topic choice and control over what they do during the activity. They can even enrich the activity with their own creativity. In terms of teachers, who are important for the scope of the present study, interest, and control can also be significant because they can provide the students with speaking topics that are interesting for themselves as teachers, too. One of the participants' statement from the interviews worths being remembered at this point since it was about the flow experienced during speaking lessons covering Everyday English topics related to cultural life about which the teacher could interact with the students much more by relating the topic to personal experiences as in the sample extract.

'It (the flow experience) is more powerful while teaching vocabulary or Everyday English skills because when you are teaching Everyday English and covering social, casual, and spoken English, you also have to provide the culture. Yes, I experience it.' [PT 8]

Among the skills and language areas taught, teaching grammar was the least effective factor resulting in the flow experiences of English teachers ($M=2,82$) which can also be supported by a statement of one of the participating teachers:

‘If I am teaching grammar, the flow is not possible that much as a person who does not like grammar’ [PT8]

Although the statement above is in the same line with the quantitative results of the present study, it seems to contradict a finding by Tardy and Snyder (2004) in which grammar was stated by one of the participants to cause flow the most since the sense of teaching was present for that teacher while teaching grammar. This contradiction between the results may be caused by the teachers’ individual differences which can be related to their personal preferences and experiences as teachers, or by how they perceive the outcomes of the teaching process. Another reason for grammar to be less effective in the experience of flow can be the fact that grammar tasks may limit the students’ participation and creativity since the activities may be more controlled, and teachers may also feel limited to the grammar rules which may be opposite to the nature of flow.

In terms of activity types, Kashiwa’s (2024) study was one of the important studies that analysed the relationship between task types and flow experiences in English learning contexts. In the study, 62 students in a junior high school filled in a questionnaire about the task types and flow. These task types were jigsaw, information gap, problem-solving, decision-making, opinion exchange, and narration. The students’ motivation levels were also compared with their flow experiences. According to the results of the study, opinion exchange and narration were found challenging for students whereas they enjoyed jigsaw, information gap, problem-solving, and decision-making activities. Their flow experiences were also found to correlate with their English learning motivation. While opinion exchange, and narration were more open-ended activities without certain answers, the other activities had more limited options. Thus, in the second group of activities, students could control the direction of the activities since they were easier, and get more unambiguous feedback from their teachers. In such kinds of activities, experiencing flow can be easier for teachers, too. For instance, if they can provide the students with feedback, the students are more likely to participate in the activities. More participation can create an environment of interaction within the class, and this interaction

was stated as a kind of feedback by the participating teachers in the present study. It can be inferred that when teachers can interact with their students, they can see their achievements which is a source of feedback for teachers, and it is an important indicator of flow experience. Below an example statement by one of the participating teachers is provided.

‘If there is interest on the other side... If they ask me some follow-up questions or if I feel that I am listened to, this is the maximum satisfaction... There can be lots of variables. Interaction is the first condition, for sure.’ [PT 8]

When the quantitative results regarding the time of the day were analysed, it can be seen that morning classes resulted in flow the most for the participating teachers ($M=3,88$). Additionally, evening classes were the least influent in the flow experience of teachers ($M=1,92$). These results are partly in line with the findings by Belce (2019) who stated that flow was experienced most during noon classes, and least in the evening classes. The reason why evening classes were found to be the least effective in the occurrence of flow could be that most of the teachers may not have classes in the evening since education generally takes place in the morning and afternoon in Turkey. Therefore, more detailed information about the times the participants teach at may give us more reliable results. However, in the present study afternoon classes were found to hinder the flow experiences of teachers as in the statement provided below.

‘When there is a class in the afternoon... You know the lunch break... After the lunch break, all the lessons are a burden. Because they do not want to learn... In 8th grade, there are 4 English lessons a week. 2 hours are in the last lessons on Thursday. And the other 2 are at the same time on Friday... Of course, it is not productive.’ [PT 7]

In addition to the time of the day teaching takes place, class hours seem to be another problem for the teachers in the present study. Class hours, as a factor that can negatively affect the teachers’ flow experiences, were analysed in terms of either the timing of English lessons like morning, noon, or afternoon, or the workload of teachers in a day. Although there is an example study by Belce (2019) investigating the effect of time of English lessons on the flow experience, the workload aspect of class hours is unique to this study since some teachers expressed that when they had lots of classes in a row during the day, it might become harder for them to reach a flow state while teaching.

This may be because of the physical or mental fatigue they can face in the later hours of the day.

5.4 Other Factors Affecting Flow

The interviews revealed that teachers in the present study expressed that they could experience flow more when they could interact with their students which was generally possible for them during speaking activities, and interactive activities, especially when the content was more related to the teachers' and students' interest. When they could interact with their students, teachers stated to get a kind of feedback from their students which directly caused flow to occur. This was also supported by the findings reached through the questionnaire since of all the three activity types measured in relation to flow, interactive ones had the highest score ($M=4,17$) which was followed by communicative activities ($M=3,94$) and mechanical activities ($M=3,09$). In fact, none of the teachers chose 'never' on the scale of the interactive activities (0%). This implies that all of the participants experience flow when they use interactive activities. Also, the teachers' descriptions related to their recent flow experiences support the influence of classroom interaction on the flow experience of teachers because teaching procedures and skills include game-based activities, speaking on interesting topics, role-play/drama activities, and student participation seem to be quite important to experience flow. Therefore, both quantitative and qualitative results of the present study correlate.

The findings of this study can be supported by those of Tardy and Snyder's (2004, p.120-122) study in which they stated that there were five key patterns which were "interest and involvement, authentic communication, spontaneity/unpredictability, teacher-student dialogue, and moments of learning" reached as a result of interviews conducted with 10 English teachers working at a private university. They indicated that teachers were more likely to experience flow when they authentically interacted with students, and felt that they were interested in the lesson and they were learning something. These findings seem to match the statements of the participating teachers during the interviews because most of the teachers stated that they experienced flow when there was an interaction in the class rather than just following the activities in the book, and when they sensed that their students were learning which was also a kind of feedback to them

about their teaching. At this point, it is worth remembering that unambiguous feedback is one of the key components of flow experience (Csikszentmihalyi, 1990).

Additionally, some of the key components proposed by Csikszentmihalyi (1990) were among the utterances of teachers who took part in the interviews. For example, some of them mentioned losing the sense of time until the bell rings, and they believed this was the case for both teachers themselves and their students most of the time, which is also in accordance with the key component called ‘distorted sense of time’.

‘... that is why we do not understand how the lesson goes by. Finally, all of us, even the children were in flow. When the bell rang, we were like it rang so soon. We have just entered the class. Both me and they uttered the same sentence. If this counts as the flow experience, then we were absorbed in the lesson intensely.’ [PT 4]

In Bakker’s (2005) study, with the participation of 178 music teachers and 605 students, it was found that teachers’ flow experiences were reflected in their students, which was also interpreted as flow being contagious. In fact, the results of the study showed that among the constructs of flow experience (absorption, enjoyment, and intrinsic motivation), enjoyment was the most common one for both the teachers and students, for example. This was also a valid case for the teachers in the present study and their students because the interview sessions revealed that during some activities, when the ring bells, both teachers and students get out of the flow state at the same time realizing that the lesson has passed by quickly, and these kind of activities are generally depicted as the ones carried out with lots of interaction whether it is student to teacher, or student to student.

In fact, it is quite interesting to see that when teachers were asked about the factors facilitating their flow experiences while teaching English, some of them mentioned the hindering ones directly. Additionally, it is important to emphasize that some of the factors can be facilitating for some teachers whereas they can also be hindering for some others. This can be due to the fact that although there are common characteristics and conditions of flow experience as proposed by Csikszentmihalyi (1990), it is still an individual psychological experience.

Among the factors that can facilitate the flow experience, student participation, interest and motivation, skill types and language areas, time of the day, and class hours are discussed above since there are some studies supporting the findings related to them. However, to the researcher's best knowledge, there are no studies on the effects of teacher preparation, classroom management, attention span, and external factors on flow experience, and as of this part, these items are discussed.

Teacher preparation was stated as a facilitating factor for some teachers in the present study. It can be explained by the sense of control condition of the flow state (Csikszentmihalyi, 1990), because when teachers do not plan their lessons beforehand, they may not have control over what they are practicing in the class. Moreover, they may not lead a lesson that appeals to the needs of every single student in their class. This may demotivate the teachers first, and then the students, and negatively affect the teaching and learning process.

Classroom management is an important issue for both teachers and students that can facilitate or hinder the flow experience in English classes. Classroom management is usually related to the management of students with problematic behaviours in class and the relationships among the students. This factor can facilitate the teachers' flow experiences when there is unity in the class. However, if there are many problematic students in a class, teachers' flow experiences can be interrupted all the time while trying to change the behaviour in a positive way. On the other hand, even a little disagreement among students just before the lesson may influence the whole classroom atmosphere. In such times, teachers may not lead a proper lesson before solving the problem in the class and this can hinder their flow experience.

As one of the hindering factors, attention span is related to the students. Although there are no findings on the effects of the students' attention spans on the flow experiences of teachers, the results of the present study can be significant in creating a new research area. According to some of the participating teachers, students nowadays have a quite limited attention span. An example statement is provided below.

'The fact that this generation is distracted easily is a basic problem.' [PT 8]

This fact is especially emphasized by primary school teachers which is not surprising since the younger the students are, the less they can focus on something. They are generally distracted by personal needs like thirst, fatigue, or social interaction with their classmates since they are still trying to adapt to the classroom rules. Therefore, it may become less likely for teachers to experience flow in such classes. On the other hand, one participant teaching at a high school also mentioned the limited attention span of the students which is interesting because elder students are normally expected to focus on the lesson more. Moreover, some teachers underlined the effect of online teaching during Covid-19 on the students' attention spans which in turn affects both students' and teachers' flow experiences. Therefore, the reasons behind the students' limited attention span, and possible effects of it on the flow experience are worth further investigation.

Finally, external factors like heating, outside interruptions like sounds, etc. are the hindering factors that are presented in the study. Such external interruptions may not be a problem only for the language classrooms but can be problematic for any kind of learning environment. For example, in their mixed-methods study, Kraft and Monti-Nussbaum (2021) implemented a classroom climate survey and observed high school classrooms in Rhode Island and found out that external interruptions to classrooms were frequent. These interruptions included intercom announcements, calls to classroom phones, and visits by teachers, staff, and administrators. Moreover, there are interruptions caused by student-related cases like students going to the toilet, students entering the classroom in a disruptive way, students called by other teachers or administration, or students from different classes entering the class to deliver something. Similar external interruptions were also mentioned by the participating teachers in the present study as in the extract below.

‘As I said, the interruptions during the lesson. Believe me, I know the times when the door was knocked ten times in a lesson.’ [PT 7]

The same study by Kraft and Monti-Nussbaum (2021) revealed that along with problems caused by teachers, principals, and students, there were also other external interruptions some of which were special assemblies, street/traffic noise, make-up tests, and technology issues. In fact, some of these examples were provided by the participating teachers in the present study, too. For example, they mentioned the outside noises

interrupting the lesson especially during the times of national festivals like the 23rd of April, the National Sovereignty and Children's Day as in the example statement below.

'For example, special for this week, maybe you can hear the music outside. This week, there are the rehearsals for the 23rd of April. Since there is always music coming from the schoolyard, concentration is over this week. There is nothing called as the flow experience.'
[PT 4]

These external interruptions may hinder the flow experience by interfering with some of the components of the flow state proposed by Csikszentmihalyi in 1990. The components that could be interrupted by external factors are 'concentration on the task', 'sense of control', 'loss of self-consciousness', and 'distorted sense of time'. When both students and teachers are out of the flow state due to such interruptions, it may become harder to experience flow again in the same class hour.

6 CONCLUSION

The present study was designed as a mixed-methods study to investigate the flow experiences of EFL teachers working at the schools of the MoNE in Eskişehir, Turkey. First of all, it analysed the overall flow experiences of the teachers in terms of absorption, work enjoyment, and intrinsic work motivation. Then, the effects of their demographical background (age, gender, last graduation degree, the school type they were teaching at, years of teaching experience) on their flow experiences were examined. Following, how immersed they feel while teaching different skills, carrying out different types of activities, and during different time slots in a day, and their possible effects on flow experience were analysed. The results of the quantitative analysis revealed that teachers experienced flow while teaching English regardless of their age, the school type they were teaching at, and years of experience; however, their gender and last graduation degree were found to be indicators of the flow they experienced while teaching English. In terms of skills and language areas, activities, and time slots, on the other hand, the results showed that the participating teachers experienced flow the most while teaching vocabulary and speaking, during interactive activities like games, and in morning classes.

In addition to the quantitative analysis, qualitative analysis was also implemented on the results of interview session with the participants. According to the statements of

the participating teachers, the factors that could facilitate their flow experiences are the level of students, student participation, and teacher preparation. On the other hand, factors that could prevent EFL teachers from experiencing flow were class hours, students' attention span, and external factors. There were also some factors that could both help and hinder the experience of flow which were interest and motivation, skill types and language areas, and classroom management. Participants stated that they felt joyful, satisfied, and enthusiastic when they experienced flow because when they got feedback from students and interacted with them, they could sense that they taught something. These findings are discussed in the discussion part in light of the literature.

6.1 Implications

The present study is significant since it provides insights into the factors that can facilitate and hinder the flow experiences of EFL teachers. However, while investigating the flow experiences of teachers, the results reached through the interview sessions with teachers revealed that almost all of the factors that could facilitate or hinder flow were related to the students. Therefore, the most important implication that can be drawn concerning the present study is that the flow experiences of teachers cannot be studied thoroughly without the participation of students. As explained in the results and discussion parts, almost all of the things stated by the participating teachers on their flow experiences were either directly or indirectly linked to their students. Hence, it is safe to say that thinking of teachers' flow experiences without their students is impossible.

The findings, especially based on the teachers' statements during interviews, revealed that flow experience is important for EFL teachers because thanks to it, they feel satisfied when they can sense they are teaching. Since their satisfaction can support the teaching and learning process positively, being aware of the flow experience is important. Therefore, teachers should be aware of the factors that can help them experience flow more in their classes, and prepare accordingly. The positive effects of teacher preparation on flow experiences were also emphasized by the participating teachers in the present study. Teachers' awareness of the factors affecting their flow experiences can help them plan lesson according to their students' needs. For example, the hindering effects of limited attention span can be lessened by preparing activities considering the age group of the students to engage them more. Also, having information about the students' abilities

and language-related performances may help teachers establish realistic expectations while planning their lessons so that they can experience flow more easily by providing students with the activities that can match the skill and challenge balance.

Being aware of the factors that can facilitate and/or hinder the occurrence of flow is also significant for administrators so that they can create better educational contexts which can also lead to flow experiences of both teachers and students in their schools.

Since the study is carried out within the context of the MoNE, the results may be valuable for that setting. For example, the findings show that teaching vocabulary and speaking result in the flow state more for the teachers so the course materials provided by the MoNE may be designed accordingly. On the other hand, interaction seems important for teachers and game-based and role-play activities are of great use for teachers when they experience flow, which also leads to more student participation. Therefore, English curriculum can be designed so as to include more interactive activities that can result in student participation.

Pre-service teacher training programs of universities can include flow in their curriculum so that prospective teachers become aware of the concept. On the other hand, in-service teacher training programs may include courses related to how to establish good rapport with students of different age groups, for example. Therefore, they may face fewer problems related to classroom management, which is found as an important factor that can hinder teachers' flow experiences.

Teachers' last graduation degree is found to have an impact on their flow experiences. As stated in the discussion part, academic development may help teachers experience flow more. Therefore, the MoNE may encourage the teachers to complete their post-graduate education and provide the necessary conditions. Even if these conditions are not provided, teachers can be supported by MoNE to follow in-service teacher training programs that can include courses on the awareness of the flow state and how to establish it while teaching English and also other lessons.

6.2 Limitations of the Study and Suggestions

The present study has some limitations that are worth mentioning so that further studies can be designed accordingly. First of all, the context of the study is limited to the EFL teachers working at the schools of the MoNE in Eskişehir, Turkey. Limiting the context to only one city also affects the number of participants which is 77 in the present study and this number may not be effective for generalizing the results to all the EFL teachers working at the schools of the MoNE.

Another limitation is that only the teachers took part in the study. If their students had taken part in the study, the results could have been compared in terms of both teachers and students since the influence of students' on their teachers' flow experiences cannot be ignored as the results have revealed.

Teachers working at the schools of the MoNE can be grouped as 'permanent' and 'substitute' teachers. The permanent teachers work at specific schools. They are paid a pre-determined monthly salary and have many social rights until retirement. However, the substitute teachers do not belong to any school and teach where they are needed. They do not have a concise salary but are paid per class hour they teach. They also do not have social rights provided by the MoNE. Moreover, these teachers do not have to be the graduates of English language-related programs but they can belong to any professional group as long as they prove their English proficiencies with certificates. In this study, this discrimination is not made between the teachers and it is not known whether any substitute teacher filled in the questionnaire or not, although all of the teachers who were interviewed are permanent teachers. Therefore, further studies may investigate if the changes in the working conditions of permanent and substitute teachers affect their flow experiences or not.

One of the other limitations is that only a questionnaire and interviews are used as data collection tools. Since questionnaires are limited to scales and items, they may not help us understand the real-life flow experiences of teachers in class. Therefore, interviews were held in the study. However, some of the teachers could not provide specific examples of flow experiences. Thus, other methods of data collection can be utilized such as classroom observations, reflective journals, etc.

The factors affecting the teachers' flow experiences are not discussed in detail since the themes are found specifically for the participating teachers and out of their personal experiences while teaching English. Therefore, there are no example findings in the literature to be able to explain some of the factors better.

Finally, the psychological nature of the flow experience makes the coding process harder since the codes and themes found can be debatable if they are supported well. However, this limitation is tried to be eliminated by ensuring interrater reliability as explained in the methodology part.



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APPENDICES

APPENDIX 1 *Consent form*

A Study on Flow: Turkish EFL Teachers' Experiences

Consent Form

Dear Participant,

This questionnaire is a part of a study designed to investigate Turkish EFL teachers' flow experiences in their classes. It is comprised of 3 parts: 1) Demographic information 2-3) Flow experiences of EFL teachers. In the first part you are going to answer questions about yourself. After that, you are going to answer some questions regarding your flow experiences while teaching English. Answering the questions may take 10 minutes approximately.

Your answers to the questionnaire will be kept anonymous and used only during statistical analysis for academic purposes.

You must be an English teacher working at a state school to answer the questions.

Participation is voluntary and you can leave the questionnaire any time you want.

For more information about the study or the questionnaire, you can contact Sena ÖCAL (the researcher).

Your contributions to the study are valuable.

If you agree to take part in the study, please confirm that you have read the information and that you will participate voluntarily. ☐

Sena ÖCAL

English Teacher / MA Student

This study has a second part which includes interviews with participants. The interviews will be video/audio taped to be analysed by the researcher later on. The recordings will be kept anonymous and used only for the current study. If you want to take part in the second part and further contribute to the study, please write your information below, and confirm that you have read the information and you will participate in the second part voluntarily. ☐

Name: _____

Phone number: _____

E-mail address: _____

APPENDIX 2 *Questionnaire on Flow Experiences of FL Teachers*

Link for the online questionnaire: <https://forms.gle/u8nXvoKWYxeZsuwz8>

Questionnaire on Flow Experiences of Turkish EFL Teachers

PART 1: Demographic Information

Age:

22-32 ☐ 33-43 ☐ 43-53 ☐ 53+ ☐

Gender:

Male ☐ Female ☐

Last graduation degree:

Bachelor's degree ☐ Master's degree ☐ Doctoral degree ☐

The school type you are currently teaching at:

Primary school ☐ Secondary School ☐ High School ☐

Teaching experience (in years):

1-10 ☐ 11-20 ☐ 21-30 ☐ 30+ ☐

PART 2

Please read the statements below and choose only one option that suits you the best.

	Never	Rarely	Sometimes	Often	Always
1 - When I am teaching English, I think about nothing else.					
2 - I get carried away by my work (teaching English).					
3 - When I am teaching English, I forget everything else around me.					
4 - I am totally immersed in my work (teaching English).					
5 - My work gives me a good feeling.					

APPENDIX 2 (Cont.) *Questionnaire on Flow Experiences of FL Teachers*

6 - I teach English with a lot of enjoyment.					
7 - I feel happy during my work.					
8 - I feel cheerful when I am teaching English.					
9 - I would still teach English, even if I received less pay.					
10 - I find that I also want to teach English in my free time.					
11 - I teach English because I enjoy it.					
12 - When I am teaching English, I am doing it for myself.					
13 - I get my motivation from the work (teaching English) itself, and not from the reward for it.					

PART 3

Please read the statements below and choose only one option that suits you the best.

	Never	Rarely	Sometimes	Often	Always
1 - I am totally immersed in teaching grammar and think about nothing else.					
2 - I am totally immersed in teaching pronunciation and think about nothing else.					
3 - I am totally immersed in teaching reading and think about nothing else.					
4 - I am totally immersed in teaching writing and think about nothing else.					

APPENDIX 2 (Cont.) *Questionnaire on Flow Experiences of FL Teachers*

5 - I am totally immersed in teaching listening and think about nothing else.					
6 - I am totally immersed in teaching speaking and think about nothing else.					
7 - I am totally immersed in teaching vocabulary and think about nothing else.					
8 - I enjoy mechanical activities (e.g., fill in the blank) most.					
9 - I enjoy communicative activities (e.g., role play) most.					
10 - I enjoy interactive activities (e.g., audio visual games, songs) most.					
11 - I feel immersed in teaching English when I have a morning class (8 a.m-11 a.m).					
12 - I feel immersed in teaching English when I have a noon class (11 a.m-2 p.m).					
13 - I feel immersed in teaching English when I have an afternoon class (2 p.m-5 p.m).					
14 - I feel immersed in teaching English when I have an evening class (5 p.m-8 p.m).					

APPENDIX 3 *Interview Questions*

İngilizce Öğretmenlerinin Akış Deneyimleri Üzerine Görüşme Soruları

Bir müzisyen, müzik aletinin başına geçip yeni bir beste yapmaya başladığı zaman bir noktadan sonra o deneyimi o kadar derin yaşar ki sanki dünya sadece o andan ibaretmiş gibi gelmeye başlar. Bilinçli olarak yapmasa da artık zamanın, açlığın ya da susuzluğun veya dünyevi herhangi bir sorunun hiçbir önemi kalmamıştır. Kişi, notaların, müziğin ve seslerin arasında kaybolmuş ve büyük bir haz duygusuna ulaşmıştır. Burada yaşanan durum akış deneyimi olarak adlandırılmaktadır.

- 1) Sınıfta İngilizce öğretirken böyle bir akış deneyimi yaşıyor musunuz? Yakın zamanda yaşadığınız buna benzer bir deneyimi anlatabilir misiniz?
- 2) İngilizce öğretirken akış deneyimi yaşadığınızda nasıl hissediyorsunuz?
- 3) Sizce İngilizce öğretirken akış deneyimi yaşamanızı kolaylaştıran etmenler nelerdir?
- 4) Sizce İngilizce öğretirken akış deneyimi yaşamanızı engelleyen etmenler nelerdir?

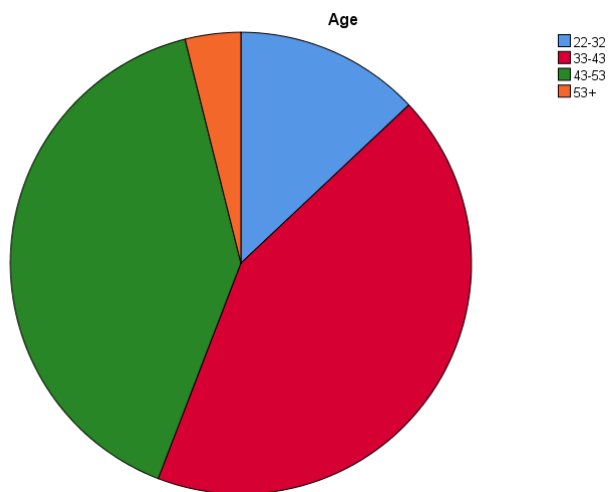
APPENDIX 4 Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Age	,246	77	,000	,844	77	,000
Gender	,520	77	,000	,396	77	,000
Lastgraduationdegree	,450	77	,000	,584	77	,000
Schooltype	,265	77	,000	,787	77	,000
Experience	,261	77	,000	,853	77	,000
P2Q1	,353	77	,000	,790	77	,000
P2Q2	,280	77	,000	,861	77	,000
P2Q3	,311	77	,000	,836	77	,000
P2Q4	,346	77	,000	,786	77	,000
P2Q5	,258	77	,000	,793	77	,000
P2Q6	,246	77	,000	,835	77	,000
P2Q7	,246	77	,000	,852	77	,000
P2Q8	,266	77	,000	,844	77	,000
P2Q9	,244	77	,000	,889	77	,000
P2Q10	,208	77	,000	,890	77	,000
P2Q11	,277	77	,000	,763	77	,000
P2Q12	,208	77	,000	,902	77	,000
P2Q13	,253	77	,000	,861	77	,000
P3Q1	,207	77	,000	,910	77	,000
P3Q2	,193	77	,000	,912	77	,000
P3Q3	,231	77	,000	,877	77	,000
P3Q4	,212	77	,000	,906	77	,000
P3Q5	,207	77	,000	,905	77	,000
P3Q6	,231	77	,000	,895	77	,000
P3Q7	,287	77	,000	,868	77	,000
P3Q8	,227	77	,000	,886	77	,000
P3Q9	,259	77	,000	,839	77	,000
P3Q10	,245	77	,000	,816	77	,000
P3Q11	,271	77	,000	,829	77	,000
P3Q12	,203	77	,000	,910	77	,000
P3Q13	,207	77	,000	,900	77	,000
P3Q14	,245	77	,000	,808	77	,000
FlowScore	,101	77	,049	,961	77	,017
a. Lilliefors Significance Correction						

APPENDIX 5 Statistical Results of Demographical Information

Age

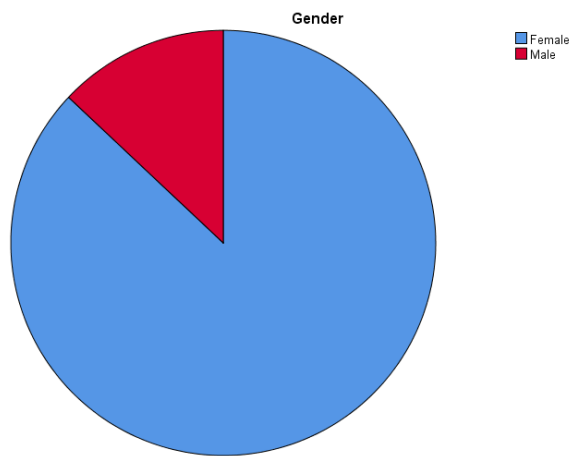
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-32	10	13,0	13,0	13,0
	33-43	33	42,9	42,9	55,8
	43-53	31	40,3	40,3	96,1
	53+	3	3,9	3,9	100,0
	Total	77	100,0	100,0	



Gender

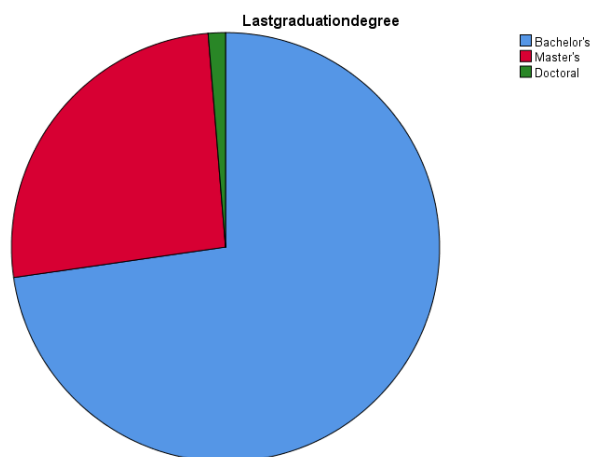
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	67	87,0	87,0	87,0
	Male	10	13,0	13,0	100,0
	Total	77	100,0	100,0	

APPENDIX 5 (Cont.) Statistical Results of Demographical Information



Lastgraduationdegree

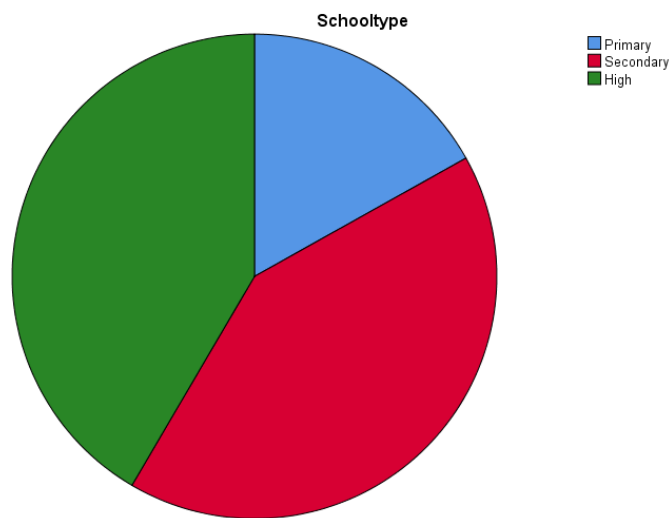
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's	56	72,7	72,7	72,7
	Master's	20	26,0	26,0	98,7
	Doctoral	1	1,3	1,3	100,0
	Total	77	100,0	100,0	



Schooltype

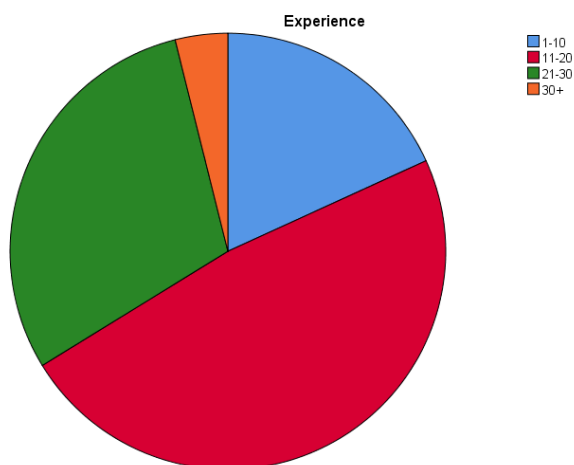
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	13	16,9	16,9	16,9
	Secondary	32	41,6	41,6	58,4
	High	32	41,6	41,6	100,0
	Total	77	100,0	100,0	

APPENDIX 5 (Cont.) Statistical Results of Demographical Information



Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	14	18,2	18,2	18,2
	11-20	37	48,1	48,1	66,2
	21-30	23	29,9	29,9	96,1
	30+	3	3,9	3,9	100,0
	Total	77	100,0	100,0	



APPENDIX 6 Example Coding 1

00:09:21 SPK_2

Tuzla veriliyormuş o maskelerin maaşı, o yüzden Salary Salt'tan türemiştir, tuz kökünden türemiştir, filan gibi tribyalarda. girmek. Gene çok keyifli, böyle maksimum tatmin hissettirdiği anlar oluyor. Ama tabii bunu güzel yapan benim kendi kendime bildiğimi aktarmam, böyle podcast çekişyormuş gibi değil. Karşıdan ilgi geliyorsa, hani bana follow-up sorusu soruyorsa ya da dinlenildiğimi hissediyor isem, bu maksimum tatmin şeklinde yaşıyor.

00:09:57 SPK_1

Bu hoca ne anlatıyordan ziyade, hoca ne güzel şeyler anlatıyor modundalarsa.

00:10:02 SPK_2

Gibi. Aynen öyle. Yoksa ben podcast dinliyorum, şey kaydediyorum, eve gidince dinlersiniz. Gibi bir şey oluyor. İleşimin, interaction olmadığı yerde çok da tat vermiyor tabii ki.

00:10:13 SPK_2

Ama bazen oluyor.

00:10:15 SPK_1

Interaction önemli diyebiliriz bu noktada o zaman öğrencilerle aranızda.

00:10:19 SPK_2

Tabii ki, tabii ki. Beni gaza getiren sözün büyüğü, ben tabii hep harika şeyler anlatıyorum değil ama, çocuğun hazır bulunuşluğuyla örtüşmesi gerekiyor. Yani öğleden sonraki saatte ben ağızımla işte kuş da tutsam göze giremeyebiliyorum mesela öğleden sonraki bir saatte. Ya da başka bir sınıfta bir şubede tutuyor o yol, yöntem, öteki şubede tutmuyor. aynı etkiye ulaşmıyor, aynı hayranlık ya da merak, merak uyandırmıyor.

APPENDIX 7 Example Coding 2

Pelin: Used to in successful classes in previous years but not this year / especially when there is interaction / sts' positive feedback and motivation

Pinar: Yes / especially during games, role-plays, and listening activities with songs

Reyhan: Yes and no / if the sts take part in the lesson, materials work well, and teachers has a plan

2) How do you feel when you experience flow while teaching English?

PT 1 Buket: Motivated, satisfied, happy, work enjoyment, more devoted to work, feels like teaching takes place as a result of sts' feedbacks

PT 2 Canan : Happy, satisfied, relaxed, joy of carrying out the duty

PT 3 Ebru: The lesson goes by without thinking about the time, teaching excitement, wish to be helpful to the students, lucky

PT 4 Elif: Feels like teaching takes place actually. especially when the lesson ends without boring the sts

PT 5 Esra: Forgets about even health problems

PT 6 Fidan: Satisfied. When you feel that the sts understand, it feels like a huge

APPENDIX 8 Example Coding 3

Int. Q. 1. Do you experience flow while teaching English in class? Can you tell me about such an experience that you have had lately?

Theme	Subtheme
Teaching content procedure and skills	Game-based activities [PT4/ PT5/ PT7/ PT12]
	Speaking on interesting topics [PT5 / PT8/
	Role-play/drama [PT1/ PT12]
	Using songs [PT1/ PT12]
The classroom environment	Losing sense of time [PT2/ PT3/ PT4/ PT6/ PT7]
	Student participation [PT4/ PT7/ PT11]

Genen= Zineir columnsu bu bölüme olabilir mi?

Ebru= Çocuklarda olan etkileşim...?

Elif= Group work= interaction= speaking?

Fidan= Simple present -s / is it a game?

İlkay= İlesimin, interaction olmadığı yerde çok da tat vermiyor tabii ki?

Özgenin cevabı?

Pınar= Grammar teaching?

Reyhan= forgetting about health problems?

APPENDIX 9 Ölçek Kullanım İzni

Ynt: Ölçek Kullanım İzin Talebi



Ömür BELCE

Kime Sena SEVİNDİ



İletiyi şu dile çevir: İngilizce

Şu dili hiçbir zaman çevirme: Tâ¼rkÅŒe

Çeviri tercihleri



18.12.2023 Pzt 22:23

Merhaba,

İsmimi ve çalışmayı alıntılayarak tabi ki kullanabilirsiniz.
İyi çalışmalar.

Ömür Belce

Gönderen: Sena SEVİNDİ

Gönderildi: 15 Aralık 2023 Cuma 13:50:55

Kime: Ömür BELCE

Konu: Ölçek Kullanım İzin Talebi

Sayın hocam merhaba.

Ben Anadolu Üniversitesi / Lisansüstü Eğitim Enstitüsü / İngilizce Öğretimi Yüksek Lisans Programı öğrencisi Sena ÖCAL. İngilizce öğretmenlerinin akış deneyimi üzerine çalışacağım tezim için yaptığım araştırmalarda sizin Bakker (2008)'in the Work-Related Flow Inventory ölçeğini adapte ederek kullandığınız iki aşamalı ölçeğinizi inceledim.

Sizin için uygunsa izniniz doğrultusunda ölçeğinizi tez çalışmamda kullanmak isterim.

İyi çalışmalar dilerim.

APPENDIX 10 Etik Kurul Onay Belgesi

Evrak Kayıt Tarihi: 12.01.2024	Protokol No: 681007	Tarih: 29.01.2024
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ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	A Study on Flow: Turkish EFL Teachers' Experiences/ Akış Üzerine Bir Çalışma: Türk İngilizce Öğretmenlerinin Deneyimleri
PROJE/TEZ YÜRÜTÜCÜSÜ:	Dr. Öğr. Üyesi Hülya İPEK
TEZ YAZARI:	Sena ÖCAL
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

CURRICULUM VITAE

Name and Surname: Sena ÖCAL

Place and Year of Birth:

Languages: English

Education:

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Work Experience:

English Language Teacher – Ministry of National Education since 2019